IMPROVING THE STUDENTS' WRITING SKILL THROUGH PERSONAL JOURNAL TECHNIQUE AT VIII GRADE STUDENTS OF MTS AL-ITTIHADIYAH LAUT DENDANG

THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan as a Partial Fulfillment of the Requirements for the Degree of Educational Bachelor S.1.

Program

By:

SITI AMINAH HASIBUAN
NIM. 34.15.1.019

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
2019

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2019

No   : Istimewa   Medan, September 2019

Lamp :   Kepada Yth,

Hal   : Skripsi   Bapak Dekan Fakultas Tarbiyah

        A.n. Siti Aminah Hasibuan   UIN Sumatera Utara

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        Dengan Hormat,

        Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari:

Nama   : Siti Aminah Hasibuan

NIM   : 34.15.1.019

Jurusan//Prodi : Pendidikan Bahasa Inggris

Judul   :**IMPROVING THE STUDENTS' WRITING SKILL THROUGH PERSONAL JOURNAL TECHNIQUE AT VIII GRADE STUDENTS OF MTS AL-ITTIHADIYAH LAUT DENDANG**

        Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam sidang munaqasyah Fakultas Tarbiyah dan Keguruan UIN-SU Medan.
        Demikianlah kami sampaikan atas perhatian Bapak kami ucapkan terimakasih.

        Wassalamu'alaikum Wr. Wb,

                                                Medan, September 2019

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

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Judul   : **IMPROVING THE STUDENTS' WRITING SKILL THROUGH PERSONAL JOURNAL TECHNIQUE AT VIII GRADE STUDENTS OF MTS AL-ITTIHADIYAH LAUT DENDANG**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar - benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

Medan, September 2019

Yang Membuat Pernyataan

SITI AMINAH HASIBUAN
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ABSTRACT

SITI AMINAH HASIBUAN. NIM. 34.15.1.019. IMPROVING THE STUDENTS' WRITING SKILL THROUGH PERSONAL JOURNAL TECHNIQUE AT VIII STUDENTS OF MTS AL-ITTIHADIYAH LAUT DENDANG.

This research was conducted to find out the implementation of personal journal technique in improving the students' writing skill in recount text. The subject of this research was 30 students at VIII grade students of MTs Al-Ittihadiyah Laut Dendang. This research was conducted by classroom action research that consisted of two cycles. The qualitative data were taken from observation sheet, interview sheet, and diary notes. The quantitative data were taken from tests which carry out at the end of every cycle. The test was given in pre test, post test in cycle I and post test in cycle II.

The result of the data analysis showed that the students' score increased from the pre test, post test of cycle I to post test of cycle II. It could be seen from the mean of the pre test was 63, 8. There were 23, 33% (7) students who passed the standard minimum score or KKM. In the post test of cycle I, the mean was 71, 86. There were 50% (15) students who passed the standard minimum score or KKM. In the post test of cycle II, the mean was 76, 1. There were 76, 66% (23) students who passed the standard minimum score or KKM. It indicated that personal journal technique could improve the students' writing skill in recount text.

ACKNOWLEDGEMENT

بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيمِ

In the name of Allah, Most Compassionate, Most Merciful

Assalamu'alaikum Warahmatullahi Wabarakatuh

Alhamdulillah, all praises to be Allah, the Lord of the world, who has given writer healthy and also chance to finish the last assignment in her study. Peace and salutation be upon to the prophet Muhammad SAW, his family, his best friend and also his followers.

The title of the thesis is "**Improving the Students' Writing Skill through Personal Journal Technique at VIII Grade Students of MTs Al-Ittihadiyah Laut Dendang"**. It is submitted to the Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan as partial fulfillment of the requirements of the degree S.Pd.

The writer realized that she would never finished writing this thesis without helping of some people around her directly or indirectly. First of all, the writer would like to express her greatest love and honor to her beloved family: my greatest father (**Khaidir Hasibuan**), my wonderful mom (**Siti Mullah Siregar**), my beloved brother (**Muhammad Nurdin Hasibuan, S.Pd**), who always gives prayer, support, help, advice, motivation and all precious things for me to finish this thesis.

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make this thesis better. The writer hopes that this thesis will be useful for everyone.

May Allah *Subhanahu Wa Ta'ala* receives all our work and kindness. *Aamiin.*

Medan, September 2019

Siti Aminah Hasibuan

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is one of linguistic knowledge which was taught to the students. Writing describes the students' competence in English. It has a function to support the development of language pedagogy. Writing as a process of expressing ideas or thoughts in words[1], the primary purpose of writing is communication. It is one of the communication that really important to be learned and mastered by everybody.

Writing is regarded as a productive skill, its mean the student can express their ideas and deliver what on their mind in writing. Therefore, In expressing the written skill, we may face some problems come from students such us; determining the title, organizing the idea, using grammar, lack vocabulary, punctuation, lack of motivation, in structure written, other problem come from teaching writing itself may concern with technique or method of teaching writing skill.

It always formed part of the syllabus in the teaching of English. Based on curriculum 2006, the English subject in junior high school is study about genres of writing (text)[2]. They are narrative, recount, procedure, descriptive and report. Writing

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[1] Kiki Lestari, (2018), *Improving Students' achievement in Writing Narrative Text through Field Trip Method in Ten Grade Class of MAN Medan*, Educational English Department, State Islamic University of North Sumatera Medan.

[2] School based curriculum, (2006).

refers to text. Text is the simplest way to express our idea which has meaningful and purpose with acceptable structure.

One of genres above should be mastered by students in the process of learning English is recount text. According to Pardiyono "Recount text defined as a text giving information about activities that happened in the past, it is used to retell the events[3]. This text uses simple past. The generic structure of recount text are; orientation, events and re-orientation.

Based on the experience during conducting teaching practice (PPL III) with students at grade VIII of Junior High School in academic year 2019/2020. There are many problems in learning and teaching this text genre. The researcher found there were most of students still did not understand yet clearly about recount text, sometime the students use simple present in writing recount text, they confused how to express their ideas into written/text. As adding from the teacher, the students always play and lazy to listen the teacher explanation.

Based on the reasons above, the students need new technique when study English and the different technique of teaching considered as one of the solution to improve students' writing skill in recount text. Many techniques can use when teaching writing and the writer choose personal journal technique to solve the problem in improving students' skill in writing recount text. According to Orem Journal is really helpful for both students and teachers in the process of teaching and

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[3] Pardiyono, (2007), *pasti bisa!! Writing Clues for Better Writing Competence,* Yogyakarta: Andi, P.64

learning writing[4] and journal writing can help the students to be accustomed to think and put ideas on the paper[5]. Based on the experts, there are some benefits of personal journal: the first is personal journal is helpful in process of teaching and learning writing and the second is can help student to think and express their idea on the paper.

Therefore, based on the details above the researcher is interested in doing a research entitled: **Improving the Students' Writing Skill through Personal Journal Technique at VIII Grade Students of MTs Al-Ittihadiyah Laut Dendang.**

B. The Identification of the Problem

1. The most of students still did not understand yet clearly about recount text.

2. Sometime the students use simple present in writing recount text.

3. The students did not know the generic structure of recount text as well.

4. The students confused how to express their ideas into written/text.

5. The teacher still using common technique in teaching writing recount text

C. The Limitation of Study

As mentioned on the background of the study, personal journal technique is one of the alternative techniques that can be used by teacher in teaching writing recount text in classroom. The researcher limits and focuses this research on

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[4] Orem, R. A, (2003), *Journal Writing in Adult* ESL: *Improving Practice through Reflective Writing*, Illonois: New Direction for Adult and continuing Education, P.73

[5] Langan, J, (2008), *College Writing Skills with Readings*, New York: McGraw-Hill Companies, Inc, P. 18

improving the students' writing skill in recount text through personal journal technique at VIII grade students of MTs Al-Ittihadiyah Laut Dendang.

D. The Research Problem

1. How is the class situation when personal journal technique implemented in the writing class?

2. How is the improvement of the students' writing skill in recount text through personal journal technique at VIII grade students of MTs Al-Ittihadiyah?

E. The Objective of the Study

1. To describe the class situation when personal journal technique implemented in the writing class.

2. To describe the improvement of the students' writing skill in recount text through personal journal technique at eighth grade students of MTs Al-Ittihadiyah

F. The Significances of the Study

1. The finding of the research can be useful in innovating and improving of method in teaching and learning process for headmaster/school.

2. The research will give contribution to English teacher that personal journal can use to improve the students' skill in writing recount text.

3. The researcher practice in developing her knowledge and skill in teaching students' writing skill in recount text, get new knowledge and experience as a teacher in the future.

4. The finding of this research can be useful for the reader as a reference to improve their technique in teaching writing of recount text.

5. The finding of this research can be useful as a reference to the next researcher.

CHAPTER II

LITERATURE REVIEW

A. Review of literature

This research is aimed to investigate the improvement of using personal journal technique on students' writing skill in recount text. Therefore, in conducting the research, theories are needed to explain some concept applied concerning to the research. However, the theories are used has relation of the study, and the important one to avoid misunderstanding between the writer and the readers.

A. 1. Definition of Writing.

Writing is one of the four skills that have to learn by students in teaching English. According to Utami Dewi, writing is the expression of language in the form of letters, symbols, or words[6]. Everyone can express their idea in written. When someone felt so bad and not interesting to make a conversation with their friend on the mobile phone, she/he can send a bad emoticon face as a symbol she on bad mood and wants to finish the conversation. When they are falling in love, she can send love emoticon hopes her partner knows and replies her felling as soon as possible. Its mean, the purpose of writing is communication.

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[6] Utami Dewi, (2013), *How to Write*, Tanjung Rejo Medan: La-Tansa Press, P. 2

Writing is a central to our personal experience and social identify and we are often evaluated by our control of it[7]. Writing is a process and that what we write is often heavily influenced by the constraints of genres, than these elements have to be present in learning activities[8]. It means Writing is about personal experience and social identify. Genre influence in writing process and these elements to be present in learning activities.

Writing is one way of making meaning from experience for ourselves and for other[9]. Writing is a way to retell what activities that happened in the past and become an experience unforgettable. We can put all of the feeling in written and everyone knows when they read our written. According to Harmer, writing as one of the four skills has always formed part of the syllabus in teaching of English. Its mean, writing is one of the four skills that have to learn the student and include in syllabus in teaching of English.

Based on some opinion above, researcher can conclude that writing is a process of translating ideas into written symbols; it combines of thinking and feeling. By writing, we can share our ideas, feeling or anything on our mind and exist into written. The primary purpose of writing is communication.

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[7] Ken Hyland, (2002), *Teaching Researching Writing,* London: Longman, P. 1
[8] Jeremy Harmer, (2004), *How to teach writing,* Malaysia: Longman, P. 93
[9] Jennice M, Laver, (1991), *Four worlds of writing*, London Press, P. 23

Writing is one of ways to get knowledge and develop the knowledge in society. In the holy Al-Qur'an writing is also important skill should be learned. Allah explained in surah Al-'Alaq (4-5):

$$ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝$$

$$عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝$$

The meaning: "who taught (man) by the pen. He taught man what he knew not (Al-'Alaq 4-5:)

If we read the meaning of this Surah, perhaps many of people can make mistake in thinking that Allah is directly teaches human to write. But the true one of this message from Allah SWT, Allah is not directly teaches the human but they are taught by another human that have ability comes from Allah. It mean, writing is importance one to develop the knowledge.

Allah also said in Surah Al-Qalam

$$نٓ وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ۝$$

The meaning: 'Nun by the pen and by the (record) which men write'.

The two words "qalam" above is closely related even continued even though the sequence of writing in the Quran is not the case. In writing many tools can use such as: pencil, pen typewriter, computer, paint, etc.

Prophet Muhammad also said in his hadist as follows:

$$\text{قَيِّدُوا الْعِلْمَ بِالْكِتَابَةِ}$$

The meaning: "tie science with writing" (HR. Ad-darimi)[10]

The word "uktub" was using in looking for science by writing, in hadist above also use the word "qayyidu" which mean "tie". Using different words but have same meaning. Maknawi science like an animal that is difficult to be controlled without strong bond, for science can be firmly implanted, stored in the hearts of science seekers.

From some definitions above, the researcher concludes that writing is a tool of human communication. By writing, everyone can share ideas, feeling, get new knowledge or anything exist in our mind.

A. 1. 1. Teaching Writing

In Indonesia, the teaching writing skill is started from elementary school, junior high school, senior high school, indeed in universities still teaching learning

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[10] . https://temanshalih.com/hadists-pendek-dan-mudah-dihapal/ Accesses on 26 May 2019 at 11.00 A. M.

writing. The big reason of this one cause the writing is not easy and need time to produce a good product.

There are two main approaches to teach writing[11], they are;

1. A skill based approach is called teacher-centered approach. The program structure and concept are coming from the teacher directly (the teacher's taught). The topics are selected by the teacher from textbooks to improve students' writing ability, so the students cannot be independent cause the teacher as a center of the teaching and learning process.

2. According to Graves 1983 in Westwood's book, the process approach is also called student-centered approach. In this approach many various models can be implemented such as guided writing, shared writing, writer's workshop and the conference approach. The students freely to choose one of them that more interesting to make exercises. In this approach, the students to be independent learners cause the students as a center of the teaching and learning process.

A.1.2. Process of Writing

Writing process is a systematic approach to writing. Writing is one of the productive skills. Before writing, there are some stage should we do. Include prewriting, drafting, revising, editing and publishing.

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[11] Westwood & Peter, (2008), *What Teacher need to Know Reading and writing Difficulties,* Camberwell" ACER Press, P.70

According to Utami, there are five stages of writing:

1. Prewriting

Prewriting is the planning and idea gathering stage, it mean anything we do before write a draft. Include thinking what topic about is, making the important notes, brainstorming, gathering information. According to Carrol, J. A., Wilson, E. & Forlin, G in Utami's book "prewriting is freely exploring topics, choosing topic, and beginning to gather and organize details before write".

2. Drafting

Drafting refers to time spent composing a rough draft or when we put our ideas into sentences and paragraphs it mean drafting has occurred. In drafting we concentrate to explain and explore our ideas fully. Here, we begin to connect our ideas.

3. Revising

Revising is the process of improving the draft. The student divide into some group, everyone reread their work and then share it to their partner in the team to get a feedback from the peers.

4. Editing

Editing deals with correcting/checking of sentence level concerns such as punctuation, spelling, and usage.

5. Publishing or sharing

Publishing is accomplished in a wide variety of ways when the work is in final form.[12]

Every writer follows the same pattern. Sally Barr Ebest adding for writing process, there are five stages too, they are:

1. Prewriting

2. Drafting

3. Revising

4. Editing

5. Proofreading[13].

A.1.3. The Purpose of Writing

There are three purposes of writing based on O'Malley and Pierce. They are:

1. Informative writing

Informative writing helps the writer to explore the idea and examine existing knowledge. It means the writer can share and give information, ideas, or direction. Example: the writing is to inform, describe of events or experiences, and develop of new ideas or relationship, such as biography from the writer's life.

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[12] Utami Dewi, Op. Cit. P. 9

[13] Sally Barr Ebest, (2004), *Writing from A to Z*, P. 6-21

2. Expressive/narrative writing

Expressive writing is the writer imaginative expression in producing story or essay. The writing often use to entertainment, pleasure, discovery as fun writing such as poems.

3. Persuasive writing

This type writing is the writer attempts to influence everyone and make changes. Include evaluation of a book, consumer product, movie, or controversial issues[14].

Based those explanation above, this writing purpose is informative writing. The student can describe their experience into writing to inform the reader about their experiences or events in the past time.

A. 2. Genre of Writing

Thoreau states in Wy. Dirgeyasa's book, genre writing is a kind or type of writing in which it has a typical style, particular target of readers, and a specific purpose[15]. Based on Thoreau statement above, genre covers three main aspects. There are writing style means how something is written; choosing of word used and the way information is organized. The second namely is reader means before writing we adjust our written to the readers. Is the written good for every age, or mature only,

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[14] J. Michael O'Malley and Lorraine Valdez Pierce, (1996), *Authentic Assesment for English Language Learners. Practical Approaches for Teacher*, P. 137-138

[15] Wy. Dirgeyasa, Genre-Based Approach: What and How to teach and to Learn writing, *Canadian Center of Science and Education* XXVI*,* No 9: 46

children, etc. The last one is goal (goal oriented) means the written to report, to retell, to describe and etc.

According to Brown, there are three main genres of writing[16].

1. Academic writing: paper and general subject report, compositions, academically focused journal, essays, technical report, short-answer test responses, thesis, dissertation

2. Job related: letters or e-mails, reports, memos, labels, schedules, advertisements, announcements, signs, manuals.

3. Personal journal: greeting cards, invitations, messages, notes, calendar entries, shopping list, letters, reminders, forms, financial documents, questionnaires, medical report, immigration document, diaries, personal journal, fiction.

Based on Brown above, there are three main genres of writing and the kind genre of this writing is personal journal, because the researcher using personal journal to improve the students writing in recount text.

A.2.1 The Characteristics of Genre Writing

There are three characteristics of genre in writing:

1. Communicative purpose

Every form of written text has purpose clearly. Example: to give information, share the message, explore the ideas, etc.

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[16] H. Dauglas Brown, (2004), *Language Assessment*, New York: Longman, P. 219

2. Rhetorical Structure

A good written text is arranged in rhetorical structure/way through some elements.

3. Grammatical pattern or linguistic features

Sentence is connected by using grammatical pattern. Every genre in writing has own characteristics[17].

A. 3. Definition of Text

According to Tri Wiratno "text adalah satuan bahasa yang mengungkapkan makna secara kontekstual"[18]. The limitation of the text does not measure from the sentences and the pages, but what mean of the text and what text is it.

A text is any object that can be "read"[19]. Every written is a text that able to read and has specific purpose that want to deliver by the writer. A text is a meaningful linguistic unit a context[20]. Linguistic context is the linguistic unit before and after text. A linguistic unit is a phoneme or a morpheme of phrase or a clause or a sentence.

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[17] Wy. Dirgeyasa, (2012), *Maritime English Writing: A Genre Based Approach*, Medan, P. 3

[18] Tri Wiratno, (2003), *Kiat Menulis Karya Ilmiah Dalam bahasa Inggris*, Yogyakarta: Pustaka Belajar Offset, P. 3

[19] http://en.m.wikipedia.org. Accesses on 15 March 2019 at 21.23 P.M.

[20] Sanggam Siahan and Khisno, (2008), *Generic Structure Text*, Yogyakarta: Graha Ilmu, P. 1

Based on theories above, the researcher can conclude that text is a meaningful of linguistic unit and every text has distinctive characteristics, depending on what they are to do and what text it is.

There are some types of text in English, they are:

1. Narrative is a text. Focus on specific participant, the social function are to amuse, entertain and to deal with actual or various experience in different way.

2. Recount is a kind of genre. The social function to retell events for the purposes of informing or entertaining.

3. Anecdote is a kind of genre. The social function is to share with others an account of an unusual or amusing incident.

4. Procedure is a kind of genre. The social function is to describe how something is accomplished through a sequence of actions or steps.

5. Explanation is a kind of genre. The social function is to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.

6. Analytical exposition is a kind of genre. The social function is to persuade the reader or listener that something is the case or to take action on some matter.

7. Report is a kind of genre. The social function is to describe the way things are with reference to arrange or natural, manmade and social phenomena in our environment.

8. Hortatory exposition is a kind of genre. The social function is to persuade the reader or listener that something should or should not be the case.

9. Discussion is a kind of genre. The social function is to present (at least) two points of view about an issue.

10. Description is a kind of genre. The social function is to describe a particular person, place or thing.

11. Review is a kind of genre. The social function is to critique an art work or event for a public audience.

12. New item is a factual text. The social function is to informs readers events of the day which are considered newsworthy or important.

13. Commentary is a kind of genre. The social function is to explain the processes involved the information (evolution) of a social-cultural phenomenon, as though a natural phenomenon.

14. Spoof is a kind of genre. The social function is to retell an event with a humorous twist[21].

A. 4. Definition of Recount Text

According to Pardiyono, recount text is a text retell events or experience in the past, the social function is to retell events for the purpose of informing and entertaining, it social function is to reconstruct to record events or activities[22].

According to Cavanagh, recounts are retelling of past events[23]. The purpose of recount text is to tell past events. It tells information about what happened, when it

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[21] Mark Anderson and Kathy Anderson, (2003), *Text Types in English 2,* Sidney: Macmillan, P. 3-5.

[22] Pardiyono, Loc. Cit.

happened, where it happened, and who was involved. Writing recount text is an activity to write the record of events in the past time[24]. Recount is a piece of text that retells past events, usually in the order in which they happened.

From those explanation above, recount text is a text retell the experiences or events that happened in the past time. We can share our personal experiences through article/writing, it can remind us of past experiences are glad or sorrowful experiences. Informing and entertaining are the purposes of recount text.

A. 4. 1. Generic Structure

Table 1. There are three generic structures of recount text[25]:

Generic structures	Function
Orientation	Introducing the participant, place and time
Event	Describing series of event that happened in the past
Reorientation	It is optional stating personal comment of the writer story

A. 4.2. Language features in recount text:

- Introducing personal participant: I, my and etc.

- Using chronological connection: then, first, eventually, next, later, meanwhile and etc.

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[23] Cavanagh, J, (1998), *Text Type*, Sydney: Broad Studies, P. 11

[24] Knapp, Peter and Megan Watkins, (2005), *Genre, Text and Grammar*, Sydney: University of South Wales Press Ltd, P. 223

[25] Pardiyono, (2007), *Pasti Bisa!! Teaching Genre-Based Writing,* Yogyakarta: Andi, P. 68

- Using linking verbs: was, were, saw, heard and etc.

- Using action verb: look, go, change and etc

- Using simple past tense[26].

A. 4. 3. Example of Recount Text

VISITING BALI

Orientation

There were so many places to see in <u>Bali</u> that my friend decided to join the tours to see as much as possible. My friend <u>stayed</u> in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second is to Ubud.

Events

On the day of the tour, he was ready. My friend and his group <u>drove </u>on through mountains. Singaraja is a city of about 90 thousand peoples. It is a busy but quiet town. The streets are lined with tress and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

The <u>second </u>to Ubud was very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my watched young boys <u>were </u>carving away at big blocks of stone. The next stop was celuk, a center for silversmith and golden smiths. After that

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[26] Ibid, P. 67

he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

Re-orientation

My friend ten-day-stay ended every quickly beside his two tours, all his day spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

Bali and stayed => introducing personal participants to show who. Where, and when

Drove=> use of the past tense

Second => using chronological connection

Were=> use of linking were

Went=> use of action

A. 5. Definition of Personal Journal

According to Tuan 2010 in Ardy Ari Yunianto (2014), Journal is a recording of personal life activities[27]. Journal is recording of personal life daily activities. Journal as "notebooks of writers keep a record of ideas, opinions, and description of daily life that can help the writers to develop their creativity"[28]. It is mean journal help develop students' writing skill, their creativity and generating ideas.

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[27] Ardy Ari Yunianto, (2014), *Improving Students' Writing abilities in Writing A Recount Text by Using journal writing of Class VIII A Students of SMP N 4 Sleman in The Academic Year of 2012/2013*, P. 25

[28] Spaventa, s, (2000), *Essay Writing*, Cambridge: Cambridge University Press, P. 168

Using journal can help students to find many ideas during writing a recount text. As stated by white and Arndt (1991) in Ardy Ari Yunianto (2014)[29] the aim of keeping a journal is "to encourage students to become involved and interesting in writing". Students find enjoyable experience when using personal journal.

Based on explanation above, the journal is one form of personal writing. Personal writing is a statement of ideas and feeling about own experience. The journal is a recording of personal life activities. So, personal journal is a personal writing to record of personal life activities today and in the past, it also an important source of information about events that related to ourselves.

A.**6. The Advantages and Disadvantages of Personal Journal**

There are some benefits of personal journal writing

1. The value of reflection

Journals provide an opportunity for students to think about how they are learning and also what they are learning. This kind of introspection may well lead them to insights which will greatly enhance their progress. When we try to put our thoughts into words we have to work out what those thoughts. This, in turn, make us reflect on what has happened, what we think or how we feel, and when we reflect on things we often reach conclusion that we might not have thought of when an event was taking place or when, as learners we were engaged in the learning process itself. A marked benefit of such creative introspection is its effect on memory.

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[29] Ardy Ari Yunianto, Op. cit. P 25

2. Freedom of expression

Journals allow students to express feeling more freely than they might do in public, in class. If they know that their journal is not going to read by everyone (unless they want people to read them), they will write more openly. Such freedom of expression is in contrast to some of their types of writing students are called upon to produce.

3. Developing writing skills

They expand their range of written expression and write with greater ease and speed. Journal writing contributes to a students' general writing improvement in the same way as training enhance in athlete's performance: it makes them fit.[30]

Besides the advantages, the using personal journal also has the disadvantages:

1. Waste the time

If the students write personal journal in the class, it has the disadvantage because can take the time from other activities. Nevertheless, five or ten minutes at the end of a week or fortnight may be very beneficial for the students' language and writing skills.

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[30] Jeremy Harmer, (2004), *How to Teach Writing*, Malaysia: Longman, P. 126-129

2. Self-observation limitation

Writing personal journal has difficulties of evaluating its ultimate effectiveness as an agent for either personal or instructional change, personal journal insight felt limited by student mental capabilities.

B. Related Study

A research has done by Dea Venda Marpaung and her friends with the title "Teaching Writing Recount Text through Personal Journal Writing". The purpose of this research is to find out whether personal journal writing is effective and how effective it is in teaching writing recount text. This research was conducted to the tenth grade students of SMAN 3 Pontianak in academic year 2014/2015. Quasi experimental design was used by the researcher. The sample of this research was Class XD as the experimental group and Class XE as the group control. The result of t-test computation was 4.5 with degree of freedom is 65 and t-table is 2.00. The alternative hypothesis is showed (Ha) that personal journal is affective and suitable in teaching writing recount text.

A research has done by Nursidah and her friends with the title "Increasing Students' ability in writing a Recount Text". By using personal experience in students' journal can improve students' writing personal recount text is the purpose of this study. The Eight Grade student of SMPN 2 Sungai Pinyuh in academic year 2013/2014 is the subject of this research. Classroom Action Research is form of this research. Written test is a technique used for collecting the data. In first cycle the

students' mean score was 52.9.The second cycle the students' mean score was 65.8 and the third cycle the students' mean score was 78.5. Personal Journal was effective to improve the students' ability to develop ideas in recount text and the students can rewrite their personal experience into a good form of recount text.

A research has done by Ardy Tri Yunianto with the title "Improving Student's Writing Abilities in Writing a Recount Text by Using Journal Writing of Class VIII A Students of SMP 4 Sleman in the Academic Year of 2012/2013". This research aims is using journal writing can improve the students' writing a recount text in the teaching and learning process. This research was conducted to the eight grade students of SMP 4 Sleman in the Academic Year of 2012/2013. The samples of this research are 35students as participants. Classroom action research is form of this research. The scores of writing recount text in the pre-test (1.28), and students gets (2.11) in the post-test. It means the post-test score is higher than the pre-test. The implementation of journal writing can improve the students' writing abilities in recount text significantly.

A research has done by Supiani with the title "The Use of Diary in Teaching of Writing Recount text at SMPN 03 Banjarbaru, South Kalimantan Province". The objective of this research is to describe the process of teaching writing recount text by using diary, to find out the teachers' problems and students' response toward using diary. A descriptive qualitative is the form of this research. Observation, interview, and documentation are the instruments of this research. The subject of this research is an English teacher and 30 students of the eight grade of SMPN 03 Banjarbaru in the

academic year 2015/2016. The findings show using diary in teaching writing recount text could help and develop students' writing. Using dairy can motivated the students in learning writing, gave a creativity both teacher and students. The students can express their ideas in writing by using diary because they can tell prior activities or experience happened.

A research has done by Nur Millah Mutsliah with the title "The Effectiveness of Diary Writing on Students' Writing of Recount Text". The aims of this research to know whether or not diary writing is effective on students' writing of recount text and to get empirical evidence of the effectiveness of diary writing on students' writing of recount text at the eighth grade of SMPN 166 Jakarta. Quantitative is the form of this research with a pre-test and post-test quasi-experimental design. The population was 252 students of seven classes with 36 students in each class. The experimental class was taught by implementing diary writing while the control class was taught by implementing conventional teaching technique. The data was conducted by giving pre-test, implementing the intervention, interview, and giving post-test. The data of the test was calculated by using t-test in SPSS 21 with sig. 5% and the data of the interview was described. The t-test was done by calculating the post-test and gained scores in both classes showing that the t_{value} in both post-test (2.094) and gained scores (2.703) are higher than the t_{table} (1.667) with df-70 in the significance level of 0.05. Thus, t-test result > t-table which means that the H_o (null hypothesis) is rejected and H_2 (alternative hypothesis) is accepted. The finding was show diary writing is

effective in helping students find writing ideas, improving the students' writing fluency, and building their writing habit.

Based on the researcher above, personal journal is effective in teaching writing recount text. It can we see from the first research was conducted by Dea Venda Marpaung and her friend. The researcher said "not only high in scoring, but personal journal can improve students' achievement and writing skill. By using personal journal, students can record their activities in their own life and they can also do reflection. The writer also found that the students enjoyed in learning.

The second research was conducted by Nursidah and her friends. The score is high and shown the personal journal is effective in teaching writing recount text. The writer found that using personal journal can improve students' ability also. Students using correct tenses in writing recount text, can develop ideas based on the generic structure of recount text and become motivated in learning (joyful and interested).

The third research was conducted by Ardy Tri Yunianto. The score in post test is highest then the pre test, it is mean personal journal is effective in teaching writing recount text. By using personal journal can improve students' writing ability (using tenses correctly, grammar, vocabulary and freely to express their ideas) personal journal be alternative one which are interesting to do in the classroom.

The fourth research was conducted by Supiani. The findings show using diary in teaching writing recount text could help and develop students' writing. Using dairy can motivated the students in learning writing, gave a creativity both teacher and

students. The students can express their ideas in writing by using diary because they can tell prior activities or experience happened.

The fifth research was conducted by Nur Millah Mutsliah. The finding was show diary writing is effective in helping students find writing ideas, improving the students' writing fluency, and building their writing habit.

The comparison all the research above with my research is: the students understand clearly about recount text, know about the generic structure of recount text, know the using of past tense, feel enjoy in learning writing process and they motivated to write, they can explore their ideas into writing. The students can record their daily activities, and increase the students' writing skill in recount text.

C. Conceptual framework

The researcher began with finding some problems in English teaching of writing in the field. From the identifying of problem are the students of grade VIII at MTS Al-Ittihadiyah was low in writing skill in recount text and need the new technique in teaching and learning process to improve their writing skill.

In order to improve the students' writing skill, the researcher will use personal journal technique. As stated by White and Arndt, personal journal can helps the students to find out the ideas and the students become involved and interesting in writing. The students find enjoyable experience when using personal journal.

From the theoretical study at the related study section, personal journal technique contributes in improving students' writing skill. It useful to make the students more creative in writing because based on their experience in the last time, the students motivated and joyful during learning writing process, they can record their life activities and do reflection, they able to use the correct grammar.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was conducted by applying classroom action research. Classroom action research is an effort to pay attention to the students' learning activities by giving treatment. This research has done by teacher and their students or the students with teachers' guidance to repair and improve learning qualities[31].

In teaching and learning process, the teacher found some problems be related with class management, teaching learning process, use of learning resources, personal problem and teacher professionalism[32]. As an educator, they have to look for what problem that happened in the class and be soon to solve it.

Classroom action research is useful to repair or increase the system, method, process, substance, competence and situation[33]. By using classroom action research, teacher can practice and increase their skill in teaching learning too. So, classroom action research has useful in teaching and learning process.

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[31] H.E Mulyasa, (2010), *Praktik Penelitian Tindakan Kelas: Menciptakan Perbaikan Berkesinambungan*, Bandung: PT. Rosdakarya, P. 11

[32] Masnur Muslich, (2013), *Melaksanakan PTK itu Mudah*, Jakarta: PT. Bumi Aksara, p. 17

[33] Suharsimi Arikunto, et al, (2012), *Penelitian Tindak Kelas*, Jakarta: Bumi Aksara, P. 104

So, classroom action research is the review process of learning problems in class through self-reflection to solve the problem by doing various actions planned in real situation and to analyze any effect at that treatment.

Key steps to be taken in the first cycle and subsequent cycles are follows: 1) determination of the focus issues, 2) planning, 3) implementing, 4) observing, 5) reflecting, 6) following up subtainable. For more details, a series of activities of each cycle can be seen in the picture below.

3.1 Cycle of Classroom Action Research Activities

```
Problem  →  Planning I  →  Implementing I
                                    ↓
         Reflection I  ←  Observation I
              ↓
New Problem,
the Result of  →  Planning II  →  Implementing II
Reflection                              ↓
         Reflection II  ←  Observation II
              ↓
If Problem
Not Yet Finish  →  Continue to the
                   Next Cycle
```
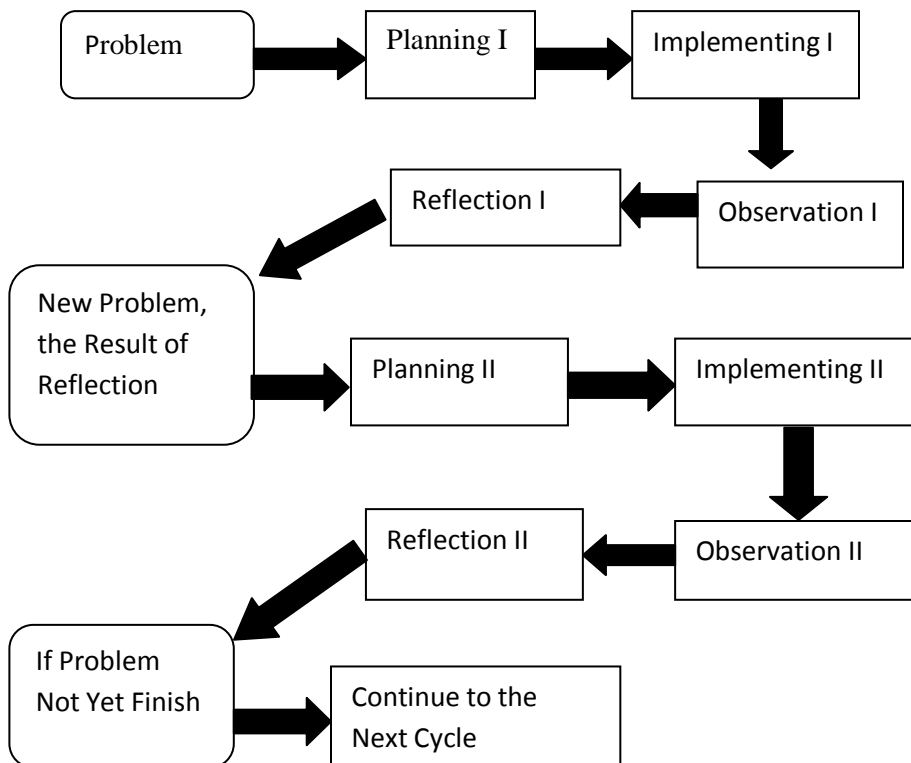
B. Research Setting and Subject

This research was conducted at MTs Al-Ittihadiyah, Jl. Mesjid No. 21, Laut Dendang, Percut Sei Tuan, regency of Deli Serdang. North Sumatera. There were some reasons why the researcher chooses this school:

a) When doing PPL 3 in this school, the researcher found some problems that came from students. The students' writing skill is low and lack motivation in teaching English learning.

b) The researcher wants to give a contribution for this school in improving students' skill in writing recount text.

c) The similar research has not been conducted in this school.

The population in this research is students at VIII grade of MTs Al-Ittihadiyah Laut Dendang in academic year 2019/2020, the researcher were taken only from one class. The total numbers (sample) of this class were 30 students.

Table 2. The Sample of The Research

No	Sample	Total
1.	Male	18
2.	Female	12
Total		30

C. Technique of Collecting the data

In this research, the data were collected by qualitative and quantitative data. The qualitative data is generally used to describe the condition and situation during teaching and learning process. While, the quantitative data is covering every research conducting by calculating the percentage (what can be counted or measured).

In collecting qualitative data, the researcher use:

1. Diary Notes

Diary notes contain about students' activity in the class and explain the research process during each cycles. The researcher writes diary notes to get the information and to avoid the forgettable every process. It used to know the improvement of the students' writing skill in recount text by using personal journal technique in learning process.

2. Observation

The researcher will do the observation directly to the class. It useful to know the students' situation, activities, behavior, response, condition, problem that happen during teaching and learning process.

3. Interview

The researcher divides the interview into two kinds, they are: interview in the first time with English teacher to know the students situation in teaching and learning process before doing classroom action research. Then, to get the more data, the

researcher does interview the students before giving treatment and in the end of research after apply personal journal technique in teaching recount text. Interview is conducted to get the information about improvement the students' writing skill in recount text through personal journal technique.

4. Documentation

Documentation is all of data are collected and interpreted by researcher and they also supported by some media such as photo, video and which will be related to research focusing.

Quantitative data is collected by the score of writing test. Test is using to measure the students' writing skill in recount text. In doing the test, the researcher uses the students as participants. The test is written test. There are two phase of tests, they are:

1. Pre-test

Pre-test given to know the students' writing skill in recount text before the teacher/researcher taught material by using personal journal. The teacher asked students to make a recount composition about their activities in holiday.

2. Post-test

Post-test was given to know the students' writing skill in recount after they were taught by using personal journal. In this case, the teacher/researcher asked the students to make writing about unforgettable experience based on the correct of

generic structure. To evaluate the writing test, there are five components: such as, content, punctuation, vocabulary, language use, and mechanic.

D. Technique of Analyzing The Data

This research use qualitative and quantitative data. The qualitative data used to describe the condition and situation during teaching and learning process. To analyze the qualitative data, the researcher will conduct some steps by Miles and Huberman[34]. Qualitative analysis defined as consisting of three activities: data reduction, data display and conclusion drawing.

1. Data Reduction

Data reduction is the first step in analyzing qualitative data. Process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions is means of data reduction.

2. Data Display

Data display is the second step in analyzing qualitative data. It defines as an organized, compressed assembly of information that permits conclusion drawing and action.

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[34] Matthew B. Miles and A. Michael Huberman, (1994), Qualitative Data Analysis, USA: Sage Publications

3. Conclusion Drawing

The last one of qualitative data analyzing is conclusion drawing. From the start of the data collection, the qualitative analysis is beginning to decide what things mean is nothing regulations, pattern, explanation, possible configurations, causal flows and preposition.

The quantitative data analyze by computing the score of writing test. There are five components in scoring writing test. They are[35]:

1. Content

Content writing is covers clear main idea, detailed relevant to their idea. Scoring the content is based on the students' ability to write their ideas and information in the form of logical sentences.

2. Organization

Organization refers to the students' ability to write their ideas and information such a good logical order to topic and supporting sentence are clearly stated.

3. Vocabulary

Vocabulary is refers to the students' ability in using word or idiom to express ideas logically. It also refers to the students' ability to use synonym, antonym, prefix, and suffix exactly.

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[35] Sara Chusing Weigle, (2002), *Assessing Writing*, United Kingdom: Cambridge University, P. 112

4. Language Use

Language use is refers to students' ability in writing a sentence, simple, complex, compound correctly and logically. It also refers to the students' ability to use agreement in the sentences and some order words such as noun, verb and time signal.

5. Mechanic

Mechanics is refers to the students' ability to use word appropriately and function correctly, such as punctuation and spelling. Paragraph and text can be correctly.

Table 3. The Scoring of Writing Evaluation

Components	Criteria	Score
Level		
1. Content Excellent	Excellent to very good: knowledge-substantive-through development of thesis-relevant to assigned topic.	27-30
Good	Good to average: some knowledge of subject-adequate range-limited development of thesis-mostly relevant to topic but lack detail.	22-26
Fair	Fair to poor: limited knowledge of subject-little substance-inadequate development of topic.	17-21

Poor	Very poor: does not show knowledge of subject-non substantive-not pertinent-or not enough to evaluate.	16-13
2. Organization Excellent	Excellent to very good: fluent expression- ideas clearly stated/supported- succinct- well- organized- logical- sequencing- cohesive.	18-20
Good	Good to average: somewhat choppy- loosely organized but main idea stand out- limited support- logical but incomplete sequencing.	14-17
Fair	Fair to poor: non fluent- ideas confused or disconnect- lacks logical sequencing and development.	10-13
Poor	Very poor: no paragraphing or organization to enough evaluate.	7-9
3. Vocabulary Excellent	Excellent to good: sophisticated range- effective word/idiom form, choice, usage but meaning not obscured.	18-20
Good	Good to average: adequate range, occasional errors of word or idiom form choice and usage but meaning and obscured.	14-17
Fair	Fair to poor: limited range- frequent errors of word/idiom form, choice, usage- meaning confused or obscured.	10-13

Poor	Very poor: essentially translation- little knowledge of English vocabulary, idioms, word form- or not enough to evaluate.	7-9
4. Language use Excellent	Excellent to very good: effective complex construction- few errors of agreement, tense, number word order/function, articles, pronouns, preposition.	22-25
Good	Good to average: effective but simple construction- minor problems in complex construction- several errors in agreement, tense, word order/ function, articles, pronouns, prepositions but meaning seldom obscured.	18-21
Fair	Fair to poor: major problems in simple/complex construction- frequent error of negations, agreement, tense, word order/function, articles, pronoun, prepositions, and/or fragments, meaning-confused or obscured.	11-17
Poor	Very poor: virtually no mastery of sentence construction rules dominated by errors- does not communicate- or not enough to evaluate.	5-10
5. Mechanic Excellent	Excellent to very good: demonstrate mastery of conventions-few errors of spelling, punctuation,	5

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

To know the mean of the students' score in each writing evaluation, the researcher following formula[36]:

$$X = \frac{\Sigma \times}{N}$$

Where:

X   = the mean of the students score

Σ×   = total score

N   = the number of students

To categories the number of the students who were competent in writing of

recount text, the researcher applied the following formula:

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[36] Anas Sudijino, (2008), *Pengantar statistika Pendidikan*, Jakarta: Raja Grafindo Persada, P. 81

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

Where:

P = the class percentage

R = the total of students passed the KKM

T = the total number of the students[37].

E. The Procedure of Research

Based on Kemmis and Mc Taggart in Yunianto's book[38]. There are two cycles in classroom action research. The first cycle involves plan, action, observation and reflection. The first cycle may become a continuing or iterative until the researcher has achieved outcome and feels to stop. It means if the first cycle is failed, so the researcher should continue to the second cycles until achieve outcome (revising of first cycle).

1. The first cycle, there are some steps;

 1) Planning

Create a planning is doing after observing the classroom activities are done by the teachers or researchers. In advance planning had to flexible depended on circumstance and curriculum after the problem had been known. The teacher and researcher will work together to plan everything needed to solve the problem the students face.

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[37] Wahyuna S. & Syahrum, (2014), *Statistik Pendidikan*, Medan: diktat, P. 44
[38] Ardy Ari Yunianto, Op.cit. P. 33

2) Action

The action is implementation of planning. On other hand, action is guided by planning that has been made.

3) Observation

Observation aimed to finding the information that is used to evaluate. In observation, the teacher record everything can be related to students action during teaching and learning process.

4) Reflection

Reflection is the evaluation of the action that has been done. In reflection, teacher will make a decision after analyzing all recording information and the result that have done during teaching and learning process by observation. Then, the teacher will repair the learning process that has done in first cycle to compile the next action in second cycle.

2. The second cycles

Based on the result in the first cycle, if the students' score in test is still low, the researcher must do the second cycle. The purpose of the second cycle is to improve and prove the data in the first cycle. The second cycle is the revision on the first cycle, it also involves four stages: planning, action, observation and reflection.

1). Planning

The researcher and teacher discuss about the teaching learning program that have implemented in the first cycle and developing of action program in the second cycle.

2). Action

The researcher and teacher do the action that looking on reflection that has evaluated and perfected.

3). Observation

The researcher and teacher observed the influences of action, collect the data of second action.

4). Reflection

The researcher and teacher discuss about the application of classroom action research. If the result in the second cycle is shown good (improve) than the first cycle, it's mean no cycle for the next but if the result still low and shown the weakness in the second cycle it shall go to the next cycle.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

The data in this research was taken by quantitative and qualitative data. Qualitative data was obtained from the result of teachers' and students' interview, observation sheet, documentation and diary notes. Quantitative data were obtained from the result of the students' score in writing recount text. The research was done at eight grade of MTs Al-Ittihadiyah Laut Dendang which consists of 30 students.

This research divided in two cycles. Each cycles consisted of four steps, they are: planning, action, observation and reflection. Before doing the first cycle, the research was done pretest, interview with the teacher and students. The first cycle conducted in two meeting, the researcher implemented the personal journal technique and done post test cycle 1. The second cycle conducted in two meeting too, the researcher done reflection of the first cycle that implemented the personal journal technique and done post test cycle 2 and interview with the teacher and students after doing the classroom action research. So, totally there were five meeting in this research.

1. **The Quantitative Data**

The quantitative data were taken from the test result of writing evaluation which has done in two cycles. In this research the maximum passing grade of English lesson at MTs Al-Ittihadiyah Laut Dendang is 75. The writing test given to the students in form of pre test, post test in cycle I and post test in cycle II.

A) **The Analysis of Pre Test**

The researcher gave pre test to know the students score at writing recount text. The result of the students score could be seen in table 4.

Table 4. Students Writing Score for Pre Test

No	Initial of Students	Score	Criteria
1.	AT	65	Unsuccess
2.	AP	**75**[*]	**Success**
3.	AM	58	Unsuccess
4.	AL	**75**[*]	**Success**
5.	AR	**77**[*]	**Success**
6.	BA	54	Unsuccess
7.	BL	60	Unsuccess
8.	DH	70	Unsuccess
9.	FN	60	Unsuccess
10.	GR	57	Unsuccess
11.	IP	60	Unsuccess
12.	IR	**76**[*]	**Success**
13.	MA	65	Unsuccess
14.	MR	62	Unsuccess
15.	DA	47	Unsuccess
16.	MF	60	Unsuccess
17.	MD	64	Unsuccess
No	**Initial of Students**	**Score**	**Criteria**

18.	MH	45	Unsuccess
19.	NA	**76**[*]	**Success**
20.	RH	52	Unsuccess
21.	RF	68	Unsuccess
22.	ST	**78**[*]	**Success**
23.	SS	63	Unsuccess
24.	TL	53	Unsuccess
25.	TN	62	Unsuccess
26.	NN	70	Unsuccess
27.	ZR	65	Unsuccess
28.	YR	**78**[*]	**Success**
29.	YW	65	Unsuccess
30.	SM	54	Unsuccess
	Total ($\sum x$)	1914	

Based on the table above, the total score was 1914 and the total students who was took the pre test was 30 students. So, the mean of the students was:

$$X = \frac{\Sigma \times}{N}$$

$$= \frac{1914}{30}$$

$$= 63, 8$$

The percentages of the students who success at writing recount text can be seen as follow:

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

$$= \frac{7}{30} \times 100\%$$

$$= 23, 33\%$$

In pre test, the total score was 1914 and the mean was 63,8 from 30 students.

The students who success got up 75 were only 7 students of 30 students (23, 33%).

B) The Analysis of Post Test

In pre test, the students' score were low. So, the researcher made the action by applying personal journal technique and conducted the evaluation test (post test I). The students' score can be seen as follow:

Table 5. Students Writing Score for Cycle I

No	Initial of Students	Score	Criteria
1.	AT	75*	**Success**
2.	AP	76*	**Success**
3.	AM	68	Unsuccess
4.	AL	67	Unsuccess
5.	AR	73	Unsuccess
6.	BA	70	Unsuccess
7.	BL	75*	**Success**
8.	DH	75*	**Success**
9.	FN	75*	**Success**
10.	GR	63	Unsuccess
11.	IP	76*	**Success**
12.	IR	64	Unsuccess
13.	MA	75*	**Success**
14.	MR	75*	**Success**
15.	DA	65	Unsuccess
16.	MF	75*	**Success**
17.	MD	69	Unsuccess
18.	MH	75*	**Success**
19.	NA	72	Unsuccess
20.	RH	75*	**Success**
21.	RF	77*	**Success**
No	**Initial of Students**	**Score**	**Criteria**
22.	ST	72	Unsuccess
23.	SS	67	Unsuccess

24.	TL	65	Unsuccess
25.	TN	70	Unsuccess
26.	NN	**78**[*]	**Success**
27.	ZR	69	Unsuccess
28.	YR	70	Unsuccess
29.	YW	**75**[*]	**Success**
30.	SM	**75**[*]	**Success**
	Total ($\sum x$)	2156	

Based on the table, the total score was 2156 and the total students who was took the test was 30 students. So, the mean of the students was:

$$X = \frac{\Sigma \times}{N}$$

$$= \frac{2156}{30}$$

$$= 71, 86$$

The percentages of the students who success at writing recount text can be seen as follow:

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

$$= \frac{15}{30} \times 100\%$$

$$= 50\%$$

In post test (cycle I), the total score was 2156 and the mean was 71, 86 from 30 students. The students who success got up 75 were 15 students of 30 students (50%). Concluded that the students' score at writing recount text showed the increasing at cycle I but some students got on unsuccess. Because there were only 15

students success the evaluation test in cycle I. So, the researcher was done cycle II to increase the students' score at writing recount text.

C) The Analysis of Post Test II

In post test, there were some students got on success. The researcher made the action by applying personal journal technique and conducted the test (cycle II), the score students can be seen as follow:

Table 6. Students Writing Score for Cycle II

No	Initial of Students	Score	Criteria
1.	AT	75^{*}	Success
2.	AP	77^{*}	Success
3.	AM	71	Unsuccess
4.	AL	76^{*}	Success
5.	AR	78^{*}	Success
6.	BA	72	Unsuccess
7.	BL	78^{*}	Success
8.	DH	78^{*}	Success
9.	FN	68	Unsuccess
10.	GR	76^{*}	Success
11.	IP	68	Unsuccess
12.	IR	77^{*}	Success
13.	MA	76^{*}	Success
14.	MR	76^{*}	Success
15.	DA	70	Unsuccess
16.	MF	77^{*}	Success
17.	MD	70	Unsuccess
18.	MH	75^{*}	Success
19.	NA	78^{*}	Success
20.	RH	77^{*}	Success
No	Initial of Students	Score	Criteria
21.	RF	82^{*}	Success

22.	ST	**81***	**Success**
23.	SS	**81***	**Success**
24.	TL	**75***	**Success**
25.	TN	**79***	**Success**
26.	NN	**80***	**Success**
27.	ZR	**78***	**Success**
28.	YR	71	Unsuccess
29.	YW	**76***	**Success**
30.	SM	**77***	**Success**
	Total ($\sum x$)	2273	

Based on the table, the total score was 2273 and the total students who was

took the test was 30 students. So, the mean of the students was:

$$X = \frac{\Sigma \times}{N}$$

$$= \frac{2273}{30}$$

$$= 76, 1$$

The percentages of the students who success at writing recount text can be

seen as follow:

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

$$= \frac{23}{30} \times 100\%$$

$$= 76, 66\%$$

Based on the data above, the score mean of the students was 76, 1 and the

percentage was 76, 66%. It showed that the students' score increased and better than

pre test and post test. Therefore, the researcher decided to stop the research in the second cycle.

The increasing of the students' score could be seen as follow:

Table 7. The Increasing of the Students Writing Score from Pre Test,

Post Test I and Post Test II

No	Initial of Students	Pre Test	Post Test I	Post Test II
1.	AT	65	75^*	75^*
2.	AP	75^*	76^*	77^*
3.	AM	58	68	71
4.	AL	75^*	67	76^*
5.	AR	77^*	73	78^*
6.	BA	54	70	72
7.	BL	60	75^*	78^*
8.	DH	70	75^*	78^*
9.	FN	60	75^*	68
10.	GR	57	63	76^*
11.	IP	60	76^*	68
12.	IR	76^*	64	77^*
13.	MA	65	75^*	76^*
14.	MR	62	75^*	76^*
15.	DA	47	65	70
16.	MF	60	75^*	77^*
17.	MD	64	69	70
18.	MH	45	75^*	75^*
19.	NA	76^*	72	78^*
20.	RH	52	75^*	77^*
21.	RF	68	77^*	82^*
22.	ST	78^*	72	81^*
23.	SS	63	67	81^*
24.	TL	53	65	75^*
25.	TN	62	70	79^*
26.	NN	70	78^*	80^*

No	Initial of Students	Pre Test	Post Test I	Post Test II
27.	ZR	65	69	**78**[*]
28.	YR	**78**[*]	70	71
29.	YW	65	**75**[*]	**76**[*]
30.	SM	54	**75**[*]	**77**[*]

***= The students who passed the KKM (75)*

Based on the data above, the students' score in writing recount text have increased from pre test, post test I and post test II.

Table 8. The Percentage of the Students' Writing Recount Text By Using Personal Journal Technique

Test	Students Who Got Up 75	Percentage
Pre Test	7 students	23, 33%
Post Test I	15 students	50%
Post Test II	23 students	76, 66%

From the table above, the result showed the improvement of the students' score pre test, post test I and post test II. In pre test the students who got up 75 were 7 students of 30 students (23, 33%), in the post test of cycle I, the students who got up 75 were 15 students (50%). It means that there was improvement about 26, 67%. In the post test of cycle II, the students who got up 75 were 23 students (76, 66%). The improvement was about 26, 66%. The total improvement of the students score from pre test to post test of cycle II was 53, 33%. It could be concluded that personal journal technique successful in improving the students' writing skill in recount text.

2. **The Qualitative Data**

This research was conducted in two cycles, each of cycles consisted of four steps.

A) Cycle I

   1). Planning

In this step, the researcher prepared all of material were needed in learning such as lesson plan (standard competence, basic competence, indicators, learning objectives, learning material, learning method, sources, media, teaching and learning activities, instrument, and assessment) as guideline before entering the class, question sheet for students, observation sheet, diary notes, interview's question for some students and teacher in pre test and post test.

   2). Action

In this step, there were all activities in planning step which was done by researcher. The researcher gave pre test to the students before implementing personal journal technique, it is aimed would be got general view of writing recount text students. The next meeting, the researcher implemented personal journal technique (explained the material about recount text definition, generic structure, language features and gave example how to write recount text through personal journal technique). Then, the researcher asked the students to make recount text based own experience by using personal journal technique. After finishing, the students submit their writing recount text to the researcher.

3). Observation

In this step, the researcher carried out the observation. The observation was conducted to observe the teaching learning process. It was aimed to find out the information about all activities during the action process. The researcher found some students still looked confused to explore their idea into writing but many of them looked more active than before. The result of post test in cycle I, it showed there are 15 students who got up 75 after doing the implementation of personal journal technique. The total score of the students was 2156 and the percentage of the students' score was 50%. It is better than their pre test that there was only 7 students who got up 75.

4). Reflection

In this step, the researcher evaluated the teaching learning process in the end of the first cycle. The evaluation was done from the students result test, observation of the student attitude and also diary notes. The researcher was seen the result of cycle I and though more be focus in teaching. Thus, the researcher stated to continue doing cycle II, and believed that the students' skill could be improved to get the better result than before.

B) Cycle II

Based on the result of the cycle I, the researcher decided to continue the research in cycle II. In this cycle, the researcher expected that the result of cycle II got better than the first cycle. The researcher implemented personal journal technique in cycle II and the researcher could use the information of cycle I to help in considering the better planning. The researcher conducted the cycle II with the same steps in first cycle:

1). Planning

In this case, the researcher rearranged plan by preparing the lesson and preparing the post test of cycle II. The researcher created more active in teaching and learning process, gave more explanation and example of recount text. Prepared diary notes, documentation were collected the data of students' improvement in writing recount text during learning process.

2). Action

There were all activities in planning step which were done by researcher. In implementing the action based on plan which had made. In this case, the researcher asked students all about material last meeting before doing in next explanation. Some students answer all questions that I gave to them last meeting and looked understood.

The researcher begun with gave some motivation before study and then explained recount text definition, generic structure, language features and gave example how to write recount text through personal journal. The, the researcher asked students to make their own writing recount text based on the topic that the researcher given by personal journal technique. After doing the test, the students submitted to the researcher.

3). Observation

This step still done observation and was conducted to observe all activities during teaching and learning process in cycle II. It aimed to find out all the data that the researcher needed. The activity of students was observed and showed that most of students more creative and enthusiastic during learning process in this cycle.

The result of post test in cycle II, it showed there are 23 students who got up 75 after doing the implementation of personal journal technique. The total score of the students was 2273 and the percentage of the students' score was 76, 66%. It is better than their pre test and post test I in first cycle that there was only 7 and 15 students who got up 75. Based on the finding, personal journal technique could improve the students' skill in writing recount text.

4). Reflection

In this step, the researcher could reflect the data such as the result of post test in cycle II, the qualitative data such as interview teacher and students, then diary notes. The result showed that the action given in cycle II could improve the students' skill which was better than the first cycle and the researcher concluded that the students' score better improvement. It made the researcher felt the cycle can stopped because the students' skill in writing recount text was improved through personal journal technique.

B. Discussion

This research was conducted to find out the improvement of the students' writing skill in recount text through personal journal technique. Many techniques that could be used by the teacher in teaching English exactly in writing recount text. One of the techniques was personal journal. Based on the statements of White and Arndt, personal journal technique can encourage students to become involved and interesting in writing, the students found enjoyable and be more active. According to Ardy Ari Yuniato Personal journal technique also can improve the students writing and effective in teaching writing recount text.

Based on the qualitative data that the researcher taken the result of observation sheet, interview and diary notes, it was found that after implemented personal journal technique in writing recount text, the students enjoyable, more active

and enthusiastic during teaching learning process. By this situation, the students could done their test in good score in every cycle.

The quantitative data result showed, in pre test the total score mean of students was 1914 (63, 8), the percentage of the students' score was 23, 33% and there were only 7 students who got up 75. It's mean the students' writing skill in recount text still low. After implemented personal journal technique, the mean of the students' score in pre test (cycle I) was 2156 (71, 86), the percentage of the students' score was 50% and there were 15 students who got up 75. It was mean there was improvement about 26, 67% through personal journal technique. In the post test in cycle II, the total score mean of students was 2273 (76, 1), the percentage of the students' score was 76, 66% and there were 23 students who got up 75. The improvement was about 26, 66%. The total improvement of the students score from pre test to post test of cycle II was 53, 33%. It means the students' writing skill in recount text become betters from the first meeting to the last meeting.

Based on the explanation above, it could be concluded that the implementation of personal journal technique could help students to improve their writing skill in recount text. It can be proven by quantitative data which showed the students' score in post test of cycle II got better from pre test and post test of cycle I. It can be proven also by the data qualitative data which showed the students the students enjoyable, more active and enthusiastic in writing recount text and the teacher could teach better through applying personal journal technique

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

1. Based observation and interview was conducted by the researcher during the action showed that the students were motivated and interested in writing recount text. By personal journal technique, the students can write their own experience in paper and record their activities in the past. So, it can make the students become enjoyable in learning writing recount text.

2. Based on the result of the research findings and discussion, it could be concluded that the students' writing skill in recount text through personal journal technique at grade VIII students of MTs Al-Ittihadiyah Laut Dendang was improved. It can be seen from the mean of the students' score in pre test was 63,8 and it still low, the researcher implemented personal journal technique in cycle I, then the mean of the students' score was 71, 86 and was improved than pre test. In cycle I, the researcher found some of students still confused to explore their idea in writing and decided to continue to the next cycle II. The mean of the students' score was 76, 1, it was improved than before. In other word, personal journal technique was effective in improving the students' writing skill in recount text.

B. Suggestions

This research showed that the students' writing skill in recount text was improved by using personal journal technique at grade VIII students of MTs Al-Ittihadiyah Laut Dendang. There were following suggestions:

1. For the Principal

In order to motivate the English teacher to keep teaching using creative technique or strategy, so that the teaching learning process running well.

2. For the English teachers

Personal journal technique can improve the students' writing skill in recount text and the student enjoyable during teaching and learning process. It is recommended for the English teacher to implement the technique in English class exactly writing recount text to help the students in improving their skill in writing.

3. For the students

The students must improve their writing skill in recount text. Because writing is one of the skills that the students mastered in learning English.

4. For the Researcher

The Researcher hopefully can be operated in conducting further research/study for obtaining better result.

5. The future researchers

This research added references for the future researchers who had same field to be studied.

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LESSON PLAN (CYCLE I)

School   : MTs Al-Ittihadiyah

Subject   : English Lesson

Class   : VIII

Type Text   : Recount Text

Aspect/skill   : Writing

Time allocation   : 2 x 40 Minutes

A. Standard Competence

KI 1   : Responding and practicing the religious teachings it embraces

KI 2   : Respect and appreciate honest, disciplined, responsible, caring (tolerant, cooperation), self confident, in interacting effectively with the social and natural environment within the reach of interaction and existence.

KI 3   : understanding and applying of knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and visible eye events.

KI 4   : process, present, and think in a concrete realm (using, subtracting, stringing, modifying, and creating) and abstract realm (writing, reading, computing, drawing and composing) as learned in school and other similar sources of theory/ perception.

B. Basic Competence

Expressing the meaning and rhetorical steps in very simple short essays in written work accurately, fluently, and acceptable in the context of daily life in the form of recount text.

C. Indicators

1. Students can identify the characteristic of recount text

2. Using past tense and generic structure properly in a recount text

3. Write a recount text correctly

D. Learning Objectives

1. Students can identify the characteristic of recount text

2. Students are able to identify the function and the use of past tense

3. Students are expected to be able to write recount text

E. Learning Material

➢ Definition of recount text

Recount text is kind of text that tell the reader what happened in the past events or retell the activities or experiences. The purposes of recount text are informing and entertaining.

➢ Generic structure of recount text

- Orientation: introducing the participant, place and time.

- Event: describing series of event that happened in the past.

- Reorientation: it is optional stating personal comment of the writer story.

- ➢ Language features of recount text

  - • Introducing personal participant: I, my and etc.

  - • Using chronological connection: then, first, eventually, next, later, meanwhile and etc.

  - • Using linking verb: was, were, saw, heard and etc.

  - • Using action verb: look, go, change and etc.

  - • Using simple past tense.

- ➢ Example of recount text

Our Vacation

Some friends and I went to Jogjakarta for a vacation.

We had our vacation soon after the school exam was over. We chose to go to Jogjakarta because we thought that the place was nice and the people were friendly. I addition, some friends told me that it had a lot of place of interest.

We left for Jogja early in the morning and we took Pramex train that departed at 08.00. We got off in the Tugu railway station, and headed to Malioboro for some food and drinks. After we had a walk around the place for minutes, we took taxi and headed to the beach. It was Parangtritis beach which is well known for everybody for is legend of Roro Kidul. We played with water and enjoyed the beauty of the waves reaching the seashore. We stayed there for a day before finally we decided to be back to Malioboro.

We were very happy to spend a day playing with water and enjoy the natural beauty of the beach. We left Malioboro at a quarter to four and went back home by Pramex train that departed at 04.00.

F. Learning Method

- Method: Task-Based Learning

G. Sources

- English book
- Relevant textbooks

H. Media

- Whiteboard, board marker, and worksheet

I. Teaching and learning activities

a. Opening	a. The researcher opens the lesson by greeting b. The students pray together c. The researcher check students' attendance list d. The researcher asks about the last material e. The researcher convey and the purpose of learning f. The researcher gives motivation to students g. The researcher explains the importance of the material today that will be learned following competences that must be mastered students
b. Main activities	a. The researcher explains more about recount text to students b. The researcher makes example of recount text based on generic structure of recount text c. The researcher guides the students to identify the generic structure and

	language features of recount text
	d. The students do an exercise to find out the verb used in a recount text. it is expected the students can understand the use of past tense in writing recount text
	e. The researcher discuss with the students together and then,
	f. The researcher gives assignment the students to make a recount text about experience in learning English based on generic structure.
c. Closing	a. The researcher and students conclude the material lesson
	b. The researcher gives motivation the students to keep the learning in their home
	c. The researcher closes the class by saying Alhamdulillah.

J. Instrument

The students make a recount text about experience in learning English based

on generic structure.

K. Assessment

- Technique: written test

Aspects	Assessment			
Content (30 points)	Excellent to very good 27-30	Good to average 22-26	Fair to poor 17-21	Very poor 13-16
Organization (20 points)	Excellent to very good 18-20	Good to average 14-17	Fair to poor 10-13	Very poor 7-9
Vocabulary (20 points)	Excellent to very good 18-20	Good to average 14-17	Fair to poor 10-13	Very poor 7-9
Language use (25 points)	Excellent to very good 22-25	Good to average 18-21	Fair to poor 11-17	Very poor 5-10
Mechanic (5 points)	Excellent to very good 5	Good to average 4	Fair to poor 3	Very poor 2

- Score instrument :

  ✓ Content   : 30

  ✓ Organization   : 20

  ✓ Vocabulary   : 20

  ✓ Language use   : 25

  ✓ Mechanic   : 5

  Total   = 100

  Final score $= \dfrac{Total\ Score}{100} x\ \mathbf{100}$

Medan, August 2019

Knowing,

Headmaster of MTs Al-Ittihadiyah   English Teacher

Endang Sri Kusdiningsih S.P   Sadarna, Amd

The Researcher

Siti Aminah Hasibuan

Nim: 34151019

LESSON PLAN (CYCLE II)

School   : MTs Al-Ittihadiyah

Subject   : English Lesson

Class   : VIII

Type Text   : Recount Text

Aspect/Skill   : Writing

Time allocation   : 2 x 40 Minutes

A. Standard Competence

KI 1   : Responding and practicing the religious teachings it embraces

KI 2   : Respect and appreciate honest, disciplined, responsible, caring
(tolerant, cooperation), self confident, in interacting effectively with
the social and natural environment within the reach of interaction and
existence.

KI 3   : understanding and applying of knowledge (factual, conceptual, and
procedural) based on curiosity about science, technology, art, culture
related to phenomena and visible eye events.

KI 4   : process, present, and think in a concrete realm (using, subtracting,
stringing, modifying, and creating) and abstract realm (writing,
reading, computing, drawing and composing) as learned in school and
other similar sources of theory/ perception.

B. Basic Competence

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C. Indicators

1. Students can identify the characteristic of recount text

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E. Learning Material

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➢ Generic structure of recount text

- Orientation: introducing the participant, place and time.

- Event: describing series of event that happened in the past.

- Reorientation: it is optional stating personal comment of the writer story.

> ➤ Language features of recount text

- Introducing personal participant: I, my and etc.

- Using chronological connection: then, first, eventually, next, later, meanwhile and etc.

- Using linking verb: was, were, saw, heard and etc.

- Using action verb: look, go, change and etc.

- Using simple past tense.

> ➤ Example of recount text

VISITING BALI

There were so many places to see in <u>Bali</u> that my friend decided to join the tours to see as much as possible. My friend <u>stayed</u> in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second is to Ubud.

On the day of the tour, he was ready. My friend and his group <u>drove</u> on through mountains. Singaraja is a city of about 90 thousand peoples. It is a busy but quiet town. The streets are lined with tress and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

The <u>second </u> to Ubud was very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my watched young boys <u>were</u> carving away at big blocks of stone. The next stop was celuk, a center for

silversmith and golden smiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended every quickly beside his two tours, all his day spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

F. Learning Method

- Method: Task-Based Learning

G. Sources

- English book

- Relevant textbooks

H. Media

- Whiteboard, board marker, and worksheet

I. Teaching and learning activities

d. Opening	h. The researcher opens the lesson by greeting i. The students pray together j. The researcher check students' attendance list k. The researcher asks about the last material l. The researcher convey and the purpose of learning m. The researcher gives motivation to students n. The researcher explains the importance of the material today that will be learned following competences that must be mastered students
e. Main activities	g. The researcher explains more about recount text to students

	h. The researcher makes example of recount text based on generic structure of recount text i. The researcher guides the students to identify the generic structure and language features of recount text j. The students do an exercise to find out the verb used in a recount text. it is expected the students can understand the use of past tense in writing recount text k. The researcher discuss with the students together and then, l. The researcher gives assignment the students to make a recount text about unforgettable experience English based on generic structure.
f. Closing	d. The researcher and students conclude the material lesson e. The researcher gives motivation the students to keep the learning in their home f. The researcher closes the class by saying Alhamdulillah.

J. Instrument

The students make a recount text about unforgettable experience based on

generic structure.

K. Assessment

- Technique: written test

Aspects	Assessment			
Content (30 points)	Excellent to very good 27-30	Good to average 22-26	Fair to poor 17-21	Very poor 13-16
Organization (20 points)	Excellent to very good 18-20	Good to average 14-17	Fair to poor 10-13	Very poor 7-9
Vocabulary (20 points)	Excellent to very good	Good to average	Fair to poor 10-13	Very poor 7-9

	18-20	14-17		
Language use (25 points)	Excellent to very good 22-25	Good to average 18-21	Fair to poor 11-17	Very poor 5-10
Mechanic (5 points)	Excellent to very good 5	Good to average 4	Fair to poor 3	Very poor 2

- Score instrument :

   ✓ Content   : 30

   ✓ Organization   : 20

   ✓ Vocabulary   : 20

   ✓ Language use   : 25

   ✓ Mechanic   : 5

   Total   = 100

   Final score $= \dfrac{total\ score}{100} x\ 100$

Medan, August 2019

Knowing,

Headmaster of MTS Al-Ittihadiyah   English Teacher

Endang Sri Kusdiningsih S.P   Sadarna, Amd

The Researcher

Siti Aminah Hasibuan

Nim: 34151019

APPENDIX III

WRITING TEST

Pre-Test

Write down a recount text about your activities in holiday.

Name:

Class:

WRITING TEST

Post-Test (Cycle I)

Write down a recount text about your experience in learning English based on the correct of generic structure.

Name:

Class:

WRITING TEST

Post-Test (Cycle II)

Write down a recount text about unforgettable experience based on the correct of generic structure.

Name:

Class:

APPENDIX IV

OBSERVATION SHEET FOR CYCLE I

Collaborator's Name : Sadarna, Amd

Class   : VIII Grade Students

School   : MTs Al-Ittihadiyah

1= Very good   2=Good   3=Enough   4=Poor

No	Indicators	Score			
		1	2	3	4
1	Students come to the class on time		✓		
2	Students pay attention to teacher's explanation	✓			
3	Students Motivated and interested in learning process	✓			
4	Students able to answer the teacher's question	✓			
5	The interaction between teacher and students		✓		
6	The ability of students in doing the test		✓		
7	Students are enthusiastic doing the assignments and collect it on time		✓		

OBSERVATION SHEET FOR CYCLE II

Collaborator's name   : Sadarna, Amd

Class   : VIII Grade Students

School   : MTs Al-Ittihadiyah

1=Very good   2=Good   3=Enough   4=Poor

No	Indicators	Score			
		1	2	3	4
1	Students come to the class on time		✓		
2	Students pay attention to teacher's explanation	✓			
3	Students motivated and interested in learning process	✓			
4	Students able to answer the teacher's question	✓			
5	The interaction between teacher and students	✓			
6	The ability of students in doing the test	✓			
7	Students are enthusiastic doing assignments and collect it on time	✓			

INTERVIEW FOR THE ENGLISH TEACHER IN PRELIMINARY STUDY

The Researcher   : Sudah berapa lama Ibu mengajar di sekolah ini?

The Teacher   : lumayan lama, dari tahun 2000. Sekitar 19 tahun, kurang lebihnya.

The Researcher   : Jenis teks Bahasa Inggris apa saja yang telah ibu ajarkan di kelas VIII?

The Teacher   : Jenis teks yang saya ajarkan itu sudah lumayan banyak juga, tergantung dengan materi pelajaran yang ada di buku.

The Researcher   : Bagaimana cara ibu mengajar writing recount text?

The Teacher   : Terlebih dahulu saya menjelaskan pengertian dan tujuan recount text kepada mereka, lalu menyuruh mereka untuk membaca contoh yang sudah ada serta mengartikan setiap kosa kata. Dan setiap pelajaran Bahasa Inngris, mereka diwajibkan membawa kamus.

The Researcher   : Masalah apa yang ibu temukan ketika mengajar writing di kelas?

The Teacher   : Kalau bicara tentang writing memang sulit ya, apalagi bukan bahasa kita. Dari segi kosa kata siswa itu masih rendah, jadi

susah untuk menuangkan ide mereka. Selain itu, beberapa siswa juga ribut di kelas.

The Researcher : Tehnik apa yang pernah ibu gunakan ketika mengajar writing?

The Teacher : Sejauh ini Saya mengajar seperti biasa, menjelakan lalu menyuruh mereka mengerjakan latihan. Jujur, saya bukan lulusan tarbiyah. Jadi sistem yang saya gunakan tergantung materinya, bisa jadi diskusi, ceramah dan lain-lain.

INTERVIEW FOR THE STUDENTS IN PRELIMINARY STUDY

The Researcher   : Sudah pernah belajar menulis recount text?

Student 1   : Sudah miss

Student 2   : Iya, Pernah miss

The Researcher   : Masalah apa yang kalian hadapi ketika belajar Bahasa Inggris, khususnya ketika menulis recount teks?

Student 1   : Yang pasti kosa katanya miss, karna tidak tahu jadi susah mau menulis apa. Udah itu, kalau saya tidak paham penjelasan guru datang lah malas miss.

Student 2   : Yang pertama kosa kata miss, yang kedua ketika menyusun kalimatnya. Kan bukan bahasa kita miss, jadi masih bingung.

The Researcher   : Tehnik apa yang pernah guru gunakan ketika mengajar menulis recount teks?

Student 1   : Seperti biasa miss, menjelaskan lalu mencari arti dari contoh yang ada di buku. Yang terakhir ya latihan miss.

Student 2   : menjelaskan materi, contoh yang ada di buku. Setelah itu kami disuruh mengartikan setiap kosa katanya. Tugas di rumah ya membuat seperti contoh miss.

The Researcher   : Bagaimana kesan kalian saat belajar writing recount text di

kelas?

Student 1   : Issss, malas kali lah miss. Bawaannya suntuk jadi ngantuk

miss.

Student 2   : Ya itu miss, bosan, jenuh. Semua jadi satu.

APPENDIX VIII

INTERVIEW FOR THE ENGLISH TEACHER AFTER CLASSROOM

ACTION RESEARCH

The Researcher : Bagaimana pendapat ibu terkait sikap para siswa/i dalam pembelajaran yang saya lakukan?

The Teacher : Sejauh yang saya lihat, teknik personal journal sangat baik diterapkan dalam pembelajaran writing recount text pada siswa di kelas, mereka terlihat senang dan lebih antusias ketika belajar writing meskipun terbilang sulit. Tehnik personal journal juga sangat membantu siswa menuangkan ide untuk merecord/menceritakan kembali aktivitas yang telah lalu. Dengan begitu pula akan menambah kosa kata siswa serta lebih memahami tentang past tense dari sebelumnya.

The Reseacher : Bagaimana pendapat ibu terkait *teknik personal journal* yang telah saya terapkan di kelas dalam mengajarkan *writing recount text?*

The Teacher : Teknik personal journal sangat bagus untuk diterapkan dalam pembelajaran writing, karena memberi dampak yang positif terhadap perkembangan writing siswa khususnya recount text. Dan saya juga tertarik untuk memperaktekkan ini nanti.

INTERVIEW FOR THE STUDENTS AFTER CLASSROOM ACTION

RESERACH

The Researcher : Bagaimana pendapat kamu cara miss dalam mengajarkan *writing recount text*?

Student 1 : Menurut saya bagus miss, sebelumnya saya masih susah untuk menulis Bahasa Inggris karena kurangnya kosa kata yang saya ketahui tapi dengan penjelasan miss kosa kata saya bertambah miss.

Student 2 : Penjelasan miss mudah untuk dipahami. Selain menambah kosa kata, saya juga lebih memahami tentang past tense begitu juga dengan generic structure dari recount text itu sendiri.

The Researcher : Bagaimana kesan kamu setelah belajar writing recount text di kelas miss?

Student 1 : Lebih menyenangkan miss, latihannya juga berdasarkan pengalaman jadi lebih semangat.

. Student 2 : Saya suka miss, lebih menyenangkan juga.

DIARY NOTES

First meeting (Thursday, 08 August 2019)

At the first meeting, the researcher entered to the class and prepared the tools for pre test. Firstly, the researcher given salam and opened the class, then introduced herself to the students and the researchers' purpose being in from of them. The researcher called the students' name to check their attendance list. After it, the researcher gave pre test to know the students' basic skill in writing recount text. Most of students looked confused in doing pre test because they didn't have good preparation.

Second meeting (Monday, 12 August 2019)

In this meeting, the researcher given salam and opened the class, then checked the students' attendance list. The researcher explained recount text definition, generic structure, language features and how to make example of recount text. The students seemed enthusiastic in listening the researchers' explanation.

Third meeting (Thursday, 15 August 2019)

The researcher entered to class, given salam to all of the students and opened. In this meeting, the researcher gave post test I. Before doing the test, the researcher gave instruction how to do the test on paper. Most of students have understood about the instruction and doing test directly. The students must do it by their own self

because based on their experience, but some of students still made noisy when their friend doing the test.

Fourth meeting (Monday, 19 August 2019)

In this meeting, the researcher asked the students what problem that they faced when doing the test and gave explanation about the students' mistake in post test (cycle I). Then, the researcher gave more explanation about recount text definition, generic structure, language features and taught how to make good example of recount text and showed the generic structure of the contents.

Fifth meeting (Thursday, 22 August 2019)

This was last meeting, the researcher asked the students to do the test based on their unforgettable experience. In this test, the students seem serious when doing the test and no noisy in class. The researcher was checked the students' test and found the students' score improved from the first meeting until last meeting. It means the students' writing skill in recount text was improved through personal journal technique.

APPENDIX XI

THE STUDENTS' NAME

No	Initial of Students	Name of Students
1.	AT	Aditya Pratama
2.	AP	Aldi Pramana
3.	AM	Andika Maulana
4.	AL	Arbani Lubis
5.	AR	Aura Putri Afrillia
6.	BA	Basrah Adandi
7.	BL	Billy Lubis
8.	DH	Dina Halim
9.	FN	Fahrozi Nst
10.	GR	Gilang Ramadhan
11.	IP	Indra Prasetya
12.	IR	Indah Prasiska
13.	MA	Muhammad Fahru Reza
14.	MR	Muhammad Fahru Rozi
15.	DA	Dwi Amanda
16.	MF	Muhammad Fauzan
17.	MD	Muhammad Raihan Dinata
18.	MH	Muhammad Rohid

19.	NA	Natalia Anjelica M
20.	RH	Reza Hadinata
21.	RF	Rian Hafidz
22.	ST	Siti Halimah
23.	SS	Siti Sopia Rahayu
24.	TL	Tifanny Lia Afreza
25.	TN	Tri Nabila
26.	NN	Nazwa Nabila
27.	ZR	Zaria
28.	YR	Yusril
29.	YW	Yoga Wardana
30.	SM	Shidel Mulkan Habibi

APPENDIX XII

DOCUMENTATIONS

Giving the Pre Test

Applying Personal Journal Technique (Cycle I)

Giving Post Test of Cycle I

Applying Personal Journal Technique (Cycle II)

08/08/2019

monday

name: tifanny. Lia. afreza

to my diary

I go to zoo

when I·go holiday I go to zoo, I see many of animal. arrive in there I around to see all animals there. and the to go around the elephant ride. I Feel very happy and I have a lot of experience.

C = 18
0 = 13
V = 12
L = 12
M = 3 +
53

The students' score in pre test

Name : Rian hafid Prana
Class : IX
MTS AL- ITTIHDIYAH.

EXPERIENCE IN LEARNING ENGLISH

I and my friends studied english lesson
on monday and Thursday in every week.
My teacher come on time to our class
and we learned with doa.
one day my teacher divided us into some
group, every Group have four persons.
we made a conversation be between us and
Submitted to our teacher

It is motivated & was happy, because we
have a group and done it together.

77

The students' score in the post test of cycle I

NAZWA NABILLA.

No. Kamis

Date: 22-00-2019

B-inGGris

Experience in learning English.
" Pengalaman dalam Bahasa inggris "

* Kata Kerja 2 → go → went
eat → ate.

"EXPERIENCE IN LEARNING ENGLISH"

I   LEARNED ENGLISH AT 9:00 Pm WITH tEACHER
WE HAVE a group   MADE a map the children.
Very happy iN LEarning English the Support hope
the theACHER siti, they   maDE a map gloBE
indonesia a mape hope hard so hard they Ar
worKEd a map go minutes. After workins of
a map WE got ga Score of English For every group.
WE are   Very happy.

The students' score in the post test of cycle I

"Unforgettable Experience"

'I went to school together friend arrived at school'
We did ceremony 17 agustus in the at school,
In the school many student and ceremony officer.
the Ceremony began at: 08.00 PM.
   of the
All Students make a good line
to began the cemory 17 agustus 2019 and
Ceromony officials Began ceromony
After doing the Ceremony we Studens
   Share hands with the teacher and after
share hands with the teacher we student went home

merah	
putih	

17 agustus 1945
<
17 agustus 2019
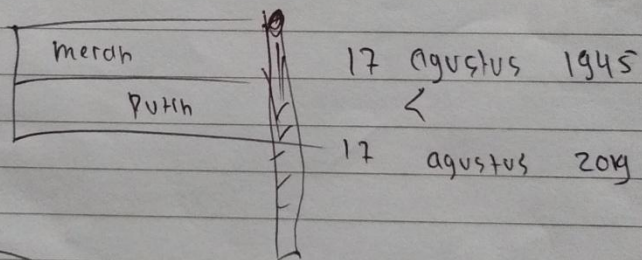
RIAN HAFIDZ PRANA
IX MTS
BAHASA INGGRIS

C : 25
0 : 17
V : 16
L : 20
M : 4 +
—————
82

The students' score in the post test of cycle II

NAZWA NABILA.

"Our Vacation"

Some friend, and I went to Jogjakarta for a Vacation
we had otir vacation soon After the school exam
mas over wash over we chose to go the -
Jogjakarta Because we thought that te place
was nice and the people, were friendly
I addiiton, some friends told me that i t
had lot of place of interes Back home
with my family driver in the Bus
im so happy holiday with family I arrived
to house,

$$C = 23$$
$$O = 18$$
$$V = 17$$
$$V = 18$$
$$M = 4 +$$
$$80$$

The students' score in the post test of cycle II