THE USE OF DIARY TO IMPROVE STUDENTS' ABILITY AT WRITING RECOUNT TEXT AT MTS MADANI ISLAMIYAH SCHOOL PEMATANGSIANTAR

THESIS

Submitted to the Faculty of Tarbiyah and Teacher Training State Islamic University of North Sumatera Medan as a Partial Fullfillment of the Requirements for the Degree of Sarjana Pendidikan

By :

Yuli Triana
NIM. 34.15.3.096

DEPARTMENT OF ENGLISH EDUCATION

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

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2019

SURAT PENGESAHAN

Skripsi ini yang berjudul: **THE USE OF DIARY TO IMPROVE STUDENTS' ABILITY AT WRITING RECOUNT TEXT AT MTS MADANI AL-ISLAMIYAH SCHOOL PEMETANGSIANTAR** disusun oleh : **YULI TRIANA** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan pada tanggal:

05 Juli 2019

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

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Assalamu'alaikum Wr. Wb.

Dengan Hormat,

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

Nama   : Yuli Triana

NIM   : 34.15.3.096

Jurusan   : Pendidikan Bahasa Inggris

Judul   : "The Use of Diary to Improve Students' Abilty at Writing Recount Text at MTs Madani Al-Islamiyah School Pematangsiantar"

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

Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya.

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

Medan,   Juli 2019

Yang membuat pernyataan

Yuli Triana
NIM.34.15.3.096

ABSTRACT
The Use of Diary to Improve Students' Abilty at Writing Recount Text at MTs Madani Al-Islamiyah School Pematangsiantar
Yuli Triana (34153096)

This research aimed to improve students' ability at writing recount text by using diary. The background of the study in this research was based on the students' difficulties in writing recount text. In order to solve this problem, the teacher should have creative media. A diary can be an alternative way as a learning media that will make students enjoy and easy to write recount text. In this research, the researcher conducted a classroom action research as the methodology. The subject of this research was the eighth grade students of MTs Madani Al-Islamiyah School Pematangsiantar. This research used two types of data, namely qualitative data and quantitative data. The qualitative data were obtained through an interview, observation sheet and field note. Meanwhile, the quantitative data used test that done before the implementation of the actions (pre-test) and after the implementation of the actions (post-test I and post-test II). The result of this research showed that there was increasing of students in writing recount text. The mean of the pre-test was 45.93, the mean of the first cycle was 69.8, and the mean of the second cycle was 79.06. It showed that the mean in the second cycle were better than the pre-cyle and first cycle. And by using t-test, the researcher found that $t_{observation}$ (7.09) > t_{table} (1.09). It means that the hypothesis (Ha) of the research is accepted. Based on the findings, it can be concluded that the use of diary can improve the students' ability at writing recount text.

Keywords : Diary, Recount Text

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Bismillahirrahmaanirrahim

Thanks to Allh SWT, the most gracious, and the most merciful, who had given the writer love and blessing to finish a last assignment in my thesis. Peace and His blessing, mercy is onto beloved and our dear the holly prophet Muhammad Saw (peace be upon Him) and his family, his companion, and his adherence.

The thesis: "The Use of Diary to Improve Students' Ability at Writing Recount Text at MTs Madani Al-Islamiyah School Pematangsiantar" is a simple and small creation was created by me to fulfill the assignment and to complete the requirement for S-1 Program at English Education Department of Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera 2019.

In the process of completing this thesis, the writer has received many supports and help from many people. Therefore, the writer would like to thanks for :

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The writer realizes this thesis still has some weakness and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis better. The writer hopes that this thesis will be useful for the readers, especially the students of English Education department who want to conduct similar research. May Allah the almighty bless of us.

Medan,   2019

Yuli Triana
NIM.34.15.3.096

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CHAPTER I

INTRODUCTION

A. **Background of the Problem**

In communication, being able to speak in English is ccnot enough. It was because not all communication activities can be held in the form of spoken language, but they sometimes need written form. According to Elbow writing is a way to communicate what we think, feel, and see through words.[1] By writing, we can convey our ideas. Writing is the most important skill because include all of the components such as format, sentence structure, vocabulary, punctuation, spelling and letter formation. All of the components should be presented when students write.

Based on curriculum of 2013 is expected to develop the students' potential to have communicative competence in personal, transactional, and functional texts using a variety of written English text. Based on this syllabus especially in writing a recount text, the students are expected to be able to construct a simple recount text in written form about past events with proper and appropriate context in terms of social function, generic structure and language features.

As a compulsory subject, there are many kinds of genres in writing. One of the genres is recount text. Recount text can be considered as the most common kind of text that we can find in our life. According to Anderson & Anderson, it is a text about past events usually in the order which they happened.[2] Its mean that Recount text is a text to retell the reader about action or activities in the past. In

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[1] Peter Elbow. (1973). *Writing Without Teachers.* USA : Oxford University Press. p. 14

[2] Anderson, Mark Anderson. (2003). *Text Types in English I and II*. SountYarra: Machmillan Education Australia. p. 49

this case, recount text is a good text to be used to exercise the students to like English, even for junior high school in which they need to master English especially to be implemented in their own life. By writing recount text, they learn how to tell their own life story at least.

In reality, not all students like writing recount text. Most of students has problems in writing recount text especially at the eight grade students. The first problem was most of students can not write generic structure and langauge features welll in recount text. They could not distinguish between orientation, events, and re-orientation in writing recount text. They also used inappropiate the conjunction, action verb and simple past tense in writing recount text

The second problem was students could not develop their ideas. They felt was difficult and bored in writing recount text. The third problem was the English teachers' media can not attract students' writing recount text. It causes because the teacher just using textbook to teach recount text without using the good media.

To solve all the problems, one of the alternative tools in writing recount text is by using diary. Diary is recommend as a media in teaching writing recount text because it would be easier to understand and how to write generic structure and using language feature from personal recount well. The researcher choosed diary because diary had some characteristics with recount text in telling past event. And then students more familiar about diary at least they ever write diary in their life. Most of students would be easier to express their feeling and experience in the past. So that they could develop their ideas.

Diary in writing recount text can be helped students to solve their problems in writing recount text. It was supported by Brown who states that diary

writing is in which students write thoughts, feeling, reaction, and response to something happened that is included in self-writing category, or writing with only the self in mind as an audience[3].

Based on the statement above, researcher take a diary as media to teach writing skill to the students. The researcher believes that through diary, the students can improve their ability in writing recount text. By using diary, it can express students' ideas in writing recount text, because diary make them to be more interesting and easier them to get their ideas in writing recont text. They can write what they do or feel after studying about recount text through diary.

Because of that based on the reasons above, that is why researcher wanted to conduct a research with title "The Use of Diary to Improve Students' Writing Recount Text".

B. Identification of the Problem

Based on the background of study above, the problem can be identified as the following : 1). Most of students could not write generic structure and langauge features of recount text, 2) Most of students could not develop their ideas in writing recount text, 3) Teachers' media can not attract students' writing recount text.

C. Limitation of the Study

Based on the identification of problem above, the problems that want to arise so wide and researcher need to restricted. Therefore, the study focuses on using diary to improve students' writing recount text.

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[3] H. Douglas Brown, (2001), *Teaching by Principles: An Interactive Approach to LanguagePedagogy,* San Francisco: Longman, p. 198

D. Formulation of the Problem

Based on the background, identification, and limitation of the problem above, the research problem can be formulated as follows : 1) can the students' ability in writing recount text be improved by using diary?, 2) How to apply dairy in improving students' ability in writing recount text ?

E. Objective of the Study

The objective of the study from this research are : 1) to know whether students' ability in writing recount text be improved by using diary, 2) to describe the application of diary in improving students' ability in writing recount text.

F. Significances of the Study

There are some significances of the study which are divided into two aspects.

They are theoretical and practical significance :

1. Theoretical Significance

Theoretically, the result of this study may give valuable and information and enrich the theory of teaching writing recount text by using diary.

2. Practical Significances

a. For the students, this research will improve their ability in writing recount text.

b. For the English teachers, the result of the study will provide the alternative way for teaching writing which is more enjoyable to improve the students' ability in writing recount text.

c. The headmaster is expected to suggest the teachers of English to use diary in learning process.

d. For the researcher, it will be used as an experience of how to conduct research.

e. For the other research, hopefully this can be used as a reference in conducting the same research for obtaining better result.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

Theoretical framework used to explain some concepts that concerned to the research. The aim of this study was to find out the use of diay to improve students' ability in writing recount text. To support the understanding of the problem formulated in Chapter I, some theories were reviewed related to the concepts of writing recount text and diary.

1. Ability at Writing Recount Text

In the following, there are some theories that explained to know about ability, writing and recount text.

a. Ability

According Wikipedia, ability may refer to intelligence means that logic, abstract thought, understanding, self-awareness, communication, learning, having emotional knowledge, retaining, planning, and problem solving. Ability also refers to skill, the learned ability to carry out a task with pre-determined results.[4] From the explanation above, ability is the quality or state or being able, especially in physical, mental, on leg as power perfoms. Ability defined as the capacity of the individuals to perform various tasks in a specific job. Ability for basically mean that you have the potential to do something.

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[4] Wikipedia. 2017. *Ability.* Accessed on May, 26th 2019.http://en.m.wikipedia.org/Ability

b. Writing

There are many definition about writing according some experts. According Harmer, writing is a way to produce language and express ideas, feelings and opinios.[5] Ideas, feelings and opions of writer is written by their own words. It means that writing can express writers' ideas, feelings and opinion.

According Elbow states that writing is a way to communicate what we think, feel, and see through words.[6] It means that writing is an alternative in communicating by giving what we think, feel, and see through words.

On the other side, according Hyland, writing is a way to share personal meanings.[7] Personal meaning refer to the opinion from the writer. In sharing personal meanings, Hyland in Hanan divided into three purpose as follows : 1) To explain (educate, inform), 2) To entertain (amuse, give pleasure), and 3) To persuade (convinance, change the reader's mind).[8] It means that writing is share writers' views to explain, entertain and persuade the reader.

Based on the experts above, it can be concluded that writing is a way of communication to express and share opinions, feelings, and think of the writers and used the pupose to explain, entertain and persuad the reader.

In islam, writing also considered as one of the important skills. Allah says that writing is one of ways to get and development the knowledge and status in society. Allah says in the Al-Qur'an surah Al-A'laq verse 4-5 :

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[5]Jeremy Harmer. (2004). *How to Teach Writing*. New York : Longman Limited. p. 3

[6] Peter Elbow. *op.cit*. p. 14

[7] Ken Hyland. (2004). *Genre and Second Language Writing*. Ann Arbor : University of Michigan Press. p. 9

[8] Hanan A. Taqi et al. (2015). *The Effect of Diary Writing on EFL Students' Writing and language Abilities*. British Journal of Education. Vol.3No 2

<div dir="rtl">

الَّذِيْ عَلَّمَ بِالْقَلَمِ ٤

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

</div>

Meaning :

Verse 4 : who taught by the pen

Verse 5 : taught man what he did not know.

The word "Qalam" in verse 4 has meaning of the tool to write (pen). It means that pen is used to write, and the result of using pen is written text.[9] Based on the verse explained that Allah taught human being pen (qalam). Discovery of pen and writing are the greatest gifts from God. By writing, one generation can trasfer their knowledge to the next generations. It shows that the tool of writing and writing itself have important roles.[10]

The other verse that state the existence of writing that be stated in the holy Qur'an is Surah Al-Qalam : 1

<div dir="rtl">

نَ ۚ وَالْقَلَمِ وَمَا يَسْطُرُوْنُ ١

</div>

Meaning :

"Nun. By the pen and by the (record) which men write"

In Tafsir by Abdullah Yusuf Ali, in verse 1 means that the strength of the writing and the words are outdstanding. (By the pen) the apparent meaning is that this refers to the actual pen that is used to write. The pen is the symbol of the permanent record, the written decree and perfect order in goverment of the world.

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[9] M.Quraish Shihab. (1997). *Tafsir al-Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu.* Bandung : Pustaka Hidayah. p. 98
[10] *Ibid*. p.99

And by that token, the man of God comes with a plan and guidance that must win against all destriction.[11]

Prophet sallallahu ‗alaihi wa sallam said,

$$\text{قَيِّدُوا الْعِلْمَ بِالْكِتَابِ}$$

"Tie the science by writing" [Hadist shahih by Al-Albaaniy in Silsilah Ash-Shahiihah no. 2026][12]

Shaykh Muhammad bin Salih Al 'Uthaymeen rahimahullah said, "A student of science should be spirit of memorizing what has been learned, whether by memorizing in your heart or by writing it. In truth, mankind is the place of forget, then if he was not eager to repeat and review the lessons learned, the knowledge that has been achieved could be lost in vain or he forgotten." (Kitaabul ‗Ilmi p.62)[13]

The process of writing based on Harmer there are four stages. Those are planning, drafting, editing (editing and revising) and final version.[14]

Planning is the first stage in writing and there are three main issues. The fist is decide the purpose of writing. The second have to think about language styles. And the last is consider the content.

Drafting is the first version of a piece of writing. In this point the students should be given a lot of time, because they need to focus on the development

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[11] Zainal Arifin Zakaria, (2013), *Tafsir Inspirasi*, Medan : Duta Azhar, p. 709

[12] Jauzaa, Abul. 2011. *Salaf antara Mencatat dan tak Mencatat.* Accessed on 19th January 2019. http:/abul-jauzaa.blogpot.co.idat/2011/10/salaf-antara-mencatat-dan-tak-mencatat.html

[13] Kunaasyaa. 2012. *Ikatlah Ilmu dengan Tulisan.* Accessed on January 19th 2019. https://kunaasyaa.wordpress.com/2012/11/08/ikatlah-ilmu-dengan-tulisan.html.

[14] Jeremy Harmer. *op.cit.*p. 4-6

ideas and the organization of those ideas more than the development of perfect grammar, punctuation or spelling.

Editing is an activity of writer to read again what they write as a draft to check their writing if there are mistakes. After found the mistakes, then writer revise it. By doing this, the mistakes can be minimize.

Final version is the last stage after all process have done. It is possible that the final version is much different in the plan and the draft has been made before. It happens since there are many change in editing process.

Based on the statement above, it can be concluded that in writing process to produce a written text, there are four steps should be apply in writing namely planning, drafting, editing or revising and final version.

According to Blanchard and Root there are at least three steps involved in a writing process namely: 1) Prewriting: thinking about your topic and organizing your ideas. 2) Writing: using your ideas to write a first draft. 3) Revising: improving what you have written.[15] It can be concluded that there are three steps in writing namely prewriting, writing and revising.

On the other side, according to Rumisek and Zemach, writing process goes through several steps to produce a good written product. There are some sub-activities to be taken in producing the text. It is more than just putting words together to make sentences. The writer should undergo several steps to make sure that what has been written follows the right development of writing process.[16] It

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[15] Karen Blanchard and Christine Root (2003), *Ready to Write a First Composition Text* (3rd edition), New York: Pearson Education. Inc. P.43

[16] D.E Zemach and Rurnisek. L.A (2005). *Academic Writing from Paragraph to Essay*. Mac.Millan: Cambridge University Press. P.3

means that in writing process there are several steps that the writer should undergo to produce a good written.

Based on the statements above, it can be concluded that process of divided into some steps namely : planning, drafting, editing, final version.

c. Recount Text

According Hyland, recount is a kind of genre that tell what happened in the past.[17] It means that recount is a kind of genre to tell the experience in the past. According Anderson define recount text as a piece of text that retells past events, which is usually in order in which they happened.[18] It means that recount text retell about past events.

According to Knapp, recount text basically it is written out to make a report about an experience of a series of related events.[19] A recount is written out to inform an event or to entertain people. It means that recount is report an experience to inform an event and to entertain people.

Based on the explanation above, it can be concluded that recount text is a text to retell experience in the past that used to inform an evnet and to entertain people.

Generic structure of recount text according Hyland as follows : 1) orientation, 2) record of events, and 3) re-orientation.[20]

Orientation: provides the setting and produces participants. It provides information about who, where, and when.

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[17] Ken Hyland. (2009). *Teaching and Researching Writing*. London : Pearson Education Limited. p.85

[18] Mark Anderson, *op.cit*. p. 49

[19] Petter Knapp and Megan Watkins,(2005), *Genre Text Grammar : Technologies for Teaching and Assessing Writing*, Sidney : University of New South Wales Press Ltd, p. 223

[20] Ken Hyland. (2009). *op.cit*. p. 87

Record of Events, tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments or evaluative remarks, which are interspersed throughout the record of events.

Re-orientation: optional-closure of events. It is rounds off the sequence of events.

Generic structure of recount text according Anderson are : 1) The first paragraph that gives background information about who, what, where, and when (called orientation), 2) a series of paragraphs that retell the events in the order in which they happened, 3) a concluding paragraph.[21]

Additionaly, generic structure according Barwick are : 1) orientation, 2) Sequence of events, and 3) Reorientation.[22]

Orientation part was consists of the background information of the story. It tells who was involved, what happened, where the events took place, when it happened, and sometimes what the reason was for the event.

Sequence of events, in the events part, it tells about what happened and in what sequence. It gives more information and specific details of what, who, where, and when the events occurred. Events can be a sequence of activities included in the story. It can be told by using connectives conjunction, such as: before, after, next, then, and first.

Reorientation, this part consists of optional-closure of events or ending. It usually rounds off the series of events or summaries the result. It generally refers

[21] Anderson, Mark Anderson. *op.cit*. 49

[22] Jhon Barwick. (1999). *Targetting Text : Photocopiable Units Based on English Text Types, Upper Level*. Glebe: Blake Education. p. 6

to some of the information in the orientation paragraph and sometimes the writer adds personal comment or opinion on the last sentences.

Based on the explanation about, it can be concluded that generic structure of recount text divided into three. They are orientation, events, and re-orientation.

Hyland states the language feature in recount text are : 1) use of nouns and pronouns, 2) use of action verbs, 3) use of past tense, 4) use of conjunctions and time connectives, 5) use of adverbs and adverbial phrases, and 6) use of adjectives.[23]

Use of nouns and pronouns to identify people, animals or things involved. Use of action verbs to refer to events. Use of past tense to locate events in relation to speakers' or writers' time. Use of conjunctions and time connectives to sequence the events. Use of adverbs and adverbial phrases to indicate place and time. And use of adjectives to describe nouns.

According Anderson, there are also language features which are usually found in a recount text, they are : 1) proper nouns, 2) descriptive words, 3) the use of the past tense, and 4) use connectors.[24]

Proper nouns to identify those involved in the text. And then descriptive words to give details about who, what, when, where, and how. The use of the past tense to retell the events. And the last words that show the order of events or connectors.

While, according Barwick language features in recount text there are 14, they are : 1) proper nouns or pronouns identify people, animals, or things, 2) larger and more complex noun groups build up description, 3) word families, 4)

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[23]Ken Hyland. (2009). *op.cit.* 88

[24] Anderson, Mark Anderson. *op.cit.* 49

varied action verbs, 5) Adverb and adverbial phrase, 6) texts are written in past tense, 7) Conjunctions, 8) significant events, 9) passive voice, 10) quoted and reported speeches, 11) evaluative language, 12) sentences should be structured with the focus on the important at the beginning, 13) technical and abstract language, and 14) descriptive words add details about who, when, where, what, and how. [25]

Based on the explanation above, it can be concluded that language features in recount text consist of simple past tense, conjunction, action verbs, proper noun, adjective and adverbs.

Barwick also divided types of recount text with varying levels of language and content according to the audience and purposes. 1) Personal recount, 2) Factual recount text, 3) Imaginary recount, 4) Procedural recount, and 5)Literary recount.[26]

Personal recount retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader.

Factual recount, retells events which have already happened in time order. It reports the particulars of an incident by reconstructing factual information.

Imaginative recount, applying factual knowledge to an imaginary role in order to interpret and recount events. It usually tells about fantasy or adventure story.

Procedural recount, recording the steps in an investigation or experiment

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[25] Barwick. *op.cit*. p. 6
[26] *Ibid*. p. 4-5

and thereby providing the basis for reported results or findings. The difference between this type of recount with procedure text is that procedural recount uses simple past tense, which means that the event or the steps are already implemented.

Literary recount, retells a series of events for the purpose of entertaining or amusing. It tells facts and feelings about the events and sometimes uses dialogue between characters.

2. Diary

a. Definition of Diary

According to M. Bailey Kathleen, a diary study is an in-depth reflection on learning processes or teaching experiences regularly kept by an individual and then analyzed to look for recurring patterns or significant events.[27] It means that diary is a reflection on learning and teaching process that done regularly by an individual to analyse significant events

Further, Fitzpatrick states that a diary is a personal record of a writers' life experience and is usually private.[28] By writing diary, the students can explore and develop their ideas from real life experience, so that they are trained to be sensitive writer who can get inspiration to be written from whatever happened in their life. It means that diary is a personal record of writer about their experience.

Harmer states that diary is a writing to encourage introspection and reflection about themselves that happend.[29] By keep diary, writer will get the

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[27] M. Bailey Kathleen, (1990), *The Use of Diary Studies in Teacher Education Programs*, New York : Cambridge University Press, p. 215

[28] M.Fitzpatrick, (2005), *Engaging Writing Paragraph and Essay*, London : Longaman, p. 4

[29] Jeremy Harmer. *op.cit.* p. 125

useful for her/himself to introspection. It means that diary is a writing to instropection and reflection about the writers' life.

From the definition above, it can be concluded that diary is one of a personal record of writer about their past experiences to express the felling or something that happend as a reflection and instrospection themselves.

b. Principles of Diary

Principle in using diary is the basic knowledge that needed to use diary as a media, as follows : 1) there must be some stories in that diary, 2) the content of the diary must tell about past events, 3) language features of the diary consist of simple past tense, conjunction, action verb, and adjective, and 4) students write recount text by using diary that can be added to the funny pictures that decorate their writing.[30]

c. Design of Diary

(1) Objectives

The general objectives of diary is to teach students' writing at a beginning level. Diary is means as a media to help students in identifying some characteristics in recount text. A diary aim to produce students who are capable writing. So in this case, diary want to help students in writing recount text.

(2) Students Roles

Students in using diary have the primary role of identifier. They will identify the writing to know the language features and generic structure in recount text. Students are also expected to recognize and respons to teachers' explanation about recount text by diary. Students monitor and evaluate their own progress

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[30] Supiani. (2016). *The Use of Diary in Teaching of Writing Recount Texts at SMPN 03 Banjarbaru,* South Kalimantan Province. Ethical Lingua. Vol. 3 No 1

together with their friends. Students are also required to produce recount text after identify the language features and generic structure in that diary.

(3) Teacher Roles

The teacher plays as a passive speaker and manager to help students in using diary. The teacher will be used diary to explain recount text. Teacher also encourage the students to be active in classroom when they will identify the diary. Teachers' role is not so much to teach as to provide opportunities for learning. Teacher just manage students and help them if they get the problem in identifying the writing from the diary.

(4) The Role of Instructional materials

Diary have the form of past events. It means that diary like a recount text that tell about experience in the past. Material in that diary consist of some basic knowledge in writing. Because of that students will be focused on specific characteristics in that diary.

d. Procedure of Diary

There are some procedures that writer used in using diary as a media at writing recount text, as follows : 1) the teacher gives diary to the students, 2) the teacher asks the students to identify the characteristics of the diary, 3) the teacher explain about the example of personal recount on the diary, 4) the teacher asks students to make recount text after identifying diary, and 5) the students write recount text in the diary that added by pictures or decorate their writing.

e. Advantages and Disadvantages of Diary

Harmer states that there are some advantages of diary writing, as follows :

Advantages	Disadvantages
1. Value of reflection	1. The student who have few

	vocabularies can not understand the text of diary,
2. Freedom of expression	2. The students should prepare dairy book to write recount text
3. Developing writing skill[31]	3. To correct and write the diary entries need time commitment.

Value of reflection, means a diary provides an opportunity for students to think about what they are learning and also how they are learning.

Freedom of expression means diary writing allows students to express feelings more freely. For example, in their writing they can write about their daily life or anything they want to write.

Developing writing skill means diary writing contributes to the students' general improvement such as their writing fluency. Their writing fluency will improve since they write regularly and become more familiar.

B. Related Study

There are some previous studies that relevant to this research. The first relevant study is thesis come from Nofi Yulianti entitle "Improving the Writing Skills Through Diary Writing of the Tenth Grade Students of SMAN 1 Ngemplak." This research was aimed at implementating diary writing as a medium to improve the writing skills of the students of SMAN 1 Ngemplak. This research used qualitative and quantitative approach to collect the data. And the result of this research showed that there were improvements on the students' writing skills in the five aspects, namely the content, organization, vocabulary, language use, and mechanics.

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[31] Jeremy Harmer,(2007), *The Practice of English Language*, London : Longman, p. 128

The second relevant study come from journal volume 05 No 03, 2017 by Elisa Enda Andreys and Dr.H. Aswandi, M.Pd. The title is "The Use of Diary to Teach Writing Recount Text to Eight Grades of Junior High School WR. Soepratman Tanjung Redeb, East Borneo". This research aimed to describe the use of diary as a media to help the students' develop their ability in writing recount text. The result showed that diary can be used by the teacher as learning media in teaching writing recount text. Diary can help the teacher to get the students' interest and help the students to develop their writing ability.

The third relevant study was conducted by Cindy Qarina. The title of this journal is "The Use of Diary Writing in Teaching Writing Recount Text". This study aimed to know the application of diary in teaching writing recount text. the result showed that diary writing had a strong effect in teaching writing recount text in MAN 1 Pontianak. Diary writing enabled the students to get more practices in writing and it could help them to elaborate the idea in writing.

The fourth study was conducted by Nur Millah Mutsliah "The Effectiveness of Diary Writing on Students' Writing of Recount Text". This research aimed 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. The result showed that th t_{value} in both post test (2.094) and gained scores (2.703) are higher than the t_{table} (1.667) with df =70. It means that the H_a is accepted (diary writing is effective in improving students' writing of recount text.

The last related study was conducted by Supiani from Journal of Ethical Lingua Vol. 3 No. 1 February 2016 entitle "The Use of Diary in Teaching of

Writing Recount Texts At SMPN 03 Banjarbaru, South Kalimantan Province". This study aimed to describe the process of teaching writing recount texts by using diary, to find out the teacher's problems and students' responses toward using diary. The research employed a descriptive qualitative research, in which the instruments come from observation, interview and documentation by using the subject is an English teacher and 30 students ofthe eight grade of SMPN 03 Banjarbaru in the academic year 2015/2016. The result showed that Using diary in teaching writing recount text can help students of the eight grade students of SMP N 03 Banjarbaru and motivate the students in learning writing recount text.

C. Conceptual Framework

Based on the theory, diary can improve students' writing recount text becuase diary can help students to write generic structure of recount text and easy for them to understand in using language feature in writing recount text. Diary also is an effective media for teacher in teaching recount text and can develop the students' idea in writing recount text. This way gives a chance for students to write confidently. By using this media the students actively to identify some characteristics in the diary.

Diary is familiar for students that tell about feeling or experience in the past. Diary and recount text also have some characteristics. Diary is effective to use diary in teaching writing recount text. It makes process of teaching writing recount text will be more enjoyable and fun. Because of that, diary can be useful and helpful for students to write recount text.

D. Actional Hyphotesis

Based on the formulation above of problems and theorical review, the hypothesis of this research is using diary can improve students' ability at writing recount text.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Setting

This research was conducted at MTs Madani Al- Islamiyah School Pematangsiantar. The subject of this research was the eight grade students. This subject consist of 30 students. It is located on jln. Rakutta Sembiring gang Leo, Pematangsiantar. The researcher chose this school because most of students had problem in writing recount text. And then the English teacher at the school never use diary in teaching writing recount text. The researcher was conducted the research in April until May 2019.

B. Data and Data Source

Data from this research were collected by test, interview sheet, observation sheet and field note. The data source was taken from the students and the English teacher.

C. Research Method

This research was conducted by using classroom action research. The researcher chose classroom action research as a method because for research relevant to conduct during learning process.

According to Kemmis and McTaggart in Ananda, classroom action research is a form of self-reflection study that collectively conducted by researchers in social situations to improve reasoning and social justice education and practice them, as well as their understanding of this practice and to situatios

where the practice is done.[32] It means that classrom action research is an evaluation and reflection of the teacher as it aims to make the situation of classroom can be improved. According to McNiff in Ananda classsroom action research is a form of reflective research that conducted by the teacher toward curriculum, development of school, increase of learning performance and others.[33] It means that classroom action research will be done based on the curriculum that school used to increase of learning process.

In additional, according to Kasbollah & Sukarnyana in Ananda states classroom action research is a reflective research conducted by giving a certain action to improve an unsatisfactory condition and increase the quality of teaching practices in the classroom in order that those practices become more professional.[34] It means that classroom action research do by giving certain action to improve and increase teaching practice.

Based on the statement above, classroom action research is a method for reflecting teacher in teaching in the clasrooom to improve the quality of teacher and students.

Classroom action research procedures that used in this research based on Kemmis and McTaggart scheme. In this classroom action researh, the researcher collected the data by conducting two cycle. Every cycle consist of four stapes : they were planning, action, observation and reflection. Kemmis and McTaggart has developed a simple model of the nature of the process cycle of action as shown in figure 3.1.

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[32] Rusydi Ananda. dkk, (2015), *Penelitian Tindakan Kelas*, Medan : Citapustaka Media, p. 17
[33] *Loc.cit*
[34] *Ibid*, p. 19
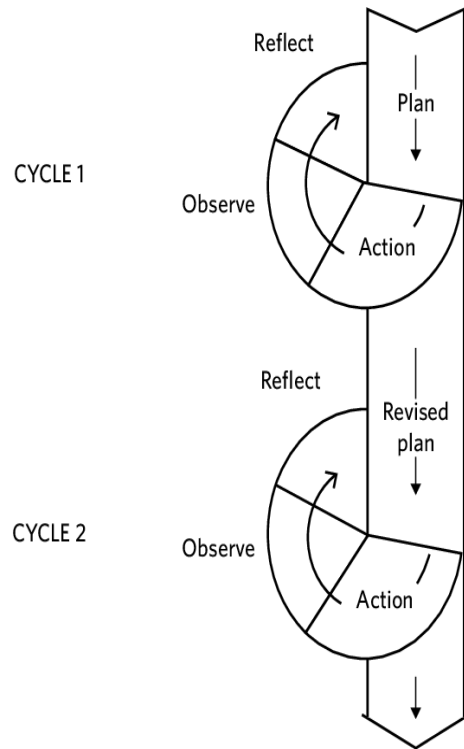
Figure 3.1 Model action research by Kemmis

The procedure of this action research as follows :

1. Cycle I

Planning is the beginning process of research to conduct treatments or after making sure about the problem of the research. Researcher prepared some materials that used in research process. Such as lesson plan based on the teaching material, chose the theme, prepared the materials and media that needed in the learning process, and prepared checklist for observation and test.

Action is a treatment to implementation a plan that discussed before. In this research, researcher implemented the scenario of learning process. Researcher gave the students treatment ways to remember the materials, gave students assignments in individual, evaluated their mistakes and made summarize about materials.

Observation is an activity in the classroom to collect information about learning process of recount text based on the treatment that was give. In doing observation, researcher used observation sheet, interview sheet and field note to collect the data. Through observing, interview and diary notes researcher would get the information to do reflection for arrange replanning in the next cycle. The observation would used to know the problem of the students and the lack of the media.

Reflection is an activity to evaluate all of the action that happened by analyzing the data. The purpose of this stage in order to determine the alternative steps that are probably made to gate the final goals of the research.

2. Cycle II

The second cycle would be conducted to get the better result in students' writing recount text and the researcher would be continued to the second cycle if the first cycle fail. In the cycle II would continue of four steps same like the first cycle but the cycle II consist of one meeting. The stages of cycle II were : planning, acting, observing and reflecting.

Planning in this stage researcher would do replanning after conducting cycle I and find some problems. Researcher would prepare some materials again and made new lesson plan, chose the theme, and media that needed in the learning process.

Action was implemented the scenario of teaching learning process by using diary as a media. Researcher gave the students treatment ways to remember the materials, gave students assignments in individual, evaluated their mistakes

and made summarize about materials. In this stage would be hoped to solve the problem that got in the first stage.

Observation happened in the class during teaching learning process and would use observation sheet, interview sheet and field notes to collect the data. Observation was did to know the problem of the treatment and collected the information during learning process.

Reflection in cycle II would be conducted to analyse the data that collected when did the observation. The purpose of this stage in order to determine the alternative steps that are probably made to gate the final goals of the research.

D. Instrument of Collecting Data

In this research, the instrument of the data divided into two kinds quantitative and qualitative. The instrument of quantitative data was test. Test is a tool to measure a person's knowledge or performance with the aid of a numerical. In assessing the students" writing, the researcher used scoring rubric proposed by Jacobs et al (1981) which focuses on five aspects of writing. They are the content, the organization, the vocabulary, the language use, and the mechanics aspect.

The instrument of qualitative data were interview, field note and observation sheet. Interview is a tool that used to gather data from people about opinions, beliefs, and feeling about situations in their own words. Field note is a tool to collect the data during observation. Field note used to report all of things that happened when the subject of research doing something. And observation is a tool to monitor and observe people interaction. The observation sheet was used to observe the teaching and learning processes and to take a record of the classroom activities during the implementation of the actions

E. Technique of Collecting Data

In this research, technique of collecting data was used to describe how researcher in using the instrument. There were : test, interview, field note and observation sheet.

Test in this research was divided into two kinds : pre-test and post-test. Pre-test was did before doing treatment to the students. This test used to know the basic skill and knowledge of students about recount text. Post-test was did after the implementaion actions to the students. In this research, post-test was did twice in cycle I and cycle II. Post-test I used to measure the improvement of students' score after implementation the actions and post-test II used to know the movement of students' score from post-test I to post-test II. The form of this test was essay test. (see appendix III, IV and V).

Beside that, the researcher was needed to use the scoring rubric as follow :

Table 3.1

Jacob *et al*.'s (1981) Scoring Profile on Writing Test

Score	Level	Criteria
CONTENT	30-27	Excellent to very good : knowledgeable, substantive, through the development of idea, relevant to assigned topic.
	26-22	Good to average : some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor : limited knowledge to subject, little substance, inadequate development of topic.
	16-13	Very poor : limited knowledge of subject, non substantive, not pertinet or not enough to evaluate.
ORGANIZATION	20-18	Excellent to very good : fluent expression, ideas clearly stated, succinct, well organized, logical sequencing,

		cohesive.
	17-14	Good to average : somewhat choppy, loosely organized but main idea stand out, limited support, logical but incomplite sequencing.
	13-10	Fair to poor : non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor : doesn't communicate, no organization, or not enough to evaluate.
VOCABULARY	20-18	Excellent to very good : sophisticated range, effective word/idiom choice and usage, word form mastery and appropiate register.
	17-14	Good to average : adequate range, occasional error of word/idiom form, choice, usage, but meaning not obscured or confused.
	13-10	Fair to Poor : limited range, frequent errors of word/idiom form, choice usage and meaning obscured or confused.
	9-7	Very poor : essentially traslation, little of English vocabulary, idioms or word form or not enough to evaluate.
LANGUAGE USE	25-22	Excellent to very good : effective complex, construction, few error of agreement, tense, number, word order/function, articles, pronoun and preposition.
	21-18	Good to average : effective but simple construction, minor problems in complex constrition, several errors of agreement, tense, number, word order/function, articles, pronoun and prepositions, but meaning seldom obdcured.
	17-11	Fair to poor : major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun and preposition or fragments, deletions and meaning confused of obscured.
	10-5	Very poor : virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	Excellent to very good : demonstrates mastery of conventions, few errors of

		spelling, punctuation, capitalization and pragraphing.
	4	Good to avarage : occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured.
	3	Fair to poor : frequent errors of spelling, punctuation, capitalization paragraphing, poor handwriting and meaning confused of obscured.
	2	Very poor : dominated by errors of spelling, punctuation, capitalizations, paragraphing, illegible handwriting or not enough to evaluate.[35]

Interview in this research was conducted before and after giving treatment. The object of interview were students and English teacher. The interview of the students was did before the implementation the actions because to know the students' probelm in learning writing recount text. And also conducted after the implementation the actions to know the effect of the diary. For the teacher, interview was conducted to know the teachers' opinion about diary in teaching writing recount text. (see appendix XII, XIII, XIV, XV, XVI, and XVII).

Field note in this research was conducted by researcher during learning process to report all of things that would happened in the classroom and related to the students such as their responses and attitude in the classroom. Field note written in the notebook of researcher. Field note was done before the implementation the action (pre-test) and after the implementation the actions (cycle I and cycle II).

Observation sheet in this research given to the students and researcher. Observation for the students was conducted by the researcher and to observe the

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[35] Sara Cushing Weigle.(2009). *Assessing Writing*. UK : Cambridge University Press. p. 116

students in every meeting. And for teacher, the obervation was conducted by the English teacher to observe the researcher in teaching. The classroom observation was used to record the activities happened in the classroom. (see appendix VI, VII, VIII, IX, X and XI).

F. Technique of Analysing Data

The students' score is calculated can be determined increase if the students get more than 75 point for the writing score. The formula to get mean score of the students as follow :

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

Where :
$\bar{x}$ = the means of the students' score
$\sum$x   = the total score
N   = the number of the students[36]

After that, the analysis of quantitative data used t-test. T-test is used to compare the two means from cyle one and cycle two. The formula of the t-test as follow :

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

Where :
$\bar{D}$ = mean of difference between post-test one and post-test two
D = difference
N = subject of students[37]

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[36] Sudjana, (2000), *Metode Statistika*, Bandung: PT. Tarsito, p. 67.
[37] Donald Ary and friends. (2010). *Introduction to Research in Education*. Canada : Wadsworth Cengage Learning. p. 177

For qualitative data, the researcher used Miles and Huberman's theory in analysing the data. There were three steps to do, they are : data reduction, data display, and conclusion drawing/verification.[38]

Data reduction become the first steps to do in analyzing the data in this research. According to Miles data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript.[39] Data reduction often forces choices about which aspects of the assembled data should be emphasized, minimized or set aside completely for the purposes of the project at hand. In this research the data were interview checklist and field note. And researcher would analyse the data after writing all of things that happened in the classroom.

The second steps data display. According to Miles, generally a display is an organized, compressed assembly of information that permits conclusion drawing and action.[40] A display could be extended piece of text or a diagram, chart or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data display help us to understand what is happening and to do something-further analysis or caution on that understanding. In this research, the data display wrote by giving narration word.

After finishing the data reduction and data display, the last steps to analyze the data in this research was drawing conclusion. According to Miles, final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding

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[38] M.Q. Miles and Huberman. (1994). *Qualitative Data Analysis*. Newbury Park. 2nd Ed. p 10
[39] *Loc.cit*
[40] *Ibid*. p.11

agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively.[41] Drawing conclusion is the result which is used to take the action. Researcher took conclusion after interpreting the data taken from the interview, observation sheet and field note.

G. Trustworthiness

In this research, validity and reliability include four criteria, they are : credibility, transferability, dependability and confirmability.[42]

First, credibility is criteria to fulfil the truth of value from data and collected information. It means that all of the result of the research can be trusted by all reader as serious and from the respondent as informant.

Second, transferability is criteria use to fulfil the criteria indeed the result of the research which was did in the certain context/ setting can be transferred in the other subject which has same typology.

Third, dependability is criteria to fulfil for appreciating what the process of qualitative research have quality or not, using dependability audit through asking dependent and independent auditor for review the researcher activities.

Fourth, confirmability is the criteria to assess the quality of the result of the research. If the dependability use to assess the quality from the process which is did by researcher, so confirmability is for assess the quality of the result of the research.

Lewis and Ritchie state that triangulation assumes that the use of different source of information will help to confirm and to improve the clarity or precision,

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[41] *Loc.cit*
[42] Ritchie, Jane and Jane Lewis. (2003) *Qualitative Research Practice. Aguide for Social Science Students and Researchers*. London : SAGE Publications Ltd. p. 275

of a research finding.[43] Triangulation is useful in checking the validity of data or whether it is more a means of widening or deepening understanding of a subject through the combination of multiple readings. Lewis and Ritchie state there are four kind of triangulation, they are: methods triangulation, triangulation of source, triangulation through multiple analyses and theory triangulation.[44]

Triangulation of sources: comparing data from different qualitative methods (e.g. observations, interviews, documented accounts). Triangulation through multiple analyses: using different observers, interviewers, analyst to compare and check data collection and interpretation. Theory triangulation: looking at data from different theoretical perspective.

In this research, the researcher used methods triangulation. In triangulation by using method, the researcher compared the data of the test to the data interview, field note and interview.

[43] *Ibid.* p. 276
[44] *Loc.cit*

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Data Analysis

The data in this research divided into two kinds, qualitative and quantitative data. Quantitative data was analyzed by using t-test. And the qualitative data was anaylzed by using Miles and Huberman's theory.

1. The Quantitative Data

The quantitative data were taken from the result of the tests during the research that was conducted in fourth meetings. The pre-test was given in the first meeting. The post-test I was given in the third meeting and the post-test II was given in the fourth meeting. The result of the test score of the students were shown in the table.

Table 4.1

The Students' Score during pre-Test and Cycle I (post-test I)

and Cycle II (post-test II)

NO	INITIAL OF STUDENTS	PRE-TEST	POST-TEST I (CYCLE I)	POST-TEST II (CYCLE II)
1	AS	45	75	80
2	AR	37	67	76
3	APA	46	75	77
4	CFS	75	82	89
5	F	76	84	88
6	HLA	34	57	77
7	K	44	75	82
8	MUA	64	79	90
9	MT	54	54	83
10	Mam	45	76	89

11	MA	32	64	78
12	MAA	49	70	79
13	MH	34	79	83
14	MR	38	47	63
15	MS	41	56	75
16	MW	40	53	71
17	NNL	75	88	92
18	NAr	64	80	83
19	NAb	70	75	75
20	QH	38	41	60
21	RE	47	62	76
22	RK	40	73	86
23	SNR	41	63	77
24	SI	49	76	88
25	SS	62	76	76
26	SM	50	76	80
27	SUN	56	78	80
28	SI	53	77	78
29	VP	38	80	83
30	ZA	42	56	58
TOTAL		$\sum x = 1378$ $\bar{X} = 45.93$	$\sum x = 2094$ $\bar{X} = 69.8$	$\sum x = 2372$ $\bar{X} = 79.02$

From the data above, the researcher found that there was improvement of students' score from pre-test, post-test 1 and post-test II. It can be seen from the table 4.1 in giving mean of the score from the pre-test, post-test of cycle I and post-test of cyle II that improve.

Table 4.2

The Students' Score in pre-Test

NO	INITIAL OF STUDENTS	SCORE	PASSING GRADE OF STUDENTS ≥ 75
1	AS	45	**FAILED**
2	AR	37	**FAILED**
3	APA	46	**FAILED**
4	CFS	75	**PASSED**
5	F	76	**PASSED**
6	HLA	34	**FAILED**
7	K	44	**FAILED**
8	MUA	32	**FAILED**
9	MT	34	**FAILED**
10	Mam	45	**FAILED**
11	MA	32	**FAILED**
12	MAA	49	**FAILED**
13	MH	34	**FAILED**
14	MR	38	**FAILED**
15	MS	41	**FAILED**
16	MW	40	**FAILED**
17	NNL	75	**PASSED**
18	NAr	34	**FAILED**
19	NAb	70	**FAILED**
20	QH	38	**FAILED**
21	RE	47	**FAILED**
22	RK	40	**FAILED**
23	SNR	41	**FAILED**
24	SI	49	**FAILED**
25	SS	43	**FAILED**
26	SM	50	**FAILED**

NO		SCORE	
27	SUN	56	**FAILED**
28	SI	53	**FAILED**
29	VP	38	**FAILED**
30	ZA	42	**FAILED**
	TOTAL	$\sum x = 1378$ $\bar{x} = 45.93$	—

From the table of pre-test above, the students got success were 3 students, and the students did not get success were 27 students. To see the mean of the students in this test, the researcher applied the following formula :

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

Where :
$\bar{x}$ = means of the students
$\sum x$ = means of x_1 variable
N   = number of the students
So the mean of the students was $\bar{x} = \frac{1378}{30} = 45.93$

From the anaylsis above, the students' writing was low. The mean of the students' score was 45. 93.

Table 4.3

The Students' Score in post-Test I (First Cycle)

NO	INITIAL OF STUDENTS	SCORE	PASSING GRADE OF STUDENTS ≥ 75
1	AS	75	**PASSED**
2	AR	67	**FAILED**
3	APA	75	**PASSED**
4	CFS	82	**PASSED**
5	F	84	**PASSED**

6	HLA	57	**FAILED**
7	K	75	**PASSED**
8	MUA	79	**PASSED**
9	MT	54	**FAILED**
10	Mam	76	**PASSED**
11	MA	64	**FAILED**
12	MAA	70	**FAILED**
13	MH	79	**PASSED**
14	MR	47	**FAILED**
15	MS	56	**FAILED**
16	MW	53	**FAILED**
17	NNL	88	**PASSED**
18	NAr	80	**PASSED**
19	NAb	75	**PASSED**
20	QH	41	**FAILED**
21	RE	62	**FAILED**
22	RK	73	**FAILED**
23	SNR	63	**FAILED**
24	SI	76	**PASSED**
25	SS	76	**PASSED**
26	SM	76	**PASSED**
27	SUN	78	**PASSED**
28	SI	77	**PASSED**
29	VP	80	**PASSED**
30	ZA	56	**FAILED**
	TOTAL	$\sum x = 2094$ $\bar{x} = 69.8$	

From the table of post-test I above, the students got success were 17 students, and the students did not get success were 13 students. So the mean of the students was :

$$\bar{x} = \frac{\sum x}{N}$$
$$\bar{x} = \frac{2094}{30} = 69.8$$

From the anaylsis above, the students' writing in post-test I still low. The mean of the students' score was 69.8. It means that the score did not success categorize. But it can be concluded that the students' writing in post-test I was higher than in pre-test. Even though, it is still needed more improvement because it can not achieve yet 75% as the target of success this research. Based on the problem above, researcher conducted cycle II in order to improve the students' writing recount text.

Table 4.4

The Students' Score in post-Test II (Second Cycle)

NO	INITIAL OF STUDENTS	SCORE	PASSING GRADE OF STUDENTS ≥ 75
1	AS	80	**PASSED**
2	AR	76	**PASSED**
3	APA	77	**PASSED**
4	CFS	89	**PASSED**
5	F	88	**PASSED**
6	HLA	77	**PASSED**
7	K	82	**PASSED**
8	MUA	90	**PASSED**
9	MT	83	**PASSED**
10	Mam	89	**PASSED**

11	MA	78	**PASSED**
12	MAA	79	**FAILED**
13	MH	83	**PASSED**
14	MR	63	**FAILED**
15	MS	75	**PASSED**
16	MW	71	**FAILED**
17	NNL	92	**PASSED**
18	NAr	83	**PASSED**
19	NAb	75	**PASSED**
20	QH	60	**FAILED**
21	RE	76	**PASSED**
22	RK	86	**PASSED**
23	SNR	77	**PASSED**
24	SI	88	**PASSED**
25	SS	78	**PASSED**
26	SM	80	**PASSED**
27	SUN	80	**PASSED**
28	SI	78	**PASSED**
29	VP	83	**PASSED**
30	ZA	58	**FAILED**
	TOTAL	$\sum x = \mathbf{2372}$ $\bar{x} = \mathbf{79.06}$	$\bar{\quad}$

From the table of post-test II in the second cycle, the students who got success were 26 students and the students who unsuccess were 4 students. The total score of the students was 2372. So the mean of the students was :

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

$$\bar{x} = \frac{2372}{30} = 79.06$$

From the data analysis above, the students' writing in post-test II improved. It can be seen of the mean score of the students was 79.06. It means that the score was categorized success and improved and also categorized in high score. So the researcher stopped in this cycle.

Table 4.5

The Mean Score of pre-Test, post-Test I and post-Test II

$\bar{x}$	Pre-test	Post-test I	Post-test II
Mean	45.93	69.8	79.06

The mean of the students' score in the post-test II of cycle II (79.06) was highest than the post-test I (69.8) and the pre-test (45.93). So it can be concluded that the students' writing recount text by using diary improved from 45.93 to 79.06.

To analysis the data, the researcher also used t-test to examine the actional hypothesis in research as follow :

Table 4.6

The Statistic Analysis of the Result of Students' Score in First Cycle and the Second Cycle

No	Initial of Students	Post-Test I		Post-Test II		D	D^2
		M	S/U	M	S/U		
1	AS	75	S	80	S	5	25
2	AR	67	U	76	S	9	81
3	APA	75	S	77	S	2	4

4	CFS	82	S	89	S	7	49
5	F	84	S	88	S	4	16
6	HLA	57	U	77	S	20	400
7	K	75	S	82	S	7	49
8	MUA	79	S	90	S	11	121
9	MT	54	U	83	S	29	841
10	Mam	76	S	89	S	13	168
11	MA	64	U	78	S	14	196
12	MAA	70	U	79	S	9	81
13	MH	79	S	83	S	4	16
14	MR	47	U	63	U	16	256
15	MS	56	U	75	S	19	361
16	MW	53	U	71	U	18	324
17	NNL	88	S	92	S	4	16
18	NAr	80	S	83	S	3	9
19	NAb	75	S	75	S	0	0
20	QH	41	U	60	U	19	361
21	RE	62	U	76	S	14	196
22	RK	73	U	86	S	13	169
23	SNR	63	U	77	S	14	196
24	SI	76	S	88	S	12	144
25	SS	76	S	78	S	2	4
26	SM	76	S	80	S	4	16

27	SUN	78	S	80	S	2	4
28	SI	77	S	78	S	1	1
29	VP	80	S	83	S	3	9
30	ZA	56	U	58	U	2	4
		$\sum x_1 = 2094$		$\sum x_2 = 2372$		$\sum D = 280$	$\sum D^2 = 4117$

From the table was :

$$\bar{D} = \frac{\sum D}{N} = \frac{280}{30} = 9.3$$

The calculation was done as the formula as follow :

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

$$= \frac{9.3}{\sqrt{\frac{4117 - \frac{(280)^2}{30}}{30\,(30-1)}}}$$

$$= \frac{9.3}{\sqrt{\frac{4117 - \frac{(78400)}{30}}{30\,(29)}}}$$

$$= \frac{9.3}{\sqrt{\frac{4117 - 2613.3}{870}}}$$

$$= \frac{9.3}{\sqrt{\frac{1503.7}{870}}} = \frac{9.3}{\sqrt{1.72}}$$

$$= \frac{9.3}{1.31} = 7.09$$

From computation above, it can be seen that the coefficient of $t_{observation}$ = 7.09. If df = N-1 = 30-1 = 29, with the level α = 0.05 or 5% and t_{table} (1.69), so $t_{observation}$ (7.09) > t_{table} (1.69). Thus, alternative hypothesis (Hα) can be accepted. Based on the finding, the alternative hypothesis (Hα) stating that the application of diary can improve the students' writing recount text.

2. The Qualitative Data

a. Interview

The interview was done before conducting the first cycle to know the students' problem in writing recount text. The researcher interviewed the students. This interview also done after applicating the media with the students and the teacher. The interview of students showed that there were differences feeling before and after the application. The teacher saw that the students were really enjoyed in the class was alive during the learning process. The students showed that they felt pleasure when learned writing by using diary. (See the appendix XII, XIII and XIV).

b. Observation

The researcher observed the classroom atmosphere and what problem was found during the teaching learning process. In the observation sheet, there were some items that are supposed represents the situation during the accomplishment of each cycle of this research. There were two kinds of observation sheet. The first observation sheet used to observe the reasearcher as the teacher in cycle I and cycle II. This observation sheet was done by the English teacher. The result showed that the researcher was done all of the item of the observation sheet.

The second observation sheet used to observe the students during learning process in cyle I and cycle II. This observation sheet was done by the researcher. From the observation sheet, the students did not really get bored and some of them enjoy the learning process. The observation sheet also done by the English teacher to observe the researcher in teaching recount text. The result showed that the researcher done the teaching based on the lesson plan and could handle the situation of the classroom. to (See the observation sheet VI, VII, VIII, IX, X, and XI).

c. **Field Note**

Field note was written by the researcher during conducting the research in every meeting. Form the pre-test, the field note showed that students' was not interesting and did not know about recount text and the situation was noise. The fied note showed in cycle I, the students were intrested but the situation of the classroom still crowded and there were some students still confused. In cycle II, the students more interested and seriously to learn. The students were seemed master the lesson. (See the appendix XV).

B. **Research Findings**

Based on the analysis of the whole meeting, it can be seen that there were some significant improvements from pre-cycle to cycle I and cycle II. The mean of the pre-test 45.93, it was very low. The mean of the post-test I cycle I was 69.8, then the mean of post-test II cycle II was 79.06. It was indicated that the scores and the mean in second cycle were better than pre-test and post-test I. The students who got point ≥ 75 of the pre-test were 3 students. In the post-test I students who got point ≥ 75 were 17 students. It means that there was increase

from pre-test to pos-test I. The post-test II of cycle II , students who got point ≥ 75 were 26 students. It means that most of students were success in writing recount text while 4 students were unsuccess.

From the qualitative data ; interview, observation sheet and field note, all of these data was indicated that the students gave good response during teaching-learning process. From interview, it was found that the students felt interesting in every meeting. From observation sheet for the students, it can be concluded that the students were active during teaching-learning process. Although at the first meeting they were little confused and some of them found chatting and made some noisy. But the next meeting was better than the previous meeting because they were not confused and enjoy the process. From field note, it was found that students were active and enthustiastic in following teaching-learning process.

Based on the students' score and responses in teaching-learning process, the researcher concluded that the use of diary can improve students' writing recount text.

C. Discussion

In this research, diary used to help the students to improve students' writing recount text. The use of diary made the students more active to learn recount text. Through diary, each students can share the ideas about their experience. This research conducted into two cycles. And every cycle consisted four steps : Planning, acting, observing and reflecting.

In the cycle I, the planning was arranged before the researcher conduct the research. First researcher prepared the lesson plan, material about recount text, text of diary, and assessment. The researcher also prepared the researchi

nstrument such as observation sheet, and question of interview . In the action, the researcher did some action. In the introdution, the researcher opened the teaching and learning process by greeting, asked students condition, prayed together and checked the attendance. The researcher also introduced the topic that studied and informed the learning objective of the topic.

In the core activities of first meeting, the researcher as a teacher explained about simple past tense, adjective and conjunction (language features of recount text). After that, the researcher divided into some group that consist of 5-6 students. The researcher gave them a text of diary and asked them to identify the simple past tense, adjective and conjuction. And then, every group presented their work in front of class. After that, the researcher asked them to write students' activities in the last weekend by using simple past tense, adjective and conjunction. After that collected to the researcher.

In the core activities of second meeting, the researcher explained about recount text. Like the last meeting, the researcher divided students into some group and gave them diary from last meeting. The reasercher asked students to identify the generic structure of the diary. After that, all of students with the teacher discussed together. To asses the students, the researcher asked the students to make a recount text about happy experience on the origami paper that researcher gave to them. After 50 minutes, all of the students collected their work to the researcher.

In the closing activities, the researcher concluded the material together with the students. In the second meeting, the researcher gave them task to write

their activities during three days in diary. The meeting was closed by delivering the next topic and praying together.

The observation was done to observe how the students' behaviour and what the students problem during the teaching learning process. Most of the students had participated effectively during the teaching and learning process and also most of students joined the class activities. But they were difficult to develop their ideas and there were some students still difficult to distinguish the generic structure of recount text. The observation can be seen from observation sheet, field note and the students' score in writing recount text.

Based on the result of the score and the observation, action of improving was needed. The researcher stated to continue in cycle II in hoping it could be better than before. Actually, their score in cycle I was improved than score on pre-test. But it was needed to solve their problem. The cycle II was held to achieve the improvement score of the students and to solve their problem.

From the statistic data, it can be seen that the students' writing recount text improved by seing the students' score from the pre-test, post-test I and post-test II. And then from t-test, it can be seen that $t_{observation} > t_{table}$. It means that the diary can improve students' writing recount text. From qualitative data, it showed that increasing of teachers' and students' activity during teaching-learning process. The good responses of the students can be seen in the interview sheet, observation sheet and field note.

The cycle II was done based on the result of reflection from the cycle I. This cycle done to solve the students' problem in writing recount text and to know the movement of students' score. Because of that, the researcher made some

planning that was need in this cycle. The researcher prepared for the research instrument such as lesson plan, present list, some materials, teaching aim, observation checklist, and evaluation test.

In the step of planning, the researcher did some activities like the cycle I. In the introduction, the researcher opened the teaching and learning process by greeting, asked students condition, prayed together and checked the attendance. The researcher also introduced the topic that studied and informed the learning objective of the topic.

Before entering in the core activities, the researcher asked students to collect theirs' task about diary writing to the researcher. After that the researcher divided them into some group but different member from last meeting. And then the researcher gave them the new text of diary. The researcher remembered the students about recount text.

After that, the researcher asked the students to identify the generic structure and language features of the diary's text that researcher modified. After that, The researcher and the students discuss together about the generic structure and language features. To assess, the researcher asked the students to write personal recount text about their experiences in their life. As an alternate of diary, the researcher gave them origami paper to write their recount text and decorated the paper. When the time was over, all of the students collected their work. In the closing activities, the researcher and the students concluded the material together to know how far the students understand about the material.

The observation was still done during the teaching and learning process. The activities of the students were observed and it showed the most of the

students did not have significant problems about writing and they enjoyed and their problem was decreased. They understood to make recount text and also more active than before. The observation can be seen from the interview of students and field note. In the reflecting, based on the result of observation and students' score, it can be concluded that students' writing recount text can improve. And there was not problem of students again in writing recount text. So the reasercher states to leave off in this cycle. The students' score in the cycle II had improved than the cycle I.

From the qualitative data found that diary was good media to increase students' writing recount text because this media made students enjoy, active, easy and freely to write recount text. Based on the explanation above, it showed that the use of diary has good improvement on the students' writing recount text.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

From the result and discussion about the use diary to improve students' writing recount text can be concluded that :

1. Students' writing recount text can improve by using diary. It can be shown by students' score. The mean of the pre-test was 45.93, post-test I in the first cycle was 69.8, and post-test II in the second cycle was 79.06. There was improvement in every cycle. Additionaly, it can be seen from the actional hypothesis data. The researcher used t-test formula. From the formula, the researcher found that $t_{observation} > t_{table}$, $7.09 > 1.69$. Thus, the actional hypothesis (Hα) can be accepted. Based on the finding, the hypothesis (Hα) stated that the use of diary can improve students' writing recount text.

2. The students' response in using diary to improve students' ability at writing recount text was good. It can be shown by showing qualitative data that consist of students' answer in interview, observation sheet and field note. From the interview, students felt enjoy and interesting during teaching-learning process. From the observation sheet, it can be shown that students can active during teaching-learning process. And from filed note, that students were active and enthustiastic in following teaching-learning process. All of the students' responses show that diary can improve students' ability at writing recount text.

B. Suggestions

Based on the result of this research, the suggestions from the researcher as follows :

1. For the students,

   The students need to practice their writing by using diary. They can explore their experience in using dairy and make them easy and enjoyable. By using diary, it can make students develop their writing especially recount text.

2. For the English teachers,

   The English teachers can use diary as one of media in teaching writing. Diry can make students more interesting and enjoyable in writing recount text.

3. For the headmaster

   The headmaster need to motivate the English teachers to use diary in teaching writing recount text.

4. For the other researcher

   To the next researcher to conduct the similiar media with other respondents to find out the advantages of dairy or improve this research by doing further examination on the students' writing by using diary.

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LESSON PLAN

(cycle 1)

School	: MTs Madani Al - Islamiyah School Pematangsiantar
Class/semester	: VIII/II
Subject	: English
Skill Focus	: Writing Recount Text
Time	: 4 x 40 Minutes (2 Meeting)

1. Core Competency

KI-1. Respect and appreciate the religion that she/he followed

KI-2. Respect and appreciate behavior of honest, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social environment and natural within the range of society and existence.

KI-3. Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events that appear of the eye.

KI-4. Trying, processing, and presenting in a concrete realm (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) suitable with what is learned in school and the other sources in the same perspective /theory.

2. Basic Competency and indicators

Basic competency :

3.6. Comparing the social function, generic structure, and language features of some texts personal recount with give and take information about personal experiences in the past, shortly and simply, based on the context.

4.6. Arranging recount text, very short and simple, based on personal experience in the past (personal recount), with looking the social function, generic structure and language feature as true and based on the context.

Indicators :

Students can comunicated as interactive with the teacher and friends in short interaction and simple, about give and take information related their

personal experience in the past that relevant in real life, house, school and society during learning process as contextual with looking three aspects as follows :

1.   Social function
   -   Reporting, asking, giving and taking information
2.   Generic structure of text
   -   Orientation, events, re-orientation
3.   Language feature
a.   Declarative and interogative sentences in simple past tense
b.   Adverbial and conjunctional : yesterday, last month, after, before and the others

3.   Learning Object

a.   Students can implemented the generic structure and language feature about events in the past
b.   Students can explain and askabout events that happen in the past
c.   Students can understand meaning of recount text shortly and simply about activities, events and incidents in the past

4.   Learning Material

a.   Social function
-   Reporting, asking, giving and taking information
b.   Generic structure of text
-   Orientation, events, re-orientation
c.   Language feature
-   Declarative and interogative sentences in simple past tense
-   Adverbial of time : yesterday, last month, two years ago and the others.
-   Conjunctional : before, after, when, while and the others.
-   Action verbs : went, ate, walked, ran and the others.

5.   Source and Media

a.   Source   : Internet, textbook
b.   Media   : diary

Saturday, 02 February 2018

Dear Diary,

Yesterday, I just stayed at home and did not go to anywhere. I was bored because my parents asked me to stay at home because they should go to the grandmothers' house but they did not invite me. So I just did some activities that make me like insane.

For one hour after breakfast, I washed my clothes and after that went to backyard for watering my flowers. After that I made watermelon juice and ate snack cause I felt thirsty and hungry. At 1 : 30 p.m, I wanted to watch my favorite program but I was not lucky cause this is Saturday. So I went to sleep. At 15 : 00 p.m. I woke up and my parents have not come home yet. I really bored and did not know to do anything. I called Sarah, my friends, to invite her to come to my home. But I was not lucky cause she busy.

Finally, I played game online on my phone to lose my bored. After one hour, my parents come back and I was happy cause I was not alone.

Monday, 04 February 2018

Dear Diary,

Today, when I was coming back from school, I saw some children at the corner of the street quarrelling among themselves. I could hear them shouting each other. When I went nearer, I could recognise two of them. They were Sarah and Thom.

I could sense the danger. There as some older boys and hockey sticks in their hands. At once I ran towards Sarahs' house and informed her mother about the quarrel. She rushed towards the spot along with some neighbours. As soon as the children saw elders approaching, they ran away. Sarah was relieved to his her mother as some older boys from the neighbouring colony were bullying them and asking them to part with their money and other valuables. I advised Sarah not to talk to people whom she did not know. I told her to play near her house and not too far away. Sarahs' mother thanked to me for my prompt action.

You know diary, today I am feeling at the top of the world aas I have done a good deed. Now, I am going to sleep as I am very tired. Bye.

Tuesday, 05 February 2018

Dear Diary,

It feels good today. Most of the activities done and the weather was good. I had enough sleep last night so woke up ready for all activities in the school. I was in the school quite early to finish up the many assignments given yesterday. The classes have been interesting with my favorite teacher, Mr. Alam that given game to make us happy and not bored. At 13:00 my class ended and I went to music class. I am making a nice progress in knowing to play guitar. The day ends with catching up with my parents at home who have been on vacation for a week now.

I really enjoyed my activities even though sometimes I felt bored. But I always remember my fathers' said about success that I must study hard to get my ambition and be a man in the future.

6. **Learning Method**

   Method   : Cooperative learning

7. **Learning Activity**

   First Meeting

No	Teachers' activities	Students' activities	Time
1. OPENING	- The teacher opens the class by greeting the students	- Students greet back the teacher	10 minutes
	- Pray together before starting lesson	- Students pray	
	- The teacher checks the students' attendance	- Students say present if come	
	- The teacher asks about last material	- Students explain about last material	
	- The teacher motivates the students and arise their attention to the topic which will be learned	- Students pay attention	

		- The teacher introduces the topic and explain the purpose of the topic	- Students pay attention	
2. MAIN ACTIVITIES		- The teacher asks the students had students some experiences in the past	- Students tells that they have	60 minutes
		- The teacher explain shortly about recount text, definition, and language features	- Students pay attention about teachers' explanation	
		- The teacher divided students into some group	- Students sit into a group	
		- The teacher asks every group to identify language features of the diary	- Every group identify the anguage features of the diary	
		- The teacher walks around to help students if they face any difficulties in writing	- Students ask to the teacher if they face any difficulties in writing	
		- The teacher together the students discuss about language feature and generic structure in a diary	- Students together the teacher discuss about simple past tense in a diary	
		- The teacher explain the reason used diary in learning writing recount text - The teacher asks the students to write diary about their activities durung three days in the book.	- Students pay attentiond - The students pay attention.	
3. CLOSING		- The teacher together with students make a conclusion about recount text	- Students together with teacher make a conclusion	

	- The teacher introduces the next topic	- Students pay attention	
	- The teacher close the lesson by saying alhamdulillah	- Students say alhamdulillah together with the teacher	

Second Meeting

No	Teachers' Activities	Students' Activities	Time
1. **OPENING**	- The teacher opens the class by greeting the students	- Students greet back the teacher	10 minutes
	- Pray together before starting lesson	- Students pray	
	- The teacher checks the students' attendance	- Students say present if come	
	- The teacher motivates the students and arise their attention to the topic which will be learned	- Students explain about last material	
	- The teacher introduces the topic and explain the purpose of the topic - The teacher askes the students to collect their diary writing	- Students pay attention - Students collect their diary writing	
2. **MAIN ACTIVIES**	- The teacher explains about generic structure of recount text. - The teacher asks the students to sit on their group and give the text of diary from last meeting - The teacher together with the students identify the generic structure of diary	- Students pay attention about teachers' explanation	60 Minutes
	- The teacher asks every students to write personal recount about their happy experience on the	- Students write recount text about their happy experiences	

	paper and adding pictures in their papers		
	- The teacher walks around to help students if they face any difficulties in writing	- Students ask to the teacher if they face any difficulties in writing	
	- The teacher asks students to collect their personal recount	- Students collect their personal recount	
3. CLOSING	- The teacher together with students make a conclusion about recount text	- Students together with teacher make a conclusion about recount text	10 minutes
	- The teacher introduces the next topic	- Students pay attention	
	- The teacher close the lesson by saying alhamdulillah	- Students say alhamdulillah together with the teacher	

8. Assessment

a. Technique : Written Text

b. Form   : Essay Text

Writing Task :

Write down a recount text about your happy experience in your life.

9. Rubric Writing Score by Jacob et. al (1981)

Score	Level	Criteria
CONTENT	30-27	Excellent to very good : knowledgeable, substantive, through the development of idea, relevant to assigned topic.
	26-22	Good to average : some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor : limited knowledge to subject, little

		substance, inadequate development of topic.
	16-13	Very poor : limited knowledge of subject, non substantive, not pertinet or not enough to evaluate.
ORGANIZATION	20-18	Excellent to very good : fluent expression, ideas clearly stated, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average : somewhat choppy, loosely organized but main idea stand out, limited support, logical but incomplite sequencing.
	13-10	Fair to poor : non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor : doesn't communicate, no organization, or not enough to evaluate.
VOCABULARY	20-18	Excellent to very good : sophisticated range, effective word/idiom choice and usage, word form mastery and appropiate register.
	17-14	Good to average : adequate range, occasional error of word/idiom form, choice, usage, but meaning not obscured or confused.
	13-10	Fair to Poor : limited range, frequent errors of word/idiom form, choice usage and meaning obscured or confused.
	9-7	Very poor : essentially traslation, little of English vocabulary, idioms or word form or not enough to evaluate.
LANGUAGE USE	25-22	Excellent to very good : effective complex, construction, few error of agreement, tense, number, word order/function, articles, pronoun and preposition.
	21-18	Good to average : effective but simple

		construction, minor problems in complex constrition, several errors of agreement, tense, number, word order/function, articles, pronoun and prepositions, but meaning seldom obdcured.
	17-11	Fair to poor : major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun and preposition or fragments, deletions and meaning confused of obscured.
	10-5	Very poor : virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	Excellent to very good : demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization and pragraphing.
	4	Good to avarage : occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured.
	3	Fair to poor : frequent errors of spelling, punctuation, capitalization paragraphing, poor handwriting and meaning confused of obscured.
	2	Very poor : dominated by errors of spelling, punctuation, capitalizations, paragraphing, illegible handwriting or not enough to evaluate.

Explanation :

Content	= 30 point
Organization	= 20 point
Vocabulary	= 20 point
Language use	= 25 point
Mechanics	= 5 point +
	100 point

Known by :

Head Master MTs Al-Islamiyah School Pematangsiantar   English Teacher

Julia, Spdi   Dermawan, SPdi

Researcher

Yuli Triana
NIM : 34153096

APPENDIX II

LESSON PLAN

(cycle 2)

School	: MT Madani Al-Islamiyah School Pematangsiantar
Class/semester	: VIII
Subject	: English
Skill Focus	: Writing Recount Text
Time	: 2 x 40 Minutes

1. Core Competency

KI-1. Respect and appreciate the religion that she/he followed

KI-2. Respect and appreciate behavior of honest, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social environment and natural within the range of society and existence.

KI-3. Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events that appear of the eye.

KI-4. Trying, processing, and presenting in a concrete realm (using, parsing, arranging, modifying, and making) and abstract realms (writing, reading, counting, drawing, and making) suitable with what is learned in school and the other sources in the same perspective /theory.

2. Basic Competency and indicators

Basic competency :

3.6. Comparing the social function, generic structure, and language features of some texts personal recount with give and take information about personal experiences in the past, shortly and simply, based on the context.

4.6. Arranging recount text, very short and simple, based on personal experience in the past (personal recount), with looking the social function, generic structure and language feature as true and based on the context.

Indicators :

Students can comunicated as interactive with the teacher and friends in short interaction and simple, about give and take information related their personal experience in the past that relevant in real life, house, school and society during learning process as contextual with looking three aspects as follows :

4. Social function
   - Reporting, asking, giving and taking information

5. Generic structure of text
   - Orientation, events, re-orientation

6. Language feature

c. Declarative and interogative sentences in simple past tense

d. Adverbial and conjunctional : yesterday, last month, after, before and the others

3. Learning Object

d. Students can implemented the generic structure and language feature about events in the past

e. Students can explain and askabout events that happen in the past

f. Students can understand meaning of recount text shortly and simply about activities, events and incidents in the past

4. Learning Material

d. Social function

- Reporting, asking, giving and taking information

e. Generic structure of text

- Orientation, events, re-orientation

f. Language feature

- Declarative and interogative sentences in simple past tense

- Adverbial of time : yesterday, last month, two years ago and the others.

- Conjunctional : before, after, when, while and the others.

- Action verbs : went, ate, walked, ran and the others.

5. Source and Media

c.   Source   : Internet, textbook
d.   Media   : diary

Wednesday, 23 February 2019

Dear Diary,

I had the best day ever today. Do you want to listen my story? Oke.

I woke up this morning, the sun was shining through the curtains and I could smell breakfast cooking downstairs. I jumped out of my bed, threw on my school clothes and skipped down to the kitchen.

A delicious breakfast of pancakes with syrup was waiting for me on the table and I gobbled it down as quickq as a flash. I grabbed my school bag, shouted bye to my parents and dashed out the door to school. When I arrivd at school, my teacher handed my homework back to me and a huge grin spread across her face. Guess what? I got to 95 for my Biology. I could not believe it. I had my best score in the morning. Actually biology is my favorite lesson from math. Because of that last day my maths' score was bad.

After school, I came home and was met with the most amazing surprise. My mom told me that we were going out to the cinema and to Pizza Hut for dinner. We had a fantastic time. I really happy today. I hoped tomorrow is good day like this day.

Friday, 25 February 2019

Dear Diary,

Because today is holiday, I and my family went on vacation. We all went to beach. My dad, momy, sister, and I went together by car which was driving by my father. After arriving, we enjoyed the beautiful beach that day by playing all day on the beach with my family. But, today is almost become a nightmare because my sister who cannot swim. She nearly drowned at sea. Fortunately, there was my father who helped her swiftly. He immediately swam and pulled my sister out of the water. I was relieved that she was okay.

We did so many interesting activity there like playing water, playing ball on the beach, joking with my parents and much more. Today I am very happy

even though there was a little incident that almost made us sad. I hope we can be together as family forever. I love you dad, I love you mom and my sister. Thank god for this great family ……:-D

6. **Learning Method**

Learning Model   : scientific learning

Learning Method   : Cooperative learning

7. **Learning Activity**

No	Teachers' activities	Students' activities	Time
1. **OPENING**	- The teacher opens the class by greeting the students	- Students greet back the teacher	10 minutes
	- Pray together before starting lesson	- Students pray	
	- The teacher checks the students' attendance	- Students say present if come	
	- The teacher asks about last material	- Students explain about last material	
	- The teacher motivates the students and arise their attention to the topic which will be learned	- Students pay attention	
	- The teacher introduces the topic and explain the purpose of the topic	- Students pay attention	
2. **MAIN ACTIVITIES**	OBSERVING - The teacher asks the students to sit in their new group - The teacher gives a diary to the students - The teacher asks the students to observes the diary	- Students sit on their group - Students read and observes the diary	60 minutes

	QUESTIONING - The teacher asks the group to identify the diary (langugae features and generic structure).	- Every group identify the diary.	
	COLLECTING INFORMATION - The teacher explain shortly about recount text (definition, generic structure and language features)	- Students collect the information about recount text by understanding teachers' explanation	
	ASSOCIATING - Teacher asks every member of the group to make a recount text about their experience in their life on the origami paper and make decoration - The teacher walks around to help students if they face any difficulties in writing	- Every students make a recount text about their experience in their life - Students ask to the teacher if they face any difficulties in writing	
	COMMUNICATING - The teacher asks some students to present their works in front of class	- Students one by one present their works in front of class	
CLOSING	- The teacher together with students make a conclusion about recount text by using diary	- Students together with teacher make a conclusion	
	- The teacher introduces the next topic	- Students pay attention	
	- The teacher close the lesson by saying alhamdulillah	- Students say alhamdulillah together with the teacher	

8.   Assessment

c.   Technique : Written Text

d.   Form   : Text

Writing Task :

Write down a recount text about your personal experience in your life and decorate your paper

9. Rubric Writing Score by Jacob et. al (1981)

Score	Level	Criteria
CONTENT	30-27	Excellent to very good : knowledgeable, substantive, through the development of idea, relevant to assigned topic.
	26-22	Good to average : some knowledge of subject, adequate range, limited development of ideas, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor : limited knowledge to subject, little substance, inadequate development of topic.
	16-13	Very poor : limited knowledge of subject, non substantive, not pertinet or not enough to evaluate.
ORGANIZATION	20-18	Excellent to very good : fluent expression, ideas clearly stated, succinct, well organized, logical sequencing, cohesive.
	17-14	Good to average : somewhat choppy, loosely organized but main idea stand out, limited support, logical but incomplite sequencing.
	13-10	Fair to poor : non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very poor : doesn't communicate, no organization, or not enough to evaluate.
VOCABULARY	20-18	Excellent to very good : sophisticated range, effective word/idiom choice and usage, word form mastery and appropiate register.
	17-14	Good to average : adequate range, occasional error of word/idiom form, choice, usage, but meaning not obscured or confused.

	13-10	Fair to Poor : limited range, frequent errors of word/idiom form, choice usage and meaning obscured or confused.
	9-7	Very poor : essentially traslation, little of English vocabulary, idioms or word form or not enough to evaluate.
LANGUAGE USE	25-22	Excellent to very good : effective complex, construction, few error of agreement, tense, number, word order/function, articles, pronoun and preposition.
	21-18	Good to average : effective but simple construction, minor problems in complex constrition, several errors of agreement, tense, number, word order/function, articles, pronoun and prepositions, but meaning seldom obdcured.
	17-11	Fair to poor : major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun and preposition or fragments, deletions and meaning confused of obscured.
	10-5	Very poor : virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
MECHANICS	5	Excellent to very good : demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization and pragraphing.
	4	Good to avarage : occasional errors of spelling, punctuation, capitalization, and paragraphing but meaning not obscured.
	3	Fair to poor : frequent errors of spelling, punctuation, capitalization paragraphing, poor handwriting and meaning confused of obscured.

	2	Very poor : dominated by errors of spelling, punctuation, capitalizations, paragraphing, illegible handwriting or not enough to evaluate.

Explanation :

Content	= 30 point	
Organization	= 20 point	
Vocabulary	= 20 point	
Language use	= 25 point	
Mechanics	= 5 point	+
	100 point	

Known by :

Head Master MTs Al-Islamiyah School Pematangsiantar   English Teacher

Julia, SPdI   Dermawan, SPdI

Researcher

Yuli Triana

NIM : 34153096

APPENDIX III

Pre- test

Write down your happyexperience in the past (recount text)

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APPENDIX IV

Post- test (cycle-1)

Write down personal recount text about your happy experience.

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APPENDIX V

Post-test (cycle-2)

Write down a recount text about your experince in your life.

APPENDIX VI

OBSERVATION SHEET FOR STUDENTS CYCLE I (first meeting)

No	Observation item	Cycle I	
		Yes	No
	Pre-teaching	✓	
	1. Students greet back the teacher's greeting and tell their condition	✓	
	2. The students pray together	✓	
	3. The students give attention to teacher's explanation about reviews the previous materials	✓	
	4. The students give attention to teacher's explanation about new topic	✓	
	5. The students give attention to teacher's explanation about the objective and learning process		✓
	Whilst-teaching		
	1. The students can use diary	✓	
	2. The students can answer teacher's question	✓	
	3. The students give question to the teacher	✓	
	4. The students find some problem in learning process	✓	
	5. The students get bored when the teacher explaining	✓	
	6. The students are enthusiastic in responding teachers' question	✓	
	7. The students are active in learning process	✓	
	Post-teaching		
	1. The students can make summarize about the lesson		✓
	2. The students give attention about upcoming materials from the teacher	✓	
	3. The students pray together	✓	

(Based on Nilsen's theory in Amir Syamsudin (Vol III, Edisi1, 2014) to make categories in observation sheet)

Pematangsiantar, 26 April 2019

The Researcher

Yuli Triana

APPENDIX VII

OBSERVATION SHEET FOR STUDENTS CYCLE I (second meeting)

No	Observation item	Cycle I	
		Yes	No
	Pre-teaching		
	1. Students greet back the teacher's greeting and tell their condition	✓	
	2. The students pray together	✓	
	3. The students give attention to teacher's explanation about reviews the previous materials	✓	
	4. The students give attention to teacher's explanation about new topic	✓	
	5. The students give attention to teacher's explanation about the objective and learning process	✓	
	Whilst-teaching		
	1. The students can use diary	✓	
	2. The students can answer teacher's question	✓	
	3. The students give question to the teacher	✓	
	4. The students find some problem in learning process	✓	
	5. The students get bored when the teacher explaining	✓	
	6. The students are enthusiastic in responding teachers' question	✓	
	7. The students are active in learning process	✓	
	Post-teaching		
	1. The students can make summarize about the lesson	✓	
	2. The students give attention about upcoming materials from the teacher	✓	
	3. The students pray together	✓	

(Based on Nilsen's theory in Amir Syamsudin (Vol III, Edisi1, 2014) to make categories in observation sheet)

Pematangsiantar, 30 April 2019

The Researcher

Yuli Triana

APPENDIX VIII

OBSERVATION SHEET FOR STUDENTS CYCLE II

No	Observation item	Cycle II	
		Yes	No
	Pre-teaching		
	1. Students greet back the teacher's greeting and tell their condition	✓	
	2. The students pray together	✓	
	3. The students give attention to teacher's explanation about reviews the previous materials	✓	
	4. The students give attention to teacher's explanation about new topic	✓	
	5. The students give attention to teacher's explanation about the objective and learning process	✓	
	Whilst-teaching		
	1. The students can use diary	✓	
	2. The students can answer teacher's question	✓	
	3. The students give question to the teacher	✓	
	4. The students find some problem in learning process	✓	
	5. The students get bored when the teacher explaining	✓	
	6. The students are enthusiastic in responding teachers' question	✓	
	7. The students are active in learning process	✓	
	Post-teaching		
	1. The students can make summarize about the lesson	✓	
	2. The students give attention about upcoming materials from the teacher	✓	
	3. The students pray together	✓	

(Based on Nilsen's theory in Amir Syamsudin (Vol III, Edisi1, 2014) to make categories in observation sheet)

Pematangsiantar, 03 May 2019

The Observer

Yuli Triana

APPENDIX IX

OBSERVATION SHEET FOR TEACHER CYCLE I (first meeting)

No	Observation item	Cycle I	
		Yes	No
	Pre-teaching		
	1. The teacher greets and asks the students' condition	✓	
	2. The teacher leads a prayer	✓	
	3. The teacher reviews the previous materials	✓	
	4. The teacher introduces the new topic to the students	✓	
	5. The teacher tells the objective and learning process		✓
	Whilst-teaching		
	1. The teacher explains material by using diary	✓	
	2. The teacher gives question to the students	✓	
	3. The teacher can answer students' question	✓	
	4. The teacher tries to solve the students problem	✓	
	5. The teacher observes the students who answer the question about recount text	✓	
	6. The teacher manages the condition and situation in the classroom		✓
	7. The teacher manages the time effectively and efficiently		✓
	Post-teaching		
	1. The teacher summarizes and reflects the lesson	✓	
	2. The teacher previews on the upcoming materials	✓	
	3. The teacher closes the teaching and learning process and praying together	✓	

(Based on Nilsen's theory in Amir Syamsudin (Vol III, Edisi1, 2014) to make categories in observation sheet)

Pematangsiantar, 26 April 2019

The Observer

DERMAWAN spdi

APPENDIX X

OBSERVATION SHEET FOR TEACHER CYCLE I (second meeting)

No	Observation item	Cycle I	
		Yes	No
	Pre-teaching		
	1. The teacher greets and asks the students' condition	✓	
	2. The teacher leads a prayer	✓	
	3. The teacher reviews the previous materials	✓	
	4. The teacher introduces the new topic to the students	✓	
	5. The teacher tells the objective and learning process	✓	
	Whilst-teaching		
	1. The teacher explains material by using diary	✓	
	2. The teacher gives question to the students	✓	
	3. The teacher can answer students' question	✓	
	4. The teacher tries to solve the students problem	✓	
	5. The teacher observes the students who answer the question about recount text	✓	
	6. The teacher manages the condition and situation in the classroom	✓	
	7. The teacher manages the time effectively and efficiently	✓	
	Post-teaching		
	1. The teacher summarizes and reflects the lesson	✓	
	2. The teacher previews on the upcoming materials	✓	
	3. The teacher closes the teaching and learning process and praying together	✓	

(Based on Nilsen's theory in Amir Syamsudin (Vol III, Edisi1, 2014) to make categories in observation sheet)

Pematangsiantar, 30 April 2019

The Observer

DERMAWAN SPdI

APPENDIX XI

OBSERVATION SHEET FOR TEACHER CYCLE II

No	Observation item	Cycle I	
		Yes	No
	Pre-teaching		
	1. The teacher greets and asks the students' condition	✓	
	2. The teacher leads a prayer	✓	
	3. The teacher reviews the previous materials	✓	
	4. The teacher introduces the new topic to the students	✓	
	5. The teacher tells the objective and learning process	✓	
	Whilst-teaching		
	1. The teacher explains material by using diary	✓	
	2. The teacher gives question to the students	✓	
	3. The teacher can answer students' question	✓	
	4. The teacher tries to solve the students problem	✓	
	5. The teacher observes the students who answer the question about recount text	✓	
	6. The teacher manages the condition and situation in the classroom	✓	
	7. The teacher manages the time effectively and efficiently	✓	
	Post-teaching		
	1. The teacher summarizes and reflects the lesson	✓	
	2. The teacher previews on the upcoming materials	✓	
	3. The teacher closes the teaching and learning process and praying together	✓	

(Based on Nilsen's theory in Amir Syamsudin (Vol III, Edisi1, 2014) to make categories in observation sheet)

Pematangsiantar, 03 May 2019

The Observer

DERMAWAN SPdl

INTERVIEW WITH STUDENTS BEFORE IMPLEMENTING

R (researcher)

S (students)

1. The First student

  R : miss boleh tanya-tanya sebentar?

  S : boleh miss, silahkan.

  R : oke. Kamu tahu gak apa itu menulis?

  S : menulis? Apa ya? ya nulis miss. Kayak menulis cerita gitu.

  R : oke. Kamu tahu apa itu recount text?

  S : pernah dengar miss. Tapi gak ingat saya miss.

  R : menurut kamu, bagaimana cara mengajar Mam Dewi di kelas?

  S : biasa aja miss. Kayak guru-guru yang lain.

  R : menerangkan di papan tulis gitu?

  S : ia miss. Pake buku paket.

  R : menarik gak belajar cuma pakai buku paket dan papan tulis?

  S : bosen miss. Ngantuk jadinya.

  R : oke, thank you.

  S : sama-sama miss.

2. The second student

  R : miss boleh interview sebentar?

  S : boleh miss. mau nanyak apa miss?

  R : kamu tahu apa itu menulis?

  S : setahu saya miss menulis itu menuangkan apa yang ada di dalam otak kita.

  R : oh begitu. Kamu suka menulis ya?

  S : gak pala sih miss.

R   : kalau begitu, kamu tahu apa itu recount text?

S   : oh itu recount text itu text yang menceritakan masa lalu miss.

R   : udah pernah belajar di kelas?

S   : belum miss. saya belajarnya waktu les di Gandi.

R   : oh begitu. Menurut pendapat kamu, bagaimana cara mengajar mam Dewi di kelas?

S   : gimana ya miss. lumayanlah miss.

R   : lumayan gimana? Paham gak apa yang mam dewi ajarkan?

S   : kadang paham kadang enggak miss. soalnyakan mam terkadang cepat kali jelasinnya udah gitu kadang teman-teman di belakang bising kali miss. jadi gak konsentrasi miss.

R   : mam Dewi kalau mengajar pakai alat peraga atau media gak?

S   : cuma pake buku paket aja miss.

R   : menurut kamu kalau ngajar pake buku paket saja menarik gak?

S   : enggak miss.

R   : oke, thank you ya udah luangin waktunya.

S   : iya miss. sama-sama miss.

3. The third student

R   : miss tanya-tanya sikit boleh ya?

S   : boleh miss.

R   : kamu tahu apa itu menulis?

S   : setahu saya menulis itu kayak menulis cerpen menulis pr gitu miss.

R   : yang benar menulis pr atau mengerjakan pr?

S   : oh iya miss. Mengerjakan prkan ditulis juga miss.

R   : oke-oke. Kalau recount text tahu gak itu apa?

S   : Enggak tahu miss. Baru dengar ini juga.

R   : oh gitu ya. menurut kamu cara mam dewi ngajar di kelas bagaimana?

S   : gimana apa maksudnya miss?

R   : maksud miss kamu kalau mam dewi ngajar di depan kelas suka gak?

S   : sukak lah miss. Mam dewi baik orangnya miss gak tukang marah-marah.

R   : kamu paham apa yang mam ajarkan?

S   : enggak paham miss.

R   : kamu tertarik gak sama media yang digunakan mam selama mengajar?

S   : Media itu apa mis?

R   : media itu alat peraga yang digunakan guru dalam mengajar.

S   : Oh, kalau mam dewi ngajar cuma bawa buku paket miss. kadang-kadang gak dibawa mam lagi miss.

R   : menarik gak kalau belajar cuma pake buku paket?

S   : enggaklah miss. gak seru.

R   : ok, makasih banyak ya.

S   : oke, miss.

INTERVIEW WITH STUDENTS AFTER IMPLEMENTING THE MEDIA

R (researcher)

S (students)

1. The first students

R : miss mau tanya boleh kan?

S : boleh miss.

R : kitakan udah belajar tentang recount text, jadi miss mau tanya apa itu recount text?

S : teks yang menceritakan kejadian masa lalu gitu miss.

R : bagaimana pendapat kamu tentang menulis recount text dengan diary ini?

S : seru miss. Saya suka.

R : ada tidak kesulitan yang kamu alami selama belajar dengan menggunakan diary?

S : gak ada miss.

R : oke. Apakah setelah belajar recount text dengan diary ini apakah kamu suka menulis recout text?

S : sukak miss. Soalnyakan kayak kita kayak nulis diary gitu cuma ini pake aturan-aturan gitu.

R : oke , thank you ya atas waktunya.

S : oke. Sama-sama miss.

2. The second Students

R : Miss mau wawancara boleh kan?

S : Boleh miss. Tapi jangan susah-susah ya miss.

R : Oke. Kamu tahu tidak apa itu recount text?

S : Recount text adalah teks yang menceritakan kembali pengalaman yang pernah kita alami dulu miss.

R   : Bagus. Lalu bagaimana pendapat kamu tentang menulis recount text dengan menggunakan media diary?

S   : menarik miss. Saya suka. Soalnyakan miss recount text sama diary itu gak jauh beda gitu miss. Jadi saya suka miss.

R   : ada tidak kesulitan yang kamu dapatkan selama belajar recount text ini?

S   : gak ada miss. soalnya mudah menangkapnya. Miss juga enak cara ngajarnya. Jadi cepat nangkap.

R   : Apakah setelah ini kamu menjadi suka menulis recount text?

S   : iya miss. mudah soalnya.

R   : oke. Thank you ya.

S   : welcome miss.

3. The third student

R   : Miss mau tanya-tanya kayak kemarin boleh ya.

S   : tentu miss.

R   : Sekarang, kamu tahu tidak apa itu recount text?

S   : recount text adalah teks yang menceritakan kejadian pada masa lampau. Yang pake simple past tense ya kan miss?

R   : iya, benar sekali. Nah, kan kita belajar recount pakai dairy. Nah bagaimana pendapat kamu tentang diary dalam memulis recount text.

S   : saya sukak miss. kebetulankan saya suka nulis diary miss. jadi waktu belajar jadi asik aja gitu. Apalagi menarik kan miss.

R   : ada gak kesulitan yang kamu hadapi selama belajar recount text ini?

S   : gak ada miss. Seru-seru aja miss.

R   : jadi sekarang kamu suka gak menulis recount text?

S   : sukak banget miss. apalagi sekarang saya tahu kalau recount text itu kayak kita nulis diary cuma bedanya ada strukturnya miss.

R   : oke. Thank you ya sudah meluangkan waktunya.

S   : iya miss. Sama-sama.

APPENDIX XIV

INTERVIEW WITH THE TEACHER

The researcher : assalamu'alaikum mam.

The teacher : wa'alaikumussalam.

The researcher : permisi mam. Saya ingin mengajukan beberapa pertanyaan mengenai penelitian saya mam.

The teacher : ok, silahkan.

The researcher : menurut pendapat mam, seberapa pentingnyakah penggunaan media dalam belajar bahasa Inggris?

The teacher : menurut mam sangat penting ya. karena media ini dapat membantu siswa dalam memahami pelajaran jadi lebih mudah. Apalagi inikan bahasa asing, tentunya kita sebagai guru harus membuat siswa tertarik dulu dengan mata pelajaran ini. Tidak mudah bagi siswa untuk dapat memahami pelajaran bahasa inggris. Karenanya, penggunaan media ini penting.

The researcher : setelelah melihat siswa belajar recount text dengan diary, bagaimana menurut mam kemampuan siswa setelah itu?

The teacher : bagus ya. mereka jadi cepat paham dan mudah menangkap. Mam perhatikan mereka juga enjoy. Padahal biasanya mereka itu susah memahami pelajaran.

The researcher : menurut mam, apakah diary ini cocok untuk digunakan sebagai media dalam menulis recount text?

The teacher : menurut mam diary ini cocok untuk media dalam menulis recount text. Awalya mam berfikir bagaimana cara menggunakannya? Apakah bisa? Dan ternyata terbukti bisa. Kamu hebat bisa menerapkan media ini dan membantu siswa dalam menulis recount text.

The researcher : apakah mam termotivasi untuk menggunakan diary ini kedepannya dalam mengajarkan recount text kepada siswa?

The teacher : tentu, mam termotivasi. Karena biasanya itu murid kelas VIII ini sangat berisik sekali kalau mam lagi mengajar. Nah, waktu melihat kamu menggunakan diary ini mam lihat mereka semua tertarik dan ributpun karena mam lihat mereka lagi diskusi. Dan juga mam lihat mereka cepat paham gitu tentang recount text.

The researcher : oke, thank you atas waktunya mam.

The teacher : Oke, sama-sama.

FIELD NOTE

PRE-TEST (Date : Tuesday, 16th April 2019)

Pre-test done on Tuesday, 16th April 2019. Researcher entered in the classroom with the English teacher at 8.00 am. The English teacher opened classroom by giving explanation to the students that researcher want to do reasearch in their class. Researcher introduced herself and all of students welcome to her. Some of students asked about her biodata. The English teacher left researcher alone in the classroom. Before the reasearcher gave them pre-test, she asked to the students about recount text. Most of them answered did not know. Because of that, researcher explained shortly that recount text is a text to retell past experiences. Researcher also gave example as short and showed the generic structure. She also explained that simple past tense is important in writing recount text. After that, researcher started to give them the pre-test to write their personal recount about happy experiences in their life. She gave them time to write until 40 minutes. But most of them disagree. So the reasercher added the time become 50 minutes. After 10 minutes, researcher walked aroud of the students to see their activities. Most of students did not write recount text and still confused because they did not about recount text and how to started.

The condition of the class not condusive because most of them were noisy. Some of boys disturbed the girls. 30 minutes pass and there is two students finished theirs' work. The researcher done interview to them. After 40 minutes, students who collected theirs' work just five people. Researcher instructed the time only ten minutes more. Most of students become noisy and the condition become not condusive. Finally, the time is over and all of students collected theirs' works. The researcher closed the meeting and introduced the new topic that students studied in the next meeting.

CYCLE I (First meeting : Date : Friday, 26th April 2019)

Cycle I in the first meeting conducted on Friday, 26th April at 09.20 a.m. The researcher entered in the classroom and started to do learning process. She greeted the students and the students gave good respons. After that the researcher prayed together with the students and checked their attendance list. There are

three students did not come without information. The researcher asked about the last material and most of students answered. And then the reasercher introduced the new topic.

The researcher started to divide the students into some groups. The situation is not good when the researcher wanted to divide the group. And finally, they divided their group as they like. But the group was not fair because all of the boys in one group. So, the researcher entered some boys in the other group to make them in harmony. After that, the researcher gave every group example of diary writing and asked them what they still write diary or not. And there was two student still do.

Most of students started to antusias after the researcher told about diary. And then, the researcher explain about definition of recount text. And asked them what the correlation between recount text and diary. Most of them could answer the question. After that the researcher continued to explain about the language features (simple past tense, conjunction, action verb and adjective. Because they have studied about simple past tense, so the researcher shortly to explain. But most of students still confused and can not understand about simple past tense. Because of that, the researcher made many example to make them understand about it. After that, the researcher asked students to see their diary writing that researcher gave and they must identify the generic sructure, simple past tense, conjunction, action verb and adjective from the diary. Students identified three writing in the diary. The reasercher gave 15 minutes to do that and most of students complained to add 10 minutes more. And the researcher give 20 minutes to do it.

The researcher observed and she saw the students so enthusiastic but they was noisy and the researcher can not handle it. After 5 minutes, the researcher walked around to see their's works. But there is one group did not write anything in their paper. They said that they can not understand what they will do. The reasercher explained again to them and told them what will they do. They said they was difficulties becuase all of them was boy and did not good in English. The reasercher helped them and explained slowly. After 20 minutes, the students and the teacher corrected together. Started from group one, they red their's works until

the last group. The last group was noisy cause they did not finish yet. And they tried to see from the other group but they can not. And finally they just do half from the tasks. When group one red their's work.

There was one students was silent and when I asked to the leader, she said that he did not help them to identify the writing. The second be a good and active group when they corrected their's woks. After that, the ball rang and they rested. After fifteen minutes, the students entered the class and the researcher explained about generic structure of recount text shortly. But most of students did not focus and still eat their's snacks. The researcher gave them five minutes to finish their's food. After that, learning process continued about generic structure. There were two students knew because they learned in private course. The reasearcher gave them the example on the carton and asked them to show where was the orientation, events and re-orientation from the example. After that, the researcher asked the students to looking for the generic structure on the diary, present or not. And all of the group got the instruction. There was 10 minutes before class ended so the reasercher asked the students about their problem in this lesson and whether they understood or not. There were some students asked about simple past tense and conjunction.

Researcher closed the class by askig the students to make the conclusion of the lesson today. Most of them can answered the question and enthusiastic to answere. The researcher asked the students to write diary in the book about their activities during three days. The class opened by praying together and the researcher convey the new topic on the next meeting.

CYCLE I (Second Meeting : Tuesday, 30th April 2019)

As usual, the researcher opened the class, greet the students, pray together and checked the attandance list. After that the researcher gave motivation to all the students in the classroom. The students gave good response to the researcher. There was not students did not come in this meeting. After that the researcher reviewed recount text to make the students memorized the recount text. Most of students could follow this material and remembered the topic. In this meeting, the researcher gave the post-test I to the students. After reviewing the material, the researcher gave one origami paper to the students. The test was same with the

pre-test. The topic was about the happy experience in their life. The test needed 50 minutes. The situation was different from the pre-test. In the pre-test, the students was noisy. But in the post-test I the students kept silent although some of them still made noisy. The situation on post-test I was better than in pre-test. Some of students in this test also still asked to the researcher about some vocabularies that they did not know. After 50 minutes, the students finished and collected their work. Then the researcher closed the meeting and did not forger to introduces the new topic for next meeting.

CYCLE II (Friday, 03rd May 2019)

Researcher came to the classroom and started to do learning process. She greeted the students and the students gave good respons. After that the researcher prayed together with the students and checked their attendance list. All of the students presented in this meeting. The esearcher asked about the last material and most of students answered. And then the reasercher introduced the new topic.

In this meeting, the researcher explained more about recount text. She asked to the students to sit in their group like the last meeting. After that the researcher gave them text of diary. She asked with every group to observe the diary about generic structure, and language use. This activities was same like last meeting but the text of diary was different. They was so active and did not confused again to do what the researcher asked. They was noisy because discussed their answered. This activities needed 10 minutes. After that, the researcher discuss together with students about the answer.

The next activities did post-test II. The researcher asked the students to make personal recount about experiences in their life. The respons of the students was good. They creered because the topic was free. They wrote on the origami paper that researcher was gave. And they must decorate their paper to be a good work. The time to finish the task was 50 minutes. They did not suprise because it was same like the last meeting. The students look serious to do their test. All of them were kept silent. While the students did the test, the researcher called them one by one to interview what they felt after learning recount text by using diary. After that, time was over and they collected their work after that the researcher closed the meeting.

APPENDIX XVI

THE STUDENTS' ATTENDANCE LIST DURING THE RESEARCH

NAME OF STUDENTS	MEETINGS			
	1	**2**	**3**	**4**
1. Ahmad Sobri	✓	✓	✓	✓
2. Aldo Ramadhan	✓	-	✓	✓
3. Ananda Putri Aulia	✓	✓	✓	✓
4. Cindi Fatika Sari	✓	✓	✓	✓
5. Febrila	✓	✓	✓	✓
6. Hanifah Lubenah A.	✓	✓	✓	✓
7. Khairunnisa	✓	✓	✓	✓
8. Maudina Ulfa Aulia	✓	✓	✓	✓
9. Mayrajs Tanjung	✓	✓	✓	✓
10. Mila Amanda	✓	✓	✓	✓
11. Muhammad Aldi	✓	✓	✓	✓
12. Muhammad Alvin Ardiansyah	✓	✓	✓	✓
13. Muhammad Hafizh	✓	✓	✓	✓
14. Muhammad Rohim	✓	✓	✓	✓
15. Muhammad Sandika	✓	✓	✓	✓
16. Muhammad Wanda	✓	✓	✓	✓
17. Nayla Nurul Latifah	✓	-	✓	✓
18. Nifa Ariestiya	✓	✓	✓	✓
19. Nur Absah	✓	✓	✓	✓
20. Qezi Hidayat	✓	-	✓	✓
21. Renuh Efendy	✓	✓	✓	✓
22. Rahmat Kurniawan	✓	✓	✓	✓
23. Sandy Nur Rizqan	✓	✓	✓	✓
24. Safi Ikhwani	✓	✓	✓	✓
25. Safina Salma	✓	✓	✓	✓
26. Siti Meliana	✓	✓	✓	✓

27. Siti Utami Ningsih	✓	✓	✓	✓
28. Sofi Ikwani	✓	✓	✓	✓
29. Vivi Pratiwi	✓	-	✓	✓
30. Zandy Adzikra	✓	-	✓	✓

STUDENTS' NAME AND INITIAL

No	Name of Students	Initial of Students
1	Ahmad Sobri	AS
2	Aldo Ramadhan	AR
3	Ananda Putri Aulia	APA
4	Cindi Fatika Sari	CFS
5	Febrila	F
6	Hanifah Lubenah A.	HLA
7	Khairunnisa	K
8	Maudina Ulfa Aulia	MUA
9	Mayrajs Tanjung	MT
10	Mila Amanda	Mam
11	Muhammad Aldi	MA
12	Muhammad Alvin Ardiansyah	MAA
13	Muhammad Hafizh	MH
14	Muhammad Rohim	MR
15	Muhammad Sandika	MS
16	Muhammad Wanda	MW
17	Nayla Nurul Latifah	NNL
18	Nifa Ariestiya	NAr
19	Nur Absah	NAb
20	Qezi Hidayat	QH
21	Renuh Efendy	RE
22	Rahmat Kurniawan	RK
23	Sandy Nur Rizqan	SNR
24	Safi Ikhwani	SI
25	Safina Salma	SS
26	Siti Meliana	SM

27	Siti Utami Ningsih	SUN
28	Sofi Ikwani	SI
29	Vivi Pratiwi	VP
30	Zandy Adzikra	ZA

APPENDIX XVIII

DOCUMENTATION

Interview with the students

The researcher explained the material (cycle I)

The Students' Activities in Cycle I

The Researcher explained in Cycle II

Students' Activities in Cyle II

Appendix XIX

STUDENTS' WORK

Pre-test

Data : Selasa
16 April 2019

Nama : Khairunnisa
Kelas : VIII
Mapel : B. inggris

Test :
Write down your happy experiences in your life (recount text)
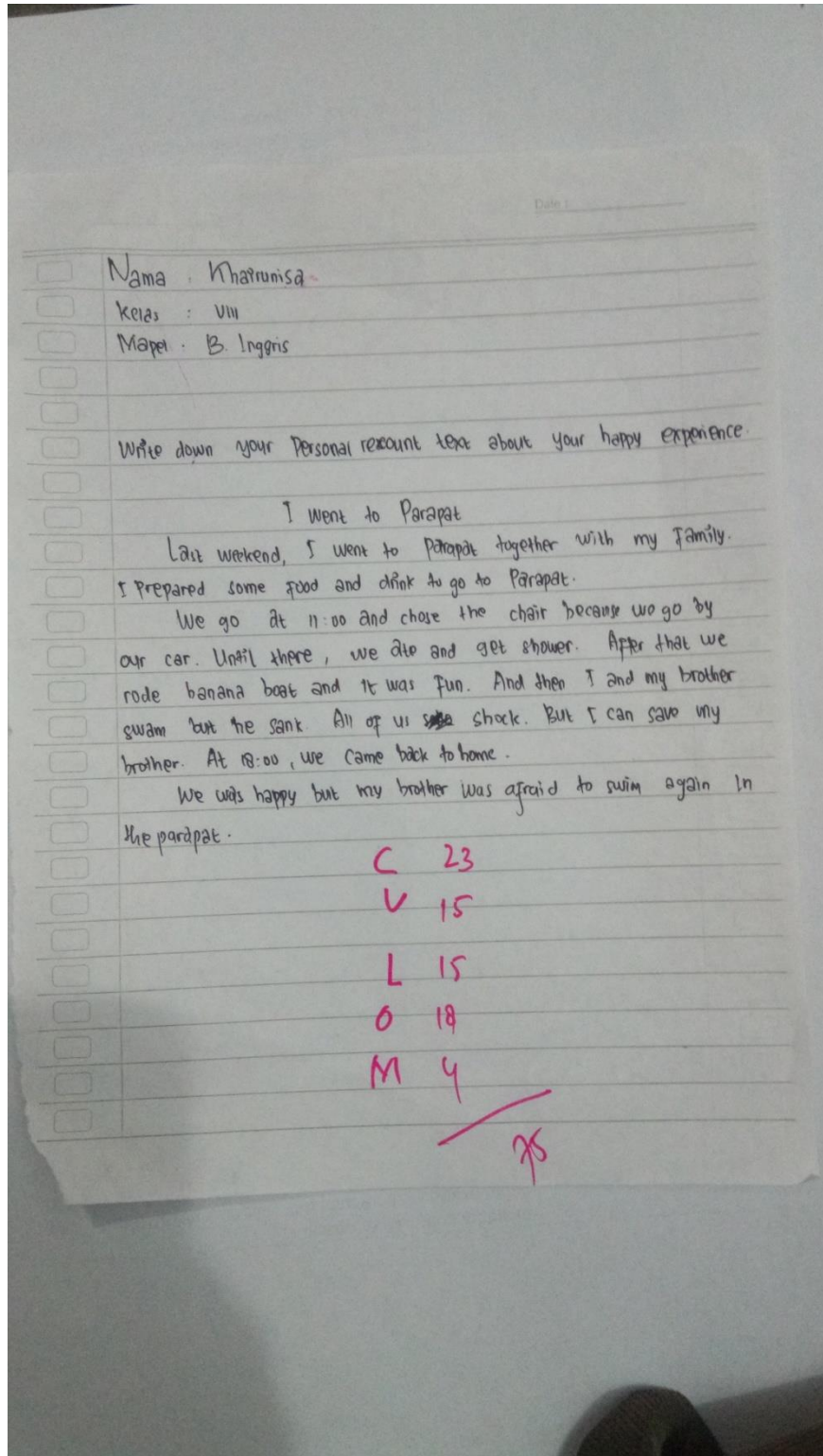
Holiday with my friend

The last holiday. I went to my sister home first.
At the day. I learned to plant spinach. What I did, I was moving
out the young spinach from the seeding area to the plantation area.
At the third day. I had to back home. I was sad to leave my
sister and my brother. But, that's fine because the next holiday.
I would go to there and see them again

C 13
V 17
L 11
O 7
M 2   +

44

Post-test I

Nama : Khairunisa
Kelas : VIII
Mapel : B. Inggris

Write down your Personal recount text about your happy experience.

I went to Parapat

Last weekend, I went to Parapat together with my family. I Prepared some food and drink to go to Parapat.

We go at 11:00 and chose the chair because we go by our car. Until there, we ate and get shower. After that we rode banana boat and it was fun. And then I and my brother swam but he sank. All of us shock. But I can save my brother. At 18:00, we came back to home.

We was happy but my brother was afraid to swim again In the parapat.

C 23
V 15
L 15
O 18
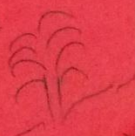M 4
/ 75

Post-test II

Nama : Khairunig

Write down your personal recount text in your life

Holiday with my family

Last year, my family and I went to Berastagi. We was happy because this is the first our trip to go there.

First, we prepared and went at 06:00 by our car. We sang together in the road. And then, we arrived to Berastagi. My sister and me rode a horse. The horse was big, but I happy. After that we ate some snack and after that we picked strawberry. The taste was sour I did not like it. At 15:00, we went to Sidebu debu to bath warm water. The water was warm because the weather here so cold. After that we came back to Siantar.

We arrived to house at 21:00. I was tired but I was happy. I hope I can go there again.

Pre-test

Nayla

Mickey Holiday

orientation { • I went to Mickey holiday whit my family yesterday.

series
of event
{
When on the trip I saw a very beauuful view, In the from of montains, tress, etc. I went there by car. When I got here I immediately bought a ticket. After buying a ticket, I went straight to the prayer room for the midday prayer. After that, I went straight to mickey holiday, and gave the ticket to the clerk. After that, I entered and I rode a very horrible vehi e. After I got off the vehicle, my head was dizzy.

Re-
orientation
{
And when we all finished riding the game, we immediately went home.

C   24
V   14
L   18
O   15
M   4   +
        ____
        75

Post-test I

C 27
U 19
L 23
O 19
M 5

t

Nama : Nayla
Kelas : VIII

Write down your personal recount text about your happy experiences.

92

Lake Toba

Two month ago, my family and I went to Lake Toba. We went by our car and prepared some clothes and food to bring there.

We went at 06:30 and my young brother was late. So, we waited him because he was late to wake up. So, our car went at 07:15. In the road, we sang and ate some snacks. My mother slept. And I could see my grandmother played handphone. After two hour, our car stopped and my father said that we arrived at Lake Toba. All of us so excited. In there, we played water together. I saw my young brother tried to catch fish but I knew he could not. After one hour, we ate the food. The food was yummy. After eating, we went to ~~bate~~ Rumah Horbo to take pictures. The view was beautiful. All of us felt cold but we was happy. After two hour, we came back to home. In the road, All of us slept but my father did not. because he was driver.

We arrived at home after two hour In the road. All of us

Post-test II

Nayla

Write down your personal recount text in your life

My Grandmother Pass away

C 27
V 19
L 23
M 5
O 18

92.

Last month, my uncle called us. He told that my grandmother was died. All of us shocked.

My family and I went to Padang by car at 08:00 am. My father was sad and my mom too. In the road, we cried together. just silent. At 13:00 p.m our car arrived in the rest area. My father and I ate but my mom did not. I knew that she lost grand mother so much. After that, we continued our trip. The view was beautiful like mountain but I could not enjoy it. until 5 hour, our car arrived and I saw my mother ran to enter in the home and embraced grandmother.

The day was the sadness day. I could not describe my feeling. I lost my grandmother. I was sad.

Pre-test

Nama : • M. Alvin Ardiansyah
Kelas : VIII
B. Inggris

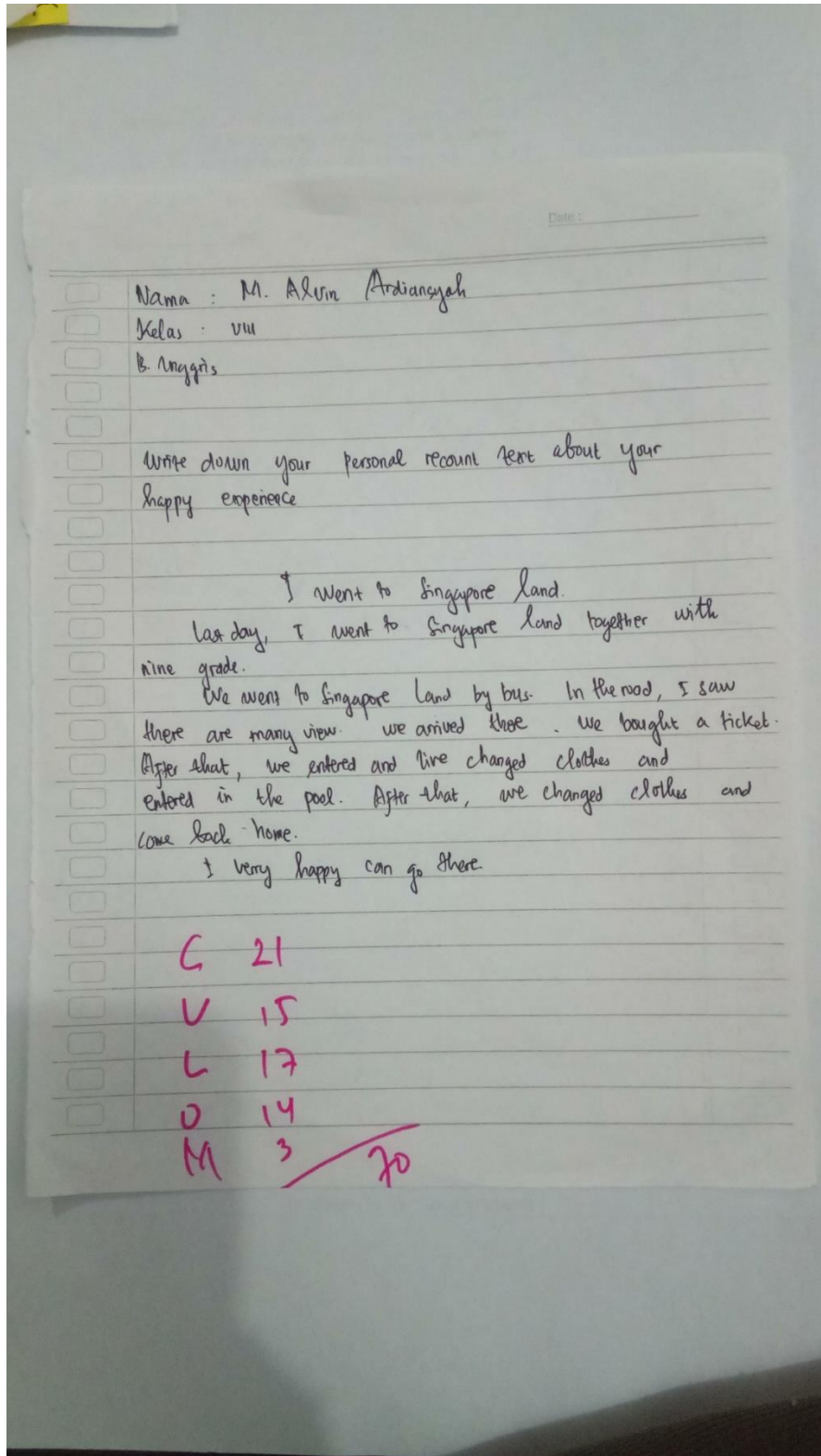Write down your happy experience in the past
(Recount Text)

Last month, my friends and I went to go to Anyer and we walk with my foot. We wait bus so long time. Because of that we walk with my foot. We went at 10:00. In the road we meet my friends and we to home my friends in the road. We see garden, watermelon and saw to home. We funny and back to home. We went at 14.30.

C 17
V 10
M 2
L 10
O 10
―――
49

Post-test I

Date :

Nama : M. Alvin Ardiansyah
Kelas : VIII
B. Inggris

Write down your personal recount text about your happy experience

I went to Singapore land.
Last day, I went to Singapore land together with nine grade.
We went to Singapore land by bus. In the road, I saw there are many view. we arrived there. We bought a ticket. After that, we entered and live changed clothes and entered in the pool. After that, we changed clothes and come back home.
I verry happy can go there.

C 21
V 15
L 17
O 14
M 3 / 70

Post-test II

Nama : M. Alvin Ardiansyah

Kelas : VIII

Write down your Personal Recount text in your life.

(Eat In the Restaurant)

Last week I and my family went to restaurant. I forgot the name of restaurant but the address near at Suzuya. We went at 20:00 by car. In there, I ordered many food. I and my sister took a picture because the background was good. After that we ate and come back to home. We arrived in home at 22:00 and after that went to bed.

I was sleepy and satisfied. But I was happy.

C 23
U 17
L 19
O 16
M 4 / 75

Pre-test

Nama : Ahmad Sobri
kls : VIII
M.p : B. Inggris

Write down your happy experience in the past (recount tesar)
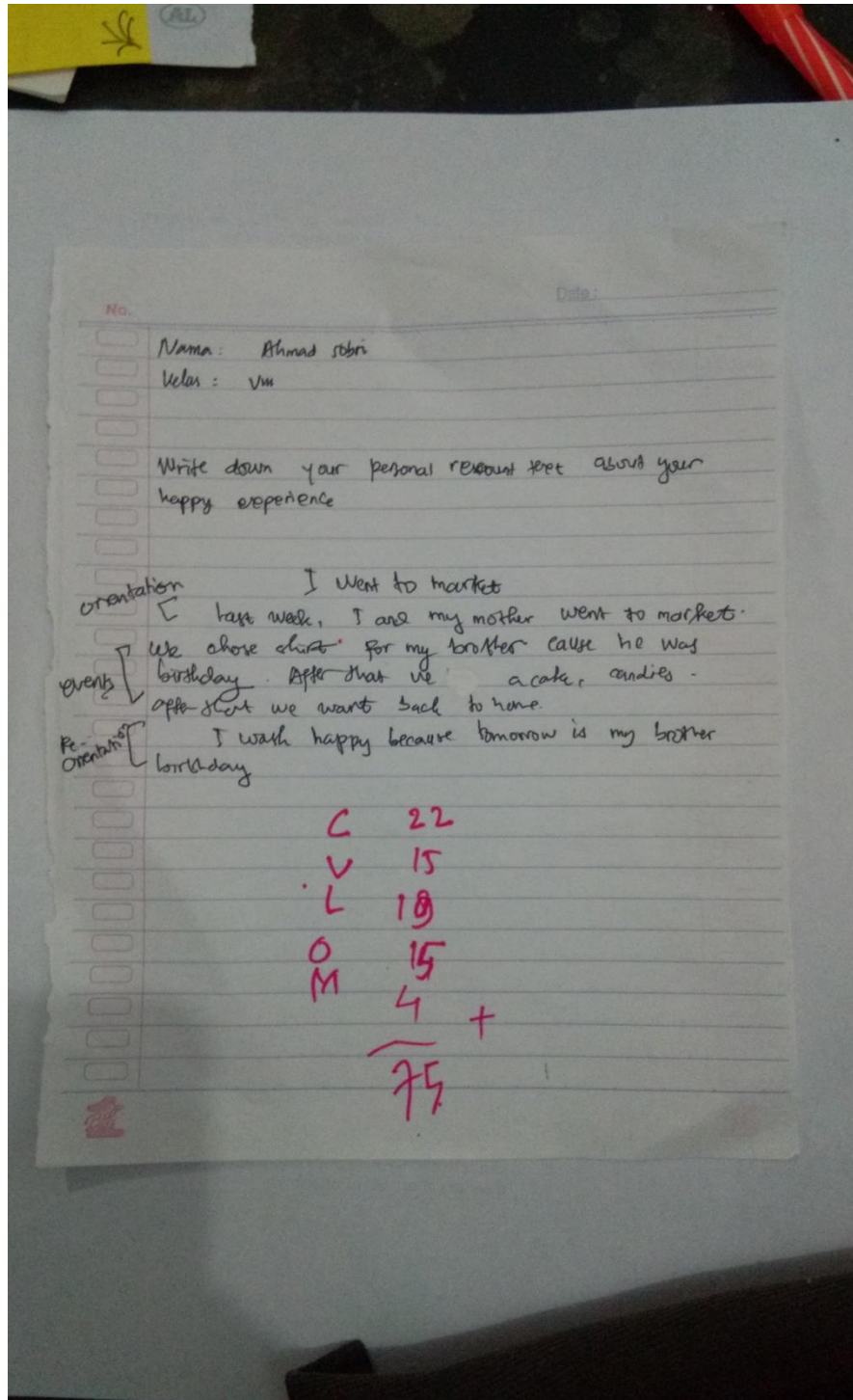
I went to Aceh

last year, VMy family went to Aceh. And I really happy in there. We go by bus at 05:00 and my family arrive there clock 14:00. We happy and go to beach. I and my young brother swim and eating. After that we back to house

C   13
O   10
L   10
M   2
V   10

45.

Post-test I

Nama: Ahmad sobri

Kelas: VIII

Write down your personal recount text about your happy experience

orientation [I went to market
       last week, I and my mother went to markets.

events [We chose shirt for my brother cause he was
       birthday. After that we   a cake, candies .
       after start we want back to home.

Re-orientation [I wash happy because tomorrow is my brother
       birthday

C   22
V   15
L   18
O   15
M   4   +
     ——
     75

Post-test II

Ahmad   Sibri

VM

C 22

VL 14

O 10

M 9   + t

Friends

80

(Write down your personal Recount team in your life)

I went to Hilpark

Two years ago, I went to Hilpark with my

we went to Hilpark by bus Sentosa satite. We went
at 06.30. After that, there were many view so beautiful.
There were mountain and trees we arrived there at 13.15,
We played together and was happy. Many place so cool
and fantastic

And finally we came back to home at
22.30 with safe. I very tired but so happy.

Pre-test

Date: _____
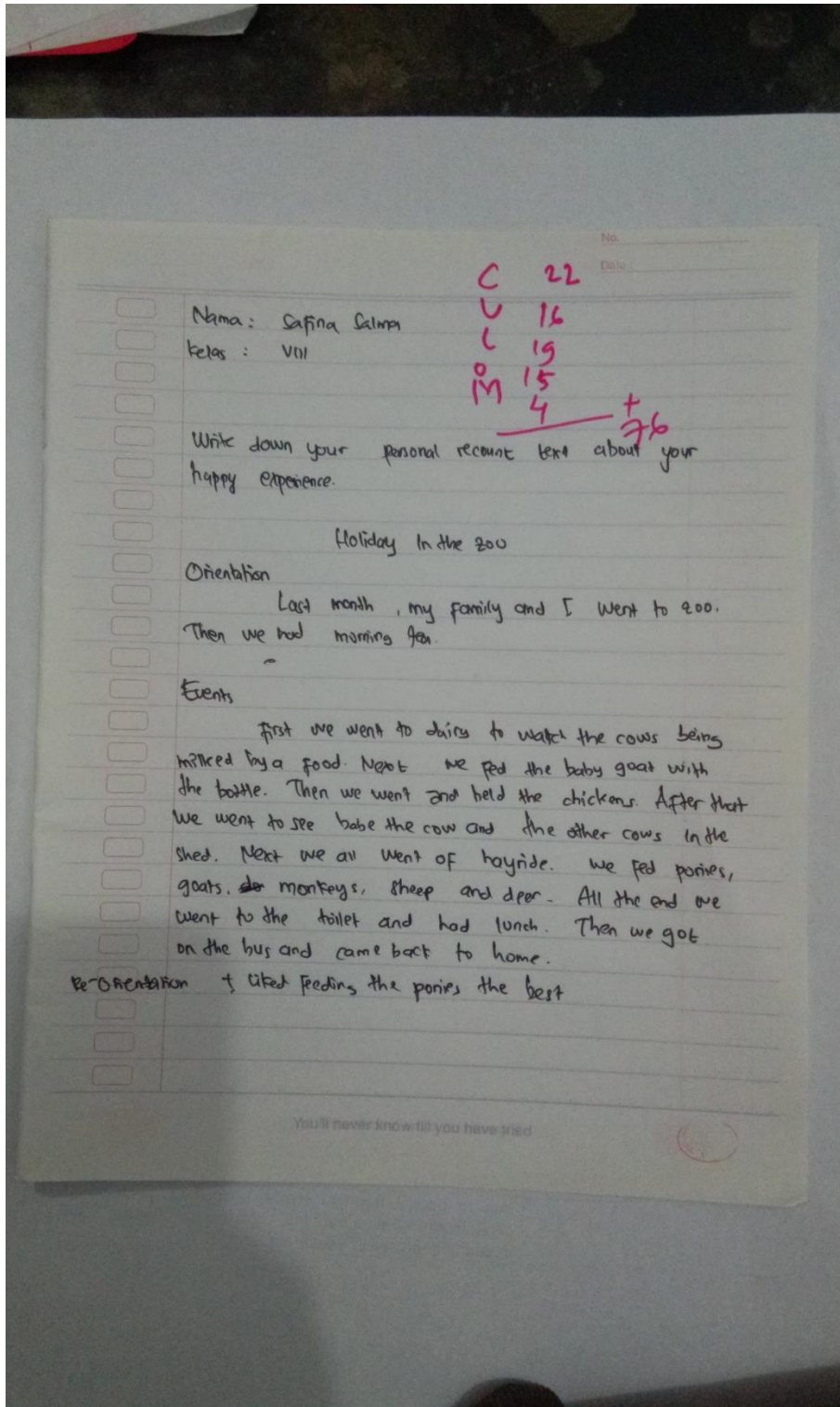
Nama: Saffana Salma
Kelas: VIII

Write down your ~~best~~ happy experience in the past (recount text)

Last Month, My friends and I went to beach at 3 p.m. We are doing our own activites here, I am sitting on the rock seeing the blue sea and sky. It is so beautiful. Nia is building a sand castle. she is very happy. Bagus is flying his kite. Tini is playing ball with her brother. Lita and Ana are playing swing. This is our first visit and we are having a fantastic holiday here

C   21
V   15
L   10
M   3
O   13   †
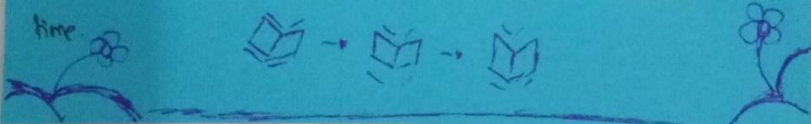_____
62

Post-test I

Nama : Safina Salma
kelas : VIII

C 22
U 16
L 19
O 15
M 4
+ 76

Write down your personal recount text about your happy experience.

Holiday In the zoo

Orientation
　　　Last month, my family and I went to zoo. Then we had morning tea.

Events
　　　First we went to dairy to watch the cows being milked by a food. Next we fed the baby goat with the bottle. Then we went and held the chickens. After that we went to see babe the cow and the other cows in the shed. Next we all went of hayride. we fed ponies, goats, monkeys, sheep and deer. All the end we went to the toilet and had lunch. Then we got on the bus and came back to home.

Re-orientation   I liked feeding the ponies the best

You'll never know till you have tried

Post-test II

Nama: Safana Salma

Kelas: VIII

write down your personal recount text in your life

Punishment.

Yesterday, I went to the school and I am late.

    I went to school at 7:20 by motorcycle. I knew if I will late because I entered at 7:30 while I need 30 minutes to arrive in the school. After I arrived in the school, I saw my teacher have come to the class. She called me and ask to sing as a punishment. After that I remember that I forgot to do my homework. My teacher asked to stand up in front of class with the other friends until the lesson finish.

    I was shy because my teacher gave me punishment twice. And I promise to do my homework in the other time.

C   22
V   16
     19
O   15
M   4 / 76

Nomor   : B-4658/ITK/ITK.V.3/PP.00.9/04/2019   Medan, 15 April 2019
Lampiran : -
Hal   : **Izin Riset**

Yth.Ka. MTS MADANI ISLAMIYAH PEMATANGSIANTAR

Assalamu'alaikum Wr Wb

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

NAMA   : YULI TRIANA
T.T/Lahir   : R. Merah, 23 Juni 1997
NIM   : 34153096
Sem/Jurusan   : VIII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di MTS MADANI ISLAMIYAH PEMATANGSIANTAR guna   memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"THE USE OF DIARY TO IMPROVE STUDENT'S WRITING RECOUNT TEXT AT MTS MADANI ISLAMIYAH PEMATANGSIANTAR"

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

Wassalam

An.Dekan
Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum
NIP. 19750622 200312 2 002

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

<u>**SURAT KETERANGAN**</u>
Nomor : 022/MTS-MAS/IV/2019

Yang bertanda tangan dibawah ini :

Nama   : **JULIA, S.PdI**
NIP   : -
Jabatan   : Kepala MTs Madani Al Islamiyah School Pematangsiantar

Dengan ini menerangkan bahwa :

Nama   : **YULI TRIANA**
NPM   : 34153096
T. Tgl Lahir : R. Merah, 23 Juni 1997
Sem/ Jur   : VIII/ Pendidikan Bahasa Inggris

Benar telah melaksanakan Riset dan observasi pada MTs Madani Al Islamiyah School Pematangsiantar pada tanggal 16 April – 3 Mei 2019 guna memperoleh informasi/keterangan dan data yang berhubungan dengan Tesis yang berjudul : " **THE USE OF DIARY TO IMPROVE STUDENT'S WRITING RECOUNT TEXT AT MTS MADANI AL ISLAMIYAH SCHOOL PEMTANGSIANTAR"**

Demikian surat keterangan ini diperbuat dan diberikan kepadanya untuk dipergunakan seperlunya

Pematangsiantar, 03 Mei 2019
Kepala Madrasah

Julia, S.Pdi
NIP.-

BIOGRAPHY

Name   : Yuli Triana

Reg. Number   : 34.15.3.096

Department   : English Education

Place/Date of Birth   : R.Merah, June 23rd 1997

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Phone Number   : 0853 5806 2371

Thesis Title   : The Use of Diary to Improve Students' Ability at Writing Recount at MTs Madani Al-Islamiyah School Pematangsiantar

Advisors   : 1. Dr. Mhd. Dalimunte, S.Ag, M.Hum

                        2. Ernita Daulay, S.Pd, M.Hum

Motto   : Do the best, do not think to be the best.