

AN UNDERGRADUATE THESIS
THE USE OF DIARY WRITING METHOD
TO IMPROVE THE SEVENTH GRADERS WRITING SKILL
OF MTs MA'ARIF 01 PUNGGUR

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M

AN UNDERGRADUATE THESIS
THE USE OF DIARY WRITING METHOD
TO IMPROVE SEVENTH GRADERS WRITING SKILL
OF MTs MA'ARIF 01 PUNGGUR

Presented as a Partial Fulfillment of the Requirements
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In English Education Department

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SEVENTH GRADERS WRITING SKILL OF MTS
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: THE USE OF DIARY WRITING METHOD TO IMPROVE THE SEVENTH GRADERS WRITING SKILL OF MTS MA'ARIF 01 PUNGGUR, written by: Desi Indah Sari, Student Number 1801071009 English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, June 7th, 2023, at 13.30-15.30 p.m.

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**THE USE OF DIARY WRITING METHOD
TO IMPROVE THE SEVENTH GRADERS WRITING SKILL
OF MTs MA'ARIF 01 PUNGGUR**

ABSTRACT

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This purpose of this research are to show that using Diary Writing method can improve the students' writing skill and their learning activities at the seventh grade of MTs Ma'arif Punggur, in academic year 2021/2022. The researcher had outlined the problem in this research that focused on students' writing problem. To improve students' writing skill, the researcher used Diary Writing Method.

The kind of this research is **classroom action research (CAR)** which was conducted in two cycles. Each cycles consists of planning, acting, observing, and reflecting. Object of this research is the students' writing skill. In collecting the data, the researcher used test, observation, interview, and documentation. This research was conducted which an English teacher of MTs Ma'arif Punggur that was Mrs. Fadwatul Qoriah, S.Pd.

Finally, the data confirmed that pre-test just 31.00% of students or 9 of 29 students that can fulfill minimum mastery criteria (MMC) and the average score of the pre-test was 62.00. It can say that the result of pre-test was unsatisfactory. And, in the post-test I there are 52.00% of students or 15 of 29 students that can full fill MMC and the average score of the post-test was 67.00. Then, the result of post-test II was 83.00% students or 24 of 29 students that can fulfill MMC with the average score was 73.00. It means that the use Diary Writing Method in writing can improve the student's writing skill at the seven grade of MTs Ma'arif 01 Punggur.

Keywords: *Writing skill, Diary writing method*

PENGUNAAN METODE PENULISAN *DIARY*
UNTUK MENINGKATKAN KETERAMPILAN MENULIS SISWA
DI KELAS VII MTs MA'ARIF 01 PUNGGUR

ABSTRAK

Oleh:

DESI INDAH SARI

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Metode Diary Writing dapat meningkatkan ketrampilan menulis dan aktivitas pembelajaran mereka pada siswa kelas tujuh MTs Ma'arif Punggur, pada tahun pelajaran 2021/2022. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan ketrampilan menulis. Untuk meningkatkan ketrampilan menulis, peneliti menggunakan metode Diary Writing.

Bentuk dalam penelitian adalah **penelitian tindakan kelas (PTK)** yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Objek dari penelitian ini adalah ketrampilan menulis. Dalam pengumpulan data, penelitian menggunakan tes, observasi, dokumentasi, dan catatan lapangan. Penelitian ini dilaksanakan dengan guru bahasa Inggris kelas sebelas MTs Ma'arif Punggur yang bernama ibu Fadwatul Qoriah, S.Pd.

Akhirnya setelah data diteliti dapat disimpulkan bahwa hasil pre-tes hanya 31,00% siswa atau 9 dari 29 siswa yang dapat mencapai kriteria ketuntasan minimum (KKM) dengan nilai rata – rata dari pre-test 62.00. Hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Dan hasil pos-tes I adalah 52.00% siswa atau 15 dari 29 siswa yang dapat mencapai KKM dengan nilai rata – rata 67.00. Kemudian, hasil pos-tes II adalah 83.00% siswa atau 24 dari 29 siswa yang dapat mencapai KKM dengan rata – rata nilai 73,00. Hal ini dapat disimpulkan bahwa penggunaan metode Diary writing dalam menulis dapat meningkatkan ketrampilan menulis siswa pada kelas sebelas MTs Ma'arif 01 Punggur.

Kata Kunci: *Ketrampilan Menulis, Metode Diary Writing*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the researcher's research, in exception of the certain parts which are from the bibliography mentioned.

Metro, May 16 , 2023

The Researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya ,kecuali bagian-bagian yang dirujuk dari sumber dan disebutkan dalam daftar Pustaka.

Metro, 16 Mei 2023

Peneliti



Desi Indah Sari
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MOTTO

الْجَنِّ إِلَى طَرِيقًا بِهِ لَهُ اللَّهُ سَهْلَ عِلْمًا فِيهِ يَنْتَمِسُ طَرِيقًا سَلَكَ وَمَنْ

"Whoever follows a path to seek knowledge, Allah will make easy for them a path to paradise."(HR Muslim, no. 2699).

DEDICATION PAGE

This undergraduate thesis is especially dedicated to:

1. My beloved parents Mr. Sunyoto and Mrs. Rumiya, who always support me by their endless love.
2. My sister Melin Inco Nadia and Fista Harvani.
3. My brother Tino Aryanto and his wife Anis Damayanti
4. My lecturers of English Department of State Institute for Islamic of Metro, Lampung.
5. My beloved almamater.

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1. Prof.Dr.Hj. Siti Nurjanah, M.Ag, as the Rektor of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the head of English Education Department of IAIN Metro Lampung.
4. Dr. Umi Yawisah, M.Hum, as the advisor valuable knowledge and support in finishing this a Thesis.

The writer apologizes for all the mistakes that she has made in writing and finishing this a research proposal. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this research proposal can be useful for writer in particular, for our college and every reader in generic.

Metro, May,2023

Desi Indah Sari
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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is an activity to express one's thoughts, ideas, and feelings expressed in written language. Writing is an activity to express thoughts and feelings in written form which is expected to be understood by the reader and serves as an indirect communication tool. The notion of writing is someone's activity to convey ideas to readers in written language so that they can be understood by readers.

Writing skill in English has various benefits for the writer himself and for readers in general. By intensive writing, vocabulary is increase. Naturally honed writing skills facilitate the process of making sentences better. Writing can be an opportunity for writers to express what they think related to real life. In addition, writing exercises improve your capacity to organize your thought into a written form. Over time, writing skills might help you build a better writing style.

Writing skills in English is heavily influenced by linguistic and non-linguistic factor that the writer must be honest about in order to produce high-quality English. Linguistic aspects that support the quality of writing skills in English include English vocabulary, English grammar, mechanics and the content of English writing. By having a good command of English vocabulary and graammar, the writer can express ideas in an article free from vocabulary

problems and difficult grammar actualization. In addition, by having good mastery of mechanics and content, the writing result is qualified because it has proper punctuation and content.

The quality of writing skills can be better supported by the application of appropriate teaching techniques and media in the learning process. One of the effective teaching techniques to be used in teaching writing is diary writing.

Diary Writing is a thinking process that may be used in a range of teaching and learning contexts for teachers. It is one of the best tools for fostering reflective thinking.¹

Diary writing has various benefits, especially it can train English writing skills. It is because with diary writing students can practice linguistic skills in writing with English vocabulary through writing with good grammar poured with development that is not too demanding of formality. In addition, practicing writing with the diary writing technique can help students develop their imagination because dairy writing can direct students to express their emotions through writing stably so that they can control emotions well.

The writer had conducted a pre-survey to determine the ability to write in English for seventh graders at MTs Ma'arif 01 Punggur on October 06, 2021. In the pre-survey process the writer received an archive of English assignments related to writing skills obtained from the Language teacher.

¹Mirosław Pawlak, Jakub Bielak and Anna Mystkowska-Wiertelak, *Classroom-Oriented Research*, (London: Springer, 2014),249.

English, as for the explanation of the results of the pre-survey illustrated in the following table:

Table 1
The Result of Pre-Survey Writing Skill of the Seventh Graders of MTs
Ma'arif 01 Punggur

No	Grade	Frequency	Percentage	Criteria
1	≥ 70	23 students	84%	Incomplete
2	≤ 70	6 students	16%	Complete
Total		29 students		

The results of the pre-survey listed in the table above explain that students' writing skills are dominated by their passing grade incompleteness. It is proven that there are 84% dominated by students' scores below the Passing Grade and 16% dominated by students' scores above the Passing Grade.

In the pra-survey process, a natural phenomenon that occurs in the class is that students do not like English lessons, especially writing, so the writer use the classroom action research method. In future research, the writer applies diary writing as a technique for teaching writing in English. This is because writing skills in English have various benefits for the writer himself and for readers in general. With intensive writing vocabulary is increasing.

Therefore, based on all the descriptions above, the writer intends to conduct a classroom action research using the use of diary writing. Therefore, the writer compiled a research proposal entitled "The Use of Diary Writing Method to Improve The Seventh Grade Students' Writing Skill".

B. Identification of The Problem

Based on the results of the pre-survey the writers have identified research problems which include:

1. The limitations of students in having mastery of vocabulary.
2. Low mastery of English grammar in students.
3. Students have low English writing skills.
4. Students have limitations in developing ideas in the writing process.
5. Students have difficulty using mechanical writing correctly.

C. Problem Limitation

Based on the problems above, the writer only limits this problem to students' writing skills. In overcoming these problems, the writer intends to conduct classroom action research by using the diary writing method as an effort to improve students' English writing skills.

D. Problem Formulation

The writer formulates the research problem by stating “How can the use of diary writing method improve writing skill and learning activity of the seventh grade students at MTs Ma’arif 01 Punggur?”

E. Objectives and Benefits of The Study

1. Objectives of the study

The objective of this research is in order to know whether the use of dairy writing method improve writing skill and learning activity of the seventh grade students at MTs Ma’arif 01 Punggur.

2. Benefits of the study

a. For the students

This research is expected to provide benefits to students by helping them learn English, especially writing skills. With the application of dairy writing in learning writing skills, it is expected that students will be motivated and dedicated to their studies. This is because through the application of dairy writing students can expressly express what students think and think emotionally in written form. Therefore, their writing organization is more focused and fluent in the writing process.

b. For the teacher

This research is expected to be useful for English teachers by providing an alternative discourse on the use of English teaching techniques, especially in writing skills. Through this application, teachers can find out more clearly about the quality of students' English, especially writing skills by getting a picture of students' grade from the tests given by writers. The teacher can evaluate the use of dairy writing in the English learning process, especially in writing skills. Therefore, the teacher can decide to implement and develop this strategy.

c. For the other writers

This research is expected to be useful for other writers as a reference or a reference for conducting research on the same or related

topics, especially on the use of dairy writing in teaching writing. Through this research, it is hoped that writers will not only get information related to theories about Dairy writing but they also get practical steps related to how to implement Dairy writing techniques in learning.

F. Prior Research

In this study, the writer considers several prior researches to take the theoretical and applicative benefits of the research. The first previous research was written by Euis Fauziah Ramadhani and Rizki Lestiono entitles “*The Use of Dairy Writing to Improve Eight Grade Students' Writing Skills*”.² The research method used by this research is classroom action research, the research objective is to improve the students writing skills through the diary writing method with the result after implementing diary writing in two cycles that were in total of 8 meetings, and the writers found that the students’ score improve significantly.

Both of these studies have similarities that lie in the dependent and independent variable research used. While the difference lies in the research sample. This research uses the same research method, namely classroom action research and the same dependent variable is writing skill. Meanwhile, the other similarity lies in the independent variable, namely dairy writing. The purpose of these two studies is the same, because they both want to improve

²Euis Fauziah Ramadhani and Rizki Lestiono, *The Use of Dairy Writing to Improve Eight Grade Students' Writing Skills at SMPN 3 Malang*, Journal Education Innovation, vol.3 no.1 (2015)

students' writing skills. The difference lies in the research sample, because the research sample was students of SMPN 3 Malang, while this research was conducted at MTs Ma'arif 01 Punggur.

In the second previous study, written by Ivana Wuri Yusridanova entitled "*The Implementation of Dairy Writing in Teaching Writing Recount Text for Tenth Grade Students*".³ The research method used in this research is qualitative. The objectives of the research are to know the implementation of Diary Writing in teaching writing recount text to tenth grade students, to investigate students' writing abilities towards the implementation of Diary Writing, and to analyze the students' response towards the implementation of Diary Writing.

Furthermore, the results of the research are the findings showed that the diary writing's implementation went to some sort stages of introducing what recount text is, demonstrating how to produce a good paragraph and finally showing the steps in writing a diary. Almost half of the students were considered to be good writers of dairy while the rest needed more practice and lastly half of the students were showing positive reaction towards the implementation of diary writing.

Both of the studies have similarities and differences, the similarity lies in the use of dairy writing. The differences are in the research method, and research objectives. This is because the research method is a classroom-based research, while their research is qualitative. The other difference lies in the

³Ivana Wuri Yusridanova, *The Implementation of Dairy Writing in Teaching Writing Recount Text for Tenth Grade Students*, RETAIN (Research on Language Teaching in Indonesia), vol.09 no.1 (2021)

research objectives, because their research is only focused on analyze use of certain dairy writing in English lessons, especially in writing skills, while in this study the aim is to improve students' writing skills. The other difference also lies in the research samples, in their research they used the ninth grade sample at SMAN 1 Mojokerto City, while in this study the seventh grade students at MTs Ma'arif 01 Punggur.

Furthermore, in the third previous, the study written by Aprida Irmayana, Melwan Ady Rezky Harapan, and Trylilis Libertine Baene with the title "*The Effect of Diary Writing Technique on Students' Writing Recount Text (A Study at the Ninth Grade of Fatima 2 Catholic SMP Sarudik 2020-2021 Academic Year)*".⁴ The research method used in this study is the experimental method or quantitative method. The aims of this research are to know the application of Diary Writing technique on teaching writing recount text ability, the students writing recount text ability before and after using Diary Writing technique, to know whether there is any significant effect of Dairy Writing technique on teaching writing recount text ability at the ninth Grade Students of Fatima 2 Sarudik Catholic Middle School. The results of data analysis there is any significant effect of dairy writing technique on students' writing recount text ability at the IX grade students of SMP Khatolik Fatima 2 Sarudik.

⁴Aprida Irmayana, Melwan Ady Rezky Harapan, and Trylilis Libertine Baene, The Effect of Dairy Writing Technique on Students' Writing Recount Text (A Study at the Ninth Grade of Fatima 2 Catholic SMP Sarudik 2020-2021 Academic Year), Journal linier, Institut Pendidikan Tapanuli Selatan, vol.4 no.2 (2021)

In both of these studies the similarities and differences on the equation, which is both using dairy writing. The difference lies in the research method, in this study using a classroom-based research, while in their research they use quantitative research methods. Meanwhile, the other difference are in the research objectives, because the purpose of their research is only to test the effectiveness of dairy writing in learning English, especially in writing skill. Meanwhile, this study aims to improve students' writing skill in writing skills. Another difference is in the sample used in the study. In their research, they used the ninth grade students of Fatima Catholic Middle School 2 Sarudik. Meanwhile, in this study, the seventh grade students of MTs Ma'arif 01 Punggur were used as sample.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Writing Skill

1. The Definition of Writing Skill

Writing is essential to thinking because it helps the writer to identify, to characterize, and to interpret experience.¹ It means that writing is basic for writers to interpret or described. The writer can also pour the experience more subjectively through the process of writing.

Hyland regards writing as a means of communicating meaning and highlights the individual's power to shape his or her own opinions about a subject.² It measure that writing is an activity to express feeling. These can the writer to focus on topic of thought.

In addition, according to Tredinnick, writing is to communicative ideas, so the first step to good writing is to have strong, clear ideas to convey.³ It means that writing is a way to express an idea. Therefore the writer must have a good and clear idea to explain.

2. Definition of Skill

Skill as the abilities for adaptive and positive behavior that enable individuals to effectively with the demands and challenges of everyday

¹Mirosław Pawlak, Jakub Bielak and Anna Mystkowska-Wiertelak, *Classroom-Oriented Research*, (London: Springer, 2014), 244

² Ken Hyland, *second language writing*, (New York: Cambridge university Press, 2003), 9.

³LLC, *Eighth grade writing skill and writing skills*, (New York: Learning Express, 2009), 227.

life.⁴ It means skills is ability that is very important in life because it becomes a necessity that a person.

The skill is explained as ‘proficiency, ability, and the proficiency of doing something’ or ‘the capability of doing a work or activity appropriately’.⁵ It means skill is something that can be assessed through skills, for example doing a job must have skill.

An essential additional skill is the ability to gain and utilize knowledge from practice.⁶ So, skill is important because to be able to add insight or knowledge.

3. The Benefits of Writing Skill

Writing has three distinct advantages over speaking:⁷

- a. In writing, the writers can take it back. The spoken word, however, cannot be revised. Once the writers make a statement verbally, it affects the listeners in a particular way and they can’t “take it back” or rephrase it to the point that the first statement is forgotten. However, if the writers write a statement and, after looking at it, realize that it sounds offensive or incorrect, they can revise it before giving it to the intended audience. Writing is a careful, thoughtful way of communicating.

⁴ Ravindra Prajapati, Bosky sharma, Dharmendra Sharma. *Significance of Life Skill Aducation*. (contemporary issues in educational research. Vol.10, no.1.)2017

⁵ Davut Hotaman, *The Explanation of Basic Skill Level of The Students’ In Accordance with Perception of teacher, parents and Students*, (international journal of instruction. Vol.1 no.2). 2008

⁶ Jan wrenn and Bruce wrenn, *Enhancing Learning by Integrating Theory and Practice*. (International journal of teaching and learning in higher education, Vol.21, no.2) 2009.

⁷ Judith F. Olson, *Writing skill success in 20 minutes a day*, (New York:Learning Express,2005),8.

- b. Writing forces writers to clarify their thoughts. If they have trouble writing, it's often because they have not yet finished with the thinking part. Sometimes, just sitting down and writing whatever is on their mind helps them discover and organize what they think.
- c. Another advantage is permanence. Ideas presented in writing carry far more weight than spoken ideas. Additionally, they can be reviewed and referred to in their exact, original form. Spoken ideas rely upon the sometimes inaccurate memories of other people.

4. Writing Skill Assessment

As teachers, assessment is important. Carter and Nunan say the term assessment is a way of gathering information about a student's abilities.⁸ Assessment is the systematic process of documenting and using empirical data to measure knowledge, skill, attitudes and beliefs. It can also improve programs and improve student learning.

Meanwhile, the writing grade in this research is based on Heaton as follow:⁹

⁸ Ronald Carter and David Nunan, *the Cambridge Guide To Teaching English To Speakers Of Other Languages*, (New York: Cambridge University Press, 2011),137.

⁹ J.B Heaton, *writing English Language Tests New Edition*, (New York :Longman),146.

Table 2
Table of Writing Skill

The details of writing skill	Grade	Level	Criteria
Content	30-27	Excellent to very good	Knowledgeable-substantive. Some knowledge of subject-adequate range. Limited knowledge of subject-little substance. Does not show knowledge of subject-non-substantive.
	26-22	Good to average	
	21-17	Fair to poor	
	16-13	Very poor	
Organization	20-18	Excellent to very good	Fluent expression-ideas clearly stated. Somewhat choppy-loosely organized but main ideas stand out. Non-fluent-ideas confused or disconnected. Does not communicate-no organization
	17-14	Good to average	
	13-10	Fair to poor	
	9-7	Very poor	
Vocabulary	25-22	Excellent to very good	Sophisticated range-effective word/idiom form, choice, usage. Adequate range-occasional errors of word/idiom form, choice, usage but meaning not obscured. Limited range-frequent error of word/idiom form, choice, usage. Essentially translation-little knowledge of English vocabulary.
	21-19	Good to average	
	17-11	Fair to poor	
	10-5	Very poor	
Language use	25-22	Excellent to very good	Effective complex construction Effective but simple construction Major problems in simple/complex construction.
	21-19	Good to average	
	17-11	Fair to poor	

	10-5	Very poor	Virtually no mastery of sentence construction rules.
Mechanics	5	Excellent to very good	Demonstrate mastery of convention.
	4	Good to average	Occasional errors of spelling punctuation.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization.
	2	Very poor	No mastery of convention-dominated by errors of spelling, punctuation, capitalization, paragraphing.

Source: Heaton *Writing English Language Tests New Edition*

Based on the table above, each category has a different high grade. That is the content 30 grades, organization 20 grades, vocabulary 20 grades, language use 25 grades, and mechanic 5 grades. Therefore the highest grade is 100.

B. The Concept of Diary Writing Method

1. The Definition of Diary Writing Method

The diary is as a learner development instrument to help learners to become more effective by contributing to the development of a conscious awareness of their cognitive abilities, and to help them to obtain insights into the process of language learning and to develop their personal strategic behavior and met cognition.¹⁰ In equipment that Diary Writing is a medium that can assist in the development of learning through students'

¹⁰Wolf Gewehr, *Aspects Of Modern Language Teaching in Europe*, (London: Rotledge, 1998), 25.

cognitive abilities. Thus students can write based on their experiences and information and in written form.

Diary Writing is a thinking process as one of the best tools for developing reflective thinking, which can be employed in a variety of teaching and learning contexts, for both experienced and inexperienced/pre-service teachers.¹¹ It means that Diary Writing is a person's thought process to develop reflective thinking. So, that the memory and ideas of students' thoughts are combined in written form.

Diary is either a means for remembering what the writers' have to do and when they have to do it, or personal accounts of what they have already done or thought, and experienced, and of where they have been.¹² So that, Diary Writing is a means to convey personal experiences about what they do and experience. This can trigger students to remember an event or events that have passed.

2. The Benefits of Diary Writing Method

Dairy Writing Method has some great benefits, as follow:¹³

- a. The diary had originally been conceived as a learner development instrument to help learners to become more effective by contributing to the development of a conscious awareness of their cognitive abilities.

¹¹Mirosław Pawlak, Jakub Bielak and Anna Mystkowska-Wiertelak, *Classroom-Oriented Research*, (London: Springer, 2014), 249.

¹²Cristine Bold, *Supporting Learning and Teaching*, (London: David Fulton, 2004), 185.

¹³ *Ibid*, Cristine, Bold, 25

- b. It would also help them to obtain insights into the process of language learning and develop their personal strategic behavior and metacognition.
- c. It is the tool that would help the language learners to achieve a higher degree of autonomy, as it would facilitate the planning of Their actions, the identification of their problems and the evaluation of their learning.
- d. The keeping of the diary would help learners learn how to learn and progress in the acquisition of autonomy.

3. Advantages and Disadvantages of Diary Writing Method

The students' especially young learners will enjoy the school activities when the teacher using some medias in their activity, such as using writing diary in the writing subject. Brown mentions that diary or journal writing where students write thoughts, feelings, reactions, and response to something happened is included in self-writing category, or writing with only the self in mind as an audience.¹⁴

a. The Advantages of Using Diary Writing

1) Student Motivation Increased After Midterms

Students may have lowered their affective filters after this exam. I noted that student motivational strategies aided the overall energy and became useful in maintaining strong involvement

¹⁴ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language pedagogy* (San Francisco: Longman, 2001), p. 344.

2) Mood and Humor in the Classroom

Humor helps decrease anxieties and contributed to class learning. The smiles and jovial 13 exchanges were contagious within the learning environment. Simple occurrences of humor were understood by most students and kept them engaged. This increased the class energy and helped me recognize the benefits of humor.¹⁵

b. The Disadvantages of Using Writing Diary

1) Authenticity and Validity Dilemma.

Being both the writer and the subject of the writing inherently made the experience subjective, creating a validity issue relative to diary-writing as a research tool.

2) Self-Observation Limitation

There are "difficulties of evaluating its ultimate effectiveness as an agent for either personal or instructional change." The diary insight felt limited by students' mental capabilities.

3) Diary Time Commitment

Diary keeping takes self-discipline and commitment. Work priorities, professional responsibilities, and unavoidable incidents habitually interfered with diary writing after class. Thus, late diary

¹⁵ Sarah Jones. *Professional Development Through' Individual Diary Writing*. (MA TESOL/TEFL Module 1. 2008), p.12

entries were often less accurate than ones done at my set."¹⁶ From both explanations above, it can be taken a note that writing diary do not always have the advantages to design in the writing classroom activity, but also have the disadvantages.

4. The Teaching Steps Using Diary Writing Method¹⁷

a. Dialoguing

In this step, the students engage in a dialogue with themselves by imaging themselves to be two people who represent different sides of themselves.

b. Letter to yourself

In this step, the students write a special event and feelings about it by using the letter to help them analyze the event and what it meant to them.

c. Lists

The students make a list of things – for example, all the things that they dream will happen to them next year. The trick, here is to keep the list going for as long as they can, until they feel drained.

d. Stream of consciousness

The students write their thoughts down as fast as they come whiteout bothering about trying to write full sentences.

¹⁶ H . Douglas Brown, *Teaching by Principles: An Interactive Approach to Language pedagogy* (San Francisco: Longman, 2001), p. 344.

¹⁷ Hazel Simmons-McDonald, Rod Ellis, *Let's Work With English for CXC*, (Melbourne: Heinemann Educational, 2002), 307.

e. Re-experiencing

The students write about an event that has happened to them as if the event is actually taking place as they write.

f. Drawing

The students include some drawing in their diary. They do not have to worry about them being very artistic.

C. The Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive text is a part of factual genres. Its social function is to describe a particular person, place and thing. Description in writing is the process of creating visual images and sensory impression through words. More often, description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.¹⁸

Description recreates sense impression by translating into words, the feel, sound, taste, smell, and look of things. Emotion may be describing too, feelings such as happiness, fear, loneliness, gloom, and joy. Description helps the reader, through his or her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.¹⁹

¹⁸ Linda Woodson, *From cases to composition*, (San Antonio: University of Texas, Scott, foresman and Company, 1999), Page. 73

¹⁹ George E. Wishon and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), Page. 128

As Barbara Fine Clouse said in her book, *The Student Writer*, Description adds an important dimension to our lives because it moves our emotion and expands our experience.²⁰

2. Purpose of Descriptive Text

As social beings, we want to share our experience, so we write to others to describe things such as vacations and people we encounter. We even use description to persuade others to think or act in particular ways, advertisers describe products to persuade us to buy them travel agents describe locales to entice us to visit them and real estate agents describe properties to stimulate a desire to see them. As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.²¹

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

3. Kind of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:

²⁰ Clouse, Barbara Fine, *The Student Writer: Editor and critic*, (New York: McGraw-Hill Companies, Inc., 2004) 6th edition, Page.142

²¹ Clouse, Barbara Fine, *The Student Writer: Editor and critic (6th edition)*, (New York: McGraw-Hill Companies, Inc., 2004), Page.143

a. Description of a People

People are different, and writing description of people is different. You are probably already aware of some of the complications because you have often been asked, "What's so-and-like?" In replying, you might resort to identification, an impression, or a character sketch, depending on the situation. Let's examine each.

b. Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).²²

c. Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits.²³

²² Adelstein, Michael E and Jean G. Pival, *The Writing Commitment*, (New York: Harcourt Brace Jovanovich, Inc., 1976) Page.149

²³ Adelstein, Michael E and Jean G. Pival, *The Writing Commitment*, (New York: Harcourt Brace Jovanovich, Inc., 1976) Page.150

d. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people *look* or *seem* like: it will show what they *are* like.

A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees.²⁴

e. Description of a place

In describing a place for example, a room, what should you describe first? The walls? The Floor? Unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged.

The description must be organized so that the reader can vividly imagine the scene being described. To make the paragraph more interesting, you can add a controlling idea that states an attitude or

²⁴ *Ibid*, Page. 151

impression about the place being described. And the arrangement of the details in your description depend on your subject and purpose.²⁵

f. Description of a things

To describe a thing the writer must have a good imagination about that thing that will be describe. Besides, to make our subjects as interesting and as vivid to our readers as they are to us: using proper nouns and effective verbs.

g. Using Proper Noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns*, which, as we know, are the names of particular persons, places, and things.

For example Arizona University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them.

h. Using Effective Verb

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate, and interesting. For instance, the wind had chiseled deep grooves into the sides of the cliffs is more specific than “the wind had made deep grooves. The verb

²⁵ Regina L. Smalley and Mary K. Ruetten, *Refining Composition Skill*, (New York:International Thompson Publishing Company,2010) 4th Edition, Page. 69

chiseled also gives the reader a more accurate picture of the wind's action than *made* does.²⁶

4. The Structure and Example of Descriptive Text

The generic structures of a description are as follows: follows

- a. Identification: identifies the phenomenon to be described
- b. Description of features: describes features in order of importance:
 - 1) Parts/things (physical appearance)
 - 2) Qualities (degree of beauty, excellence, or worth/value)

Other characteristics (prominent aspects that are unique).

The generic features of description are:

- 1) Verb in the present tense
- 2) Adjective to describe the features of the subject.
- 3) Topic sentences to begin paragraphs and organize the various aspects of the description.²⁷

D. The Action Hypothesis

Based on the theoretical review above, the writers' formulates the action hypothesis of this research. The action hypothesis of this research is "The use of Diary Writing method can improve students writing skill and Learning Activity".

²⁶ Santi V. Buscemi, *A Reader for Developing Writers*, (New York: McGraw-HillCompanies, Inc., 2002), Page. 267

²⁷ Mark Anderson and Kathy Anderson, *Text Type in English 3*, (Australia: MacMillan,1998), Page. 26

CHAPTER III

RESEARCH METHOD

A. Variable and Definition Operational Variables

Definition operational variable explains about variables that used in this research. This research consists of two variable, those are dependent variable and independent variable.

1. Dependent variable

A dependent variable is a part or characteristics that are affected by the independent variable.¹ Dependent variable of this study is on pupils' writing skill. The improvement of students' writing skill can be done by the implementation of Diary Writing method.

The way of measuring in dependent variable is through test, and measuring instrument using written test. Indicator of this variable is students can master their writing skill. The indicators of writing skill are²

- a. Students are able to write in English with quality substantive content.
- b. Students are able to write in the correct order.
- c. Students are able to write in English with the right vocabulary.
- d. Students are able to write in English using a good and correct vocabulary structure.
- e. Students are able to write in English using proper writing mechanics.

¹ John w creswell, Educational Research(Lincoln: Pearson Education,2012).115

² J.B Heaton, writing English Language Tests New Edition, (New York:Longman),146.

2. Independent Variable

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable.³ Independent variable of this research is the use of Diary Writing method which can be defined as the technique that can make students' easier to study reading in the class. Students need supporting condition and enjoy teaching learning process, so choosing Diary Writing method technique can be one of many ways to teaching writing.

Moreover, indicator of this variable is the student can make concrete and interest of what is talked about. The way of measuring independent variable is through observation and measuring instrument using observation sheet.

The indicators of independent variable are as follow:⁴

- a. The students are able to write in the first person style in a diary.
- b. The students are able to reveal topics related to the activities they have experienced.
- c. The students are able not to write negative comments that can hurt others

B. Research Location

Classroom action research will be conducted at MTs Ma'arif 01 Punggur. The location of the research is Jl. Metro-kotagajah, Sidomulyo, kec. Punggur, Kab. Lampung Tengah.

³Ibid,J.B Heaton, 116.

⁴Shamalohumi , Rakesh lohumi,English for Nurses, (New Delhi: Reed Elsevier, 2015),124.

C. Subject and Object of the Research

The subject of this research is the seventh graders of MTs Ma'arif 01 Punggur. The total of students are 36 students consists of 17 male and 19 female. While, the object of this research is the students' writing skill.

There will be a collaborator in this research that is the English teacher of class VII C. Her name is Fadwatul Qoriah, S.Pd.

D. Research Setting

1. Classroom Action Research

The research uses the classroom action research. The According to Car and Kemmis by Anne Burns, action research is simply a form of self-reflective inquiry undertaken by participants in social situations, teachers in order to improve the rationality and justice of their own practices.⁵ It means that through self-reflection the teacher conducts that study in own class.

Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work.⁶ It means action research to educational research that commonly used by educational practitioners and professionals. It is also to examine and ultimately improve, their pedagogy and practice.

From several theories or explanations above, it can be inferred that the classroom action research is a dynamic process that has four aspects

⁵ Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge; Cambridge University Press, 1999), p.30

⁶ Jean McNiff and Jack Whitehead, *All You Need To Know About Action Research*, (Chennai; Sage Publications, 2006).⁷

suggest; planning, acting, observing, and reflecting in every cycles, it is do the class to improve the quality of learning practice.

Classroom action research (CAR) has various models but in this research the writer uses Kemmis and Mc Taggart research design. According to Kemmis and MC Taggart as cited by Anne Burns action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.⁷ That phase can be seen by following figured:

Figure 1

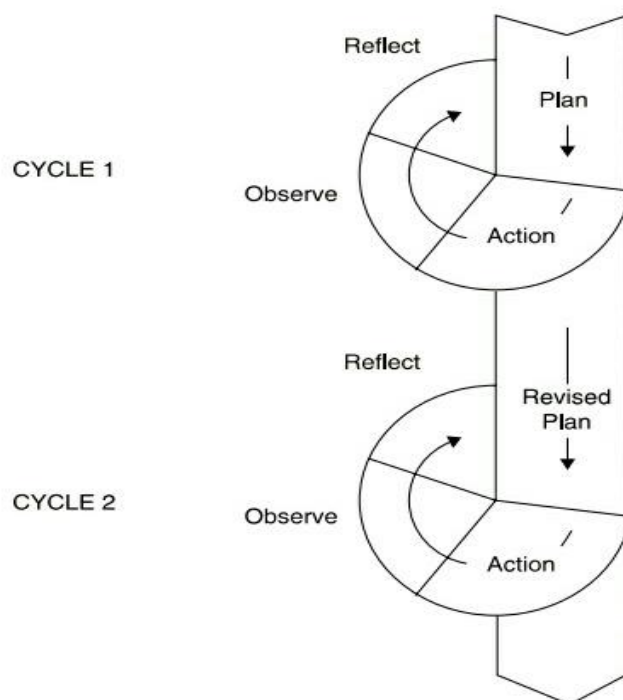


Figure 1. Kemmis and Mc Taggart Model⁸

This figure describes the sequence of the research which is administrated by planning, following by action, observation, and reflection

⁷Ibid, Anne Burns, p.32

⁸Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p.9

that implement in each cycle in spiral system. The assumption is if the determine out came in the first cycle cannot be achieve or there may be found new problem, so it will probably be continue and resave in the next cycle that have same phase on the first cycle.

In this case, the writer will conduct classroom action research in the seventh graders of MTs Ma'arif 01 Punggur. The reason of why the writer will conduct classroom action research is because the writer wants to increase the writing skill of the seventh graders of MTs Ma'arif 01 Punggur by using Diary Writing method.

2. The Steps of Research

They are four steps in cycle. They are planning, acting, observating, and reflecting, if the first has failed and the cycle must be review again in the second cycle and so on. That can be illustrating by like this procedures as follows:

a. Cycle 1

1) Planning

In this first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in writing skill that occur in the classroom and concluding the finding in preliminary study. Then the writer will prepare some plans to conduct the classroom. They were the following:

- a) The writer prepares the lesson plan including learning procedure, media, and relevant material to be applied in acting phase.
 - b) The writer prepares learning resource for students. The writer determines the method to be applied in acting phase. In this case, the writer uses Diary Writing method technique to increasing writing skill.
 - c) The writer prepares observation format and also evaluating format to evaluate the student's activity after learning process.
 - d) The writer designs the criteria of success.
- 2) Acting

In the action phase, the writer collaborates to implement the action that has been arranged in planning phase. These activities are implemented on the following step:

- a) Pre teaching activity
 - (1) The writer starts the lesson by greeting.
 - (2) The writer and students pray together.
 - (3) The writer checks students' attendance.
 - (4) The writer informs to the students about the competence, the indicator and the objectives that should be achieve.
- b) While teaching activity
 - (1) The writer directs students to write in the first person style in a diary.

- (2) The writer directs students to reveal topics related to the activities they have experienced.
 - (3) The writer directs students not to write negative comments that can hurt others.
- c) Post teaching activity
- (1) The writer gives positive feedback to the students.
 - (2) The writer and the students conclude the learning topic that has been discussed.
 - (3) The writer greets the students in end of the meeting.
 - (4) After giving treatment in cycle 1. The writer gives the post-test. The instrument which is contributing to the students has different type from the instrument which is giving in the pre-test.

3) Observing

In the third phase, the observer observes the student' activity, their participations, class situation during learning process, and writer performance by using structure observation form and made note the overall activities. Furthermore, the writer also collects the data from the posttest and result of student's activity. The writer observes the overall activities to find out the effectiveness of learning process which have be occurring and the result is concluding and discussing in reflecting phase.

4) Reflecting

In the fourth phase, the writer tries to see and think again something that writer has done. It also to know whether there is influence to the students' learning process. By reflecting, the writer can get information the strength and the weakness from the action that the writer has been done. If the writer still find the problems, the writer will conduct the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. Cycle 2

1) Planning

In the first phase, when the writer finds the problem in the first cycle, the writer will repair the problem in the next cycle. It will explain as a follow:

- a) The writer analyses the reflection result to obtain the solving problem.
- b) The writer revises and prepare the lesson plan based on the problem appear in the previous cycle including learning procedure, media, and relevant material to be apply in acting phase.
- c) The writer rearranges observation format and also reform the evaluation format to improve the plan indicators that have not been achieved yet in the previous cycle.

2) Acting

In the second phase of cycle two, the writer applies the same steps in previous cycle, but the writer apply the revise plan such as lesson plan, material, and instrument for evaluation. The activities they are:

a) Pre teaching activity

- (1) The writer starts the lesson by greeting to the students.
- (2) The writer and students prays together.
- (3) The writer checks student's attendance.
- (4) The writer informs to the students about the competence, the indicators and objectives that will be achieve.

b) While teaching activity

- (1) The writer directs students to write in the first person style in a diary.
- (2) The writer directs students to reveal topics related to the activities they have experienced.
- (3) The writer directs students not to write negative comments that can hurt others.

c) Post teaching activity

- (1) The writer gives positive feedback or reinforcement to the students.
- (2) The writer and students conclude the learning topic that has been discussed.

(3) The writer greets the students in the end of the meeting.

3) Observing

In the third phase, the observer observes the student's activity, their participations, class situation during learning process, and writer performance by using structure observation form and made note the overall activities. Furthermore, the writer also collects the data from the posttest and the result of student's activity.

4) Reflecting

In the fourth phase, the writer discusses and analyses about the data that have been collected from all the activities from the acting phase until observing phase to find out whether the implementation of Dairy Writing method successful or unsuccessful in the second cycle and also compare the student's improvement from cycle one until cycle two to find out the student's achievement. If there is find good improvement based on the criteria of success that have determine before, the writer did not continue the action in next cycle.

E. Data Collection Technique

In collecting data the writer will use the following steps:

1. Test

Test of this research consist of pre-test that will be conducted before the treatment and post-tests that will be done farthest of each cycle. The post test will be done after the treatments. The form and the procedure

of the post text are the same as pre-test. In this case, the writer will do the test in order to know the writing skill of the seventh graders of MTs Ma'arif 01 Punggur. The tests that will be done include of pre-test and post-test. Both of the tests are used writing test to assess the students writing skill.

2. Observation

The aim of the observation is to explain the circumstance under investigation: the actions, people, or individuals involved in the activity, and their relationship. Observations are systematically recorded rather than stored only in personal memory, and are carefully interpret and analyze, again employing systematic and plan procedures.⁹ It means that observation is a data collection strategy in which the activities of subjects are visually examine. In this research the writer will observe the learning process in the tenth graders of MTs Ma'arif 01 Punggur in their classroom. During the learning process, the writer is going to observe the students' activeness in learning writing skill.

3. Documentation

Documentation may refer to particular individuals, as with school records and reports about pupils, or may concern more 'macro' issues, as with one of her Majesty's In Spector ate reports on the physical state of

⁹ Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), p. 58.

schools; it can have a number of features.¹⁰ For the example, they may be made up exclusively of written words, or they may include statistics, as in a survey research report. It means that documentation is note of information in the form of documentation. In this case, documentations is needed by the writer in order to get the complete data about the establishment history of MTs Ma'arif 01 Punggur, the organization structure of MTs Ma'arif 01 Punggur, the names of teacher in each subject, the data about the school building sketch in order to know the location of each classes, the office, the library, the canteen, the mosque, the laboratory, the parking area, and the yard.

F. Instrument of the Research

1. Writing Test Question

To measure students' writing skill the seventh graders of MTs Ma'arif 01 Punggur, the writer will apply some writing test that consist of pre-test and post-test. Both of the tests are used writing test to assess the students writing skill.

a. Pre-test

In this research, the researcher was give pre-test, and the researcher asked to the students about the material, especially descriptive text. The test is to know how for students' writing performance before given the treatment.

¹⁰Roger Sapsford, Victor Jupp, Data Collection and Analysis Second Edition, (India at Gopsons Papers Ltd, Noida, 2006), p.273.

b. Post-test

The post-test is given after the treatments. The post-test holds in order to know whether the treatments given any contribution to the students' achievement in the class or not. This step was done after the treatment to know the increasing of students writing skill by used Diary Method, whether it is able to improve the writing skill in descriptive text

2. Observation Sheet

In order to observe the learning activity and each cycle, the writer will use observation sheet. It deals with learning activity such as:

- a. Interaction with classmate
- b. Reactions to particular students, optimal productive pairs and groups of the classroom are more vocal, etc.
- c. Frequency of the student-initiated responses
- d. Quality of teacher-elicited responses
- e. Affective states (apparent self-esteem, extroversion, anxiety, motivation, etc.
- f. Students' verbal and nonverbal response to materials, types of activities, teaching styles.

3. Documentation

Cohen, er. Al., states that the documentation or document is data collection technique which is useful in rendering more visible the phenomena under study for instance field note, diary and journal, record,

biography, autobiography, directories, archive, photograph, book, article and others. The researcher use the method to support data collection object located to get information documentation such as history of the school, total of classroom, total of teachers, located of the school, official employed and students at MTs Ma'arif 01 Punggur.

4. Field Note

To collect the data to be more accurately, the researcher used the field note to made easy when analyzed the data. This is to know the activity of the students in learning English. It is done after finishing of teaching learning process.

G. Data Analysis

Data analysis is the processing of information or data that has been gathered in order to draw conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form of the research. Having collected the data from test, observation, interview, documentation, the writer will analyze the data based on the limitation of the problems and the objectives of the research. In analyzing and interpreting the data, the first step that the writer will do is in form of making abstraction of all collecting data. After conducting the research, she will make an abstraction of all data. Then, she will select the data that is related to the research question and classified them into the two categories data in learning process.

Tabulating the result of the test, and finding the mean of the pre-test and the post-test. The mean will be calculated by applying the following formula:

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

Notes: \bar{X} = Mean of average score
 $\sum X$ = The total number of students' scores
 N = the total number of students¹¹

Moreover, to know the result, the researcher was compared between pre-test and post-test. The result was matched by minimum standard in this school at least 70. If from cycle 1, there are some students not successful, so the researcher conducted cycle 2. The formula to figure out the percentage of the students who pass the MMC in each cycle as follows:¹²

$$P = x100\%$$

P= Percentages

F= Frequency

N= Number of Observation

¹¹Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), p.110.

¹²Nell A Weiss, *Introductory Statistics* (Boston, MA: Addison- weseley,2012).

H. Research Validity and Reliability

The data of a research study must be valid and reliable. In order to get the validity of the data, as this research study was action research, the researcher applied five criteria of the validity. They were democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity. Each of them was in the following part:

1. Democratic Validity

The democratic validity is related to the extent in which the research is truly conducted collaboratively and it allows multiple voices. In order to gain the democratic validity, the researcher interviewed the teacher, the students, and the collaborator about the research conducted. In this research study, the opinions or suggestions were derived from the participants, the English teacher and the collaborator.

2. Outcome Validity

Outcome validity relates the notion of the actions leading to the outcome that are successful within the research context. To achieve the outcome validity, the researcher not only focused on the resolutions of the problem, but she also had to reframe the problems in such a way to lead new questions. It would be done in the reflection phase.

3. Process Validity

The process validity was fulfilled by conducting observations during the treatment implemented, interviews with the students, and discussions with the teacher and the collaborator. Furthermore, the process

validity was determined by the researcher's insight, skill, and knowledge about (1) the essence of communicative competence, (2) communicative language learning including communicative approach and the methodology and the techniques within, and (3) learner characteristics (i.e.intelligence, learning style, personality, motivation, cognitive abilities, and the level of learning) and the effect towards foreign language learning. In this criterion, the researcher would easily determine the precise actions to achieve the expected changes with the right indicator and easily decided the actions which could cause obstacles arise when she had a good insight, skill, and knowledge about three things above.

4. Catalytic Validity

The catalytic validity relates to the extent in which the research can allow the students to deepen their understanding about the social context and how the students can make changes within the research.

To fulfill this criterion, the researcher interviewed the students and the English teacher to know their perception about the changes occurred after the research conducted.

5. Dialogic Validity

The researcher conducted peer review to fulfill this criterion. The peer review was done through reflective dialogues with the collaborator and the English teacher about the process of the research study to minimize the subjectivity. Besides having dialogues with the collaborator and the English teacher, the researcher interviewed the students in every

meeting about the implementation of the research so that the researcher knew the strength and the weaknesses of the action. The interview was very helpful for the researcher to do better in the next cycle.

In order to obtain the reliability, the researcher used genuine data taken from observations, interviews, questionnaires, and tests. To obtain the trustworthiness the researcher used triangulation techniques as proposed by Burns. The four forms of triangulation were time triangulation, space triangulation, investigator triangulation, and theoretical triangulation. The forms of triangulation used by the researcher are discussed as follows:

a. Time Triangulation

In this form of triangulation the data were collected over period of time to get a sense of what factors involved in change processes. In this research study, the action was conducted from July 2021 until September 2022.

b. Investigator Triangulation

In this case, there were observers involved in the same research setting. They were the researcher herself, the English teacher, and the collaborator. It was done in order to avoid bias observations.

c. Theoretical Triangulation

In this form, the data were analyzed from more than one perspective of theoretical reviews. In this research study, the researcher reviewed the theories from some experts.

I. Indicators of Success

The success of this research is determined from the process and the result of the action research. This research is called successful if 70% of the students get minimal grade 70, and 70% the students are active in learning activities.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. RESEARCH RESULTS

1. Profile of MTs Ma'arif 01 Punggur

This madrasa started from a congregation of recitation activities the community of the hamlet of five Sidorahayu, Sidomulyo Village, District Punggur Lampung Tengah which was founded in 1969, which.

The number of congregations is increasing day by day, at first it was a group This study was attended by parents (fathers and mothers) who domiciled in hamlet V (five) Sidorahayu Kampung Sidomulyo Punggur district which was initiated by Simbah KH. Ali Hashim. Feeling worried about the education of their sons and daughters who at that time, in the hamlet of Sidorahayu, Sidomulyo village, Punggur district, there is no secondary school after graduating from elementary school then Jama'ah formed a foundation engaged in education whose management is managed by community leaders consisting of:

- a. KH. Ali Hasyim
- b. Ahmad Dahlan
- c. Imam Ghozali
- d. Usman Ginting Jk
- e. Muhammad Syamsun
- f. Muhammad Syukur

- g. Muhammad Maskur
- h. Zainudin Mukti
- i. Muslikhan

From the results of the deliberation, a madrasa was established, namely PGA 6 the year of Nejourto in 1969. Then in 1977, it happened changes to government regulations regarding teacher education both PGA and SPG which was 6 years changed to 3 years and is a secondary education, so the PGA operational license Nejourto was removed. As a result, Madrasah Tsanawiyah was established take shelter under the Ma'arif NU Punggur educational institution, namely MTs Ma'arif 01 Punggur on January 1, 1977 until now, with operational license No: 11/MTs/LT/85 Dated 08 October 1985, then the current management was continued to The next generation of current active administrators are:

- a. KH. Ahmad Zunaidi bin Ismain
- b. KH. Muchtar Ghozali bin Imam Ghozali
- c. H. Lukman Faruq, S.Ag bin Zainudin Mukti
- d. Mujahidin Ilyas, bin Muhammad Surur
- e. Muhammad Sholeh, bin Syamsun
- f. H. Daldiri Arif
- g. Muhadi bin muslikhan

In the struggle in the world of education and the spread of Islamic teachings at the same location at the Ma'arif 01 Punggur educational institution too Baitul Mustaqim Islamic Boarding School was established

which was taken care of directly by KH. Muchtar Ghozali and KH. Ahmad Zunaidi whose students are partially also as students of Madrasah Tsanawiyah Ma'arif 01 Punggur, so that the Ma'arif NU Punggur Educational Institution will lead to spring Boarding School in the future.

2. Vision and Mission of MTs Ma'arif 01 Punggur

a. Vision

"Creating a comfortable madrasa, firm in faith, taqwa, superior" Achievements, good manners and morals, fluent in reading the Qur'an, Islamic culture understands Ahlussunah Wal Jama'ah".

b. Mission

1. Build, organize and complete facilities and infrastructure that less and beautify the Madrasa environment.
2. Get used to performing obligatory and sunnah worship in Madrasas, read the Qur'an every morning, pray Duha and Dhuhur regularly congregation.
3. Getting used to good behavior and noble character, through attitude polite and courteous to others, older people, parents and Mr / Mrs teacher.
4. Develop the ability to think logically, critically and creatively, through self-development, skills and scouting programs.
5. Cultivate a tolerant, responsible, independent and emotional skills through assignment and organizational activities.

6. Cultivating a sense of love for the nation and homeland of Indonesia through ceremonial and scouting activities

3. The Quantity of students at MTs Ma'arif 01 Punggur

The numbers of the teachers at MTs Ma'arif Punggur in academic2021/2023 can be seen on the table below:

Table 3

The condition of Teachers at MTs Ma'arif Punggur
In The Academic Year of 2021/2023

No.	Name	Graduate	Field of study
1.	HI. DALDARI ARIEF, A.MA	D3	SKI
2.	FATCHUR RACHMAN, S.Pd	S1	Math
3.	UMI MARHAMAH, M.Pd.I	S2	SKI
4.	HI. ABDUL JALAL	S1	BPI
5.	AGUS SALIM, S.AG	S1	Arabic
6.	DRS. AHMAD SANURI	S1	English
7.	TB.WAWAN, P.BBA	S1	PPKn
8.	B.TRIYANTO, S.Pd	S1	Math
9.	MIFTAHUL JANNAH, S.Pd	S1	English
10.	HABIB ALWI, S.Pd.I	S1	SKI
11.	Drs.ABDULLAH SUKRI	S1	Fiqih
12.	SUWANTO, S.Pd	S1	Indonesian
13.	RIZALRAHMADI RAHMAN, S.Pd.I	S1	Qur'an Hadits

14.	ENDANG FATMAWATI, S.Pd	S1	Social
15.	M.ALWI, Se	S1	Social
16.	DENI YUNI ASWATI, S.P,d	S1	Indonesian
17.	YETI NOPITA SARI, S.Pd	S1	Lampung
18.	EKA PRASTIWI, S.Pd	S1	English
19.	FAISAL ANWAR, S.Pd	S1	BK
20.	SEPTI AMBARWATI, S.Pd	S1	BK
21.	M. ANIS MUDZAKIR, M.Pd	S2	Aqidah Ahlak
22.	UMI MAGHFIROH, S.Pd	S1	Science
23.	MAHSUN YUNUS, S.Pd	S1	Aqidah Ahlak
24.	GALIH INDRA PERMANA, S.Pd	S1	Math
25.	INDAH KUMALASARI, S.Pd	S1	Art
26.	RATNA DEWI, S.Pd	S1	TU
27.	MUHAMMAD ASNAN R, S.Pd.I	S1	TU
28.	ASEP FAJRUL HIDAYAT, S.Pd	S1	Indonesian
29.	SITI HABIBAH, S.Pd	S1	Math
30.	WENI INDRAWATI, S.Pd	S1	PPKn
31.	WIDYA ANGGUN LESTARI, S.Pd	S1	Science
32.	SEFI RUSWANINGSIH, S.Pd	S1	Arabic
33.	ULFA MIA LESTARI, S.Pd	S1	Indonesian
34.	SITI MUNAWAROH, S.Pd	S1	TU

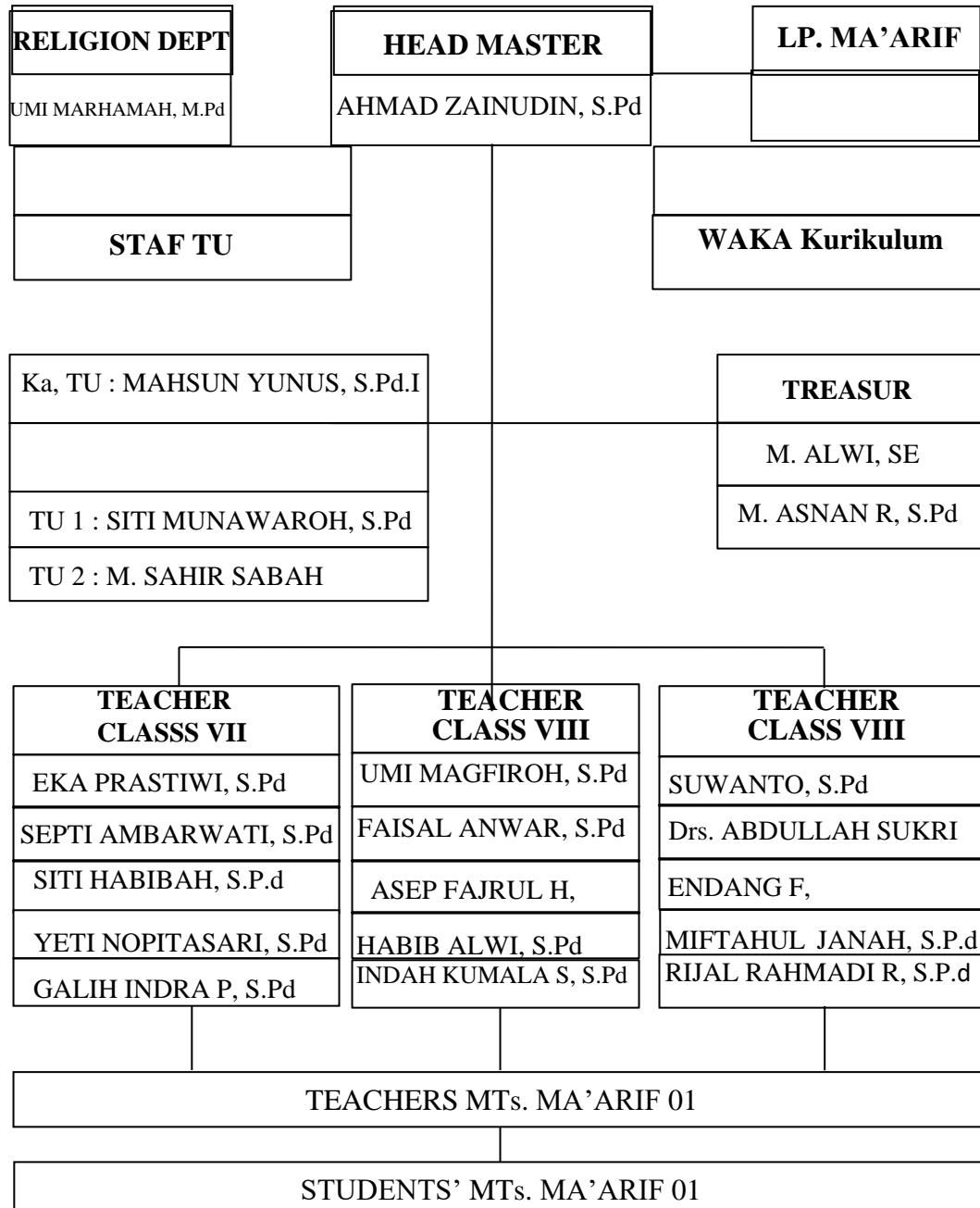
35.	FADWATUL QORIAH, S.Pd	S1	English
36.	M KHOIRUL IKHSAN	SMA	Security
38.	PURNOMO SIDIQ	SMA	Security
39.	M.SAHIR SABAH	SMA	Security

a. The quantity of students at MTs Ma'arif Punggur

There are 412 students at MTs Ma'arif Punggur, there are 152 male students and 260 female students. The seventh grades consist 8 classes with 141 students, the eight grades consist 7 classes with 123 students and the ninth grades consist 8 classes with 148 students.

b. The Organization of MTs Ma'arif Punggur

Figure 4 (The Organization of MTs Ma'arif Punggur)



Organization Structure of MTs Ma'arif Punggur

4. Description of Research Data

This research used classroom action research. It was conducted in two cycles that include of cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x30 minutes. Each cycle includes of planning, action, observation and reflection. In relation to manage the class, the researcher made a lesson plan. The action of this research used Diary Writing method to improve the students' writing skill.

a. Pre-test activity

The researcher conducted pre-test on Thursday, September 1rd, 2022 at 11.00 until 12.00. All students had been already in the class when teaching's time came. The researcher greeted the students. The researcher told the students that the researcher had aim to conduct the research in their class in order to know their descriptive text writing skill before doing the classroom action research. The researcher informed the students that they were going to do the pre-test to investigate their descriptive writing skill. The pre-test was administrated to the studentsto be finished individually. The kind of test was writing test in the formof the essay test that asked the students to write report text. The students were given some choices descriptive text topics that include:

Table 5
Students' Pre-Test Result

No.	Students' Name	Grade	Criteria
1.	AA	50	Uncomplete
2.	ASP	65	Uncomplete
3.	APA	57	Uncomplete
4.	AMP	72	Complete
5.	AN	56	Uncomplete
6.	CNK	62	Uncomplete
7.	DNA	58	Uncomplete
8.	DA	68	Uncomplete
9.	DSR	75	Complete
10.	DA	74	Complete
11.	FA	56	Uncomplete
12.	FF	52	Uncomplete
13.	FRA	73	Complete
14.	FH	75	Complete
15.	FBP	72	Complete
16.	HZD	51	Uncomplete
17.	II	53	Uncomplete
18.	LRR	55	Uncomplete
19.	MAS	54	Uncomplete
20.	MF	75	Complete
21.	MAAH	53	Uncomplete

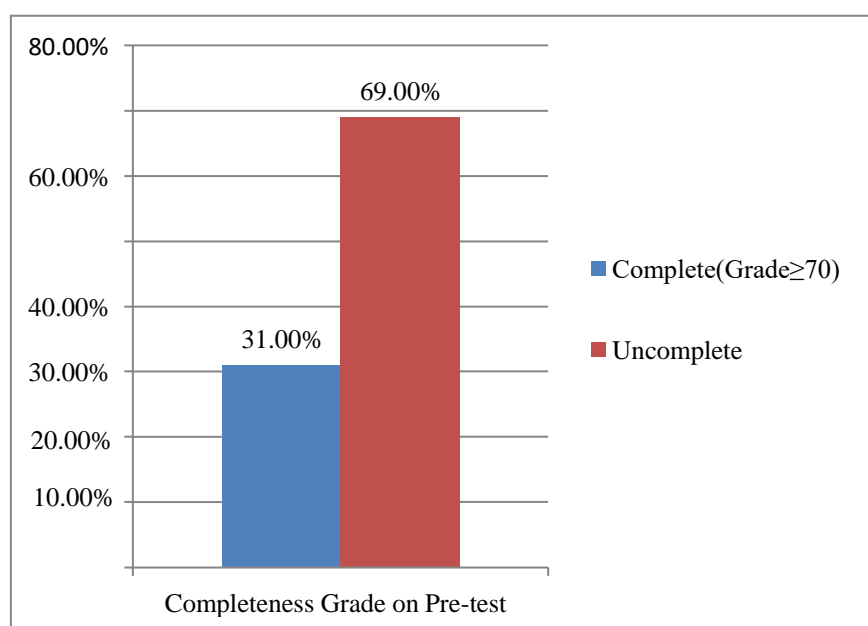
22.	MIM	64	Uncomplete
23.	NNAA	71	Complete
24.	NRP	62	Uncomplete
25.	NW	72	Complete
26.	RMA	50	Uncomplete
27.	RIP	55	Uncomplete
28.	SIP	56	Uncomplete
29.	VMP	60	Uncomplete
Total		1796	
Average		62.00	

Table 6
Frequency of Students' Grade in Pre-Test

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	9 students	31,00%	Complete
2	< 70	20 students	69.00%	Uncomplete
	Total	29 students	100 %	

Figure 3

The Percentage of the Students' Completeness Grade on Pre-test



Based on the data above, it could be inferred that 20 students (69.00%) were not successful and 9 other students (31.00%) were successful. The successful students were those who got the minimum mastery criteria at MTs Ma'arif Punggur at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got an average of 62.00, so the result was

unsatisfied. Therefore, the researcher used Diary Writing method to improve the students writing skill.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give an evaluation to measure the students' mastery of the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Thursday, September 01th, 2022 at 09.00 until 10.00 and followed by 29 students. The meeting was started by praying, greeting and checking the attendance list. In this stage, the condition of the class was effective because the collaborator handled the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when

the study time came. The researcher explained that the used text in the teaching learning was organized in the. The generic structure included general classification and description. The purpose of the text is to present information about something generally to the ready. Then, a student asked, “Miss, what is the example of descriptive text?” The researcher answered, “the example of the descriptive text such as description about something, eg; things, animal, etc”.

Moreover, in teaching writing, the researcher implemented some procedures of diary writing method. The first, the reseacher introduced the student about diary writing method. The second, the teacher describe the direction for effective writing feedback, and gave the model to use diary writing method. Next the teacher asked the students to image the animals they like, for example : cat and elephant. The researcher ask them to describe the animal they choose while drawing as well as they can. Next the student developed the idea provided in the diary writing in to a simple describe writing. The student gave feedback to the result of diary writing. In this stage, the student Actively followed the teaching-learning process because they write like telling the story it so they can focus of they find the difficulties. However, there were still troubles faced with the student. Such as, some

of the students were not confident to write the text by using diary writing because they were confused that their result true or false. In addition, the students were lack of desire in writing English text for some students, they lost the time to work.

b) The second meeting

The second meeting was conducted on Saturday, September 3th, 2022 at 10.45 until 11.45. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity continues by giving some explanation more about a descriptive text on how to apply Diary writing method.

Moreover, in teaching writing, the researcher implemented some procedures of diary writing method. The first, the researcher introduced the student about diary writing method. The second, the teacher describe the direction for effective writing feedback, and gave the model to use diary writing method. Next the teacher asked the students to image the things they like, for example : cup and bottle. The researcher ask them to describe the things they choose while drawing as well as they can. Next the student developed the idea provided in the diary writing in to a simple describe writing. The student gave feedback to the result of diary writing

Based on the result on first meeting the researcher try to revise the teaching-learning procces, to students whose writing was not good, the researcher asked them to correct it. This includes: grammar mastery, choosing the right words and storylines. after the students corrected their writing, there was an increase though not significant.

c. Post-Test I Activity

Then, on monday, September 5th 2022 at 10.15 until 11.15 the researcher conducted post-test 1, the researcher gave post-test of cycleI with a similar test on a pre-test before. Kind of the test was an essay test which consisted of 1 question item. The students were given some choices descriptive text topics that include: my mother, father, ect. The result of the students' test in post- test 1 was better than test in pre-test before.

Table 7

Students' Post Test I Result

No.	Students' Name	Grade	Criteria
1.	AA	52	Uncomplete
2.	ASP	70	Complete
3.	APA	60	Uncomplete
4.	AMP	75	Complete
5.	AN	58	Uncomplete

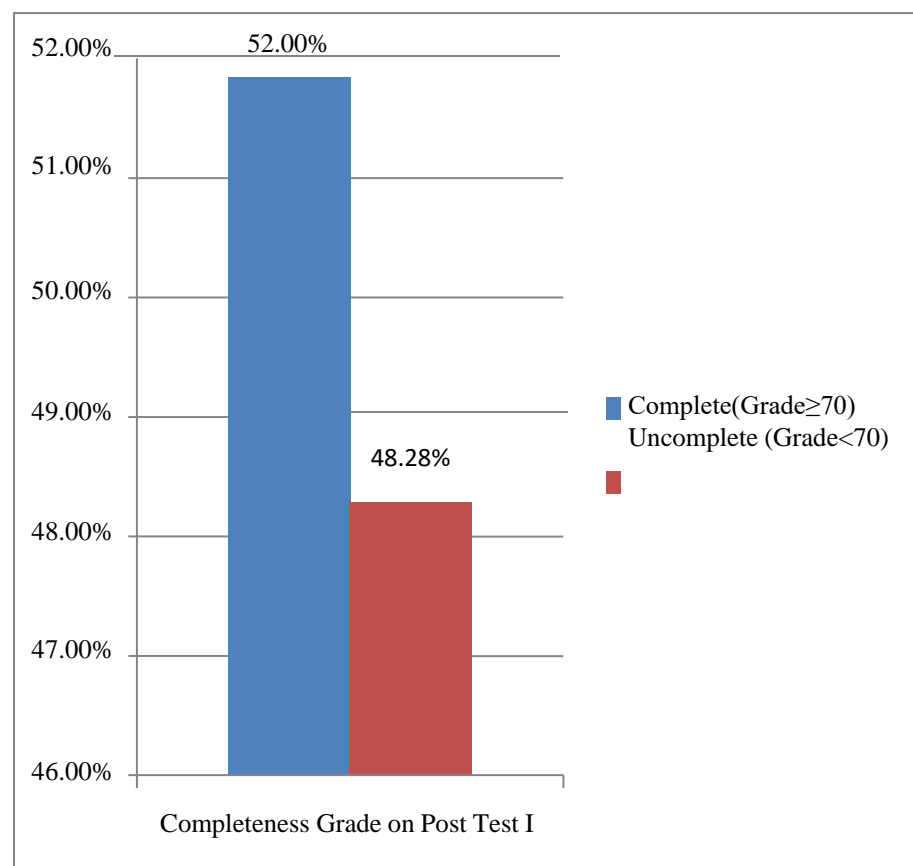
6.	CNK	65	Uncomplete
7.	DNA	65	Uncomplete
8.	DA	72	Complete
.9.	DSR	77	Complete
10.	DA	78	Complete
11.	FA	60	Uncomplete
12.	FF	55	Uncomplete
13.	FRA	75	Complete
14.	FH	75	Complete
15.	FBP	74	Complete
16.	HZD	60	Uncomplete
17.	II	70	Complete
18.	LRR	72	Complete
19.	MAS	60	Uncomplete
20.	MF	76	Complete
21.	MAAH	72	Complete
22.	MIM	72	Complete
23.	NNAA	72	Complete
24.	NRP	64	Uncomplete
25.	NW	75	Complete
26.	RMA	56	Uncomplete
27.	RIP	58	Uncomplete

28.	SSD	60	Uncomplete
29.	VMP	62	Uncomplete
Total		1940	
Average		67.00	

Table 8
Frequency of students' grade in Post-test I

No	Grade	Frequency	Percentage	Explanation
1.	≥ 70	15 students	52,00%	Complete
2.	< 70	14 students	48,00%	Uncomplete
	Total	29 students	100 %	

Figure 4
The Percentage of students' completeness grade on post-test I



Based on the result above, it could be seen that 15 students (52.00%) got grade up to the standard and 14 students (48.00%) got grade less than the standard. It was higher than the result of pre-test. The criteria of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was said success when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

3) Observing

In observation, the collaborator observed the students' activities. The researcher as a teacher gave material about writing text especially descriptive text by using Diary writing method. While the treatment was being executed, the students' activities during learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' learning activities were:

- a) Paying attention to the teacher's explanation.
- b) Asking or answering the teacher's questions.
- c) Being active in class.
- d) Doing the task given by the teacher.
- e) Being active in group activity.

The result of the students' learning activities could be seen as follow:

Table 9

The Students' Learning Activities Observation in Cycle I

No.	Students Name	The Indicator of Students' Learning Activities				
		Paying attention to the teacher's explanation	Asking or answering the teacher's question.	Being active in class.	Doing the task given by the teacher	Being active in Writing activity
1.	AA	√	√	√	√	√
2.	ASP	√	-	-	√	-
3.	APA	√	-	-	√	√
4.	AMP	√	-	-	√	-
5.	AN	√		-	√	-
6.	CNK	√	√	√	√	√
7.	DNA	√	-	-	√	-
8.	DA	√	-	√	√	√
.9.	DSR	√	-	-	√	-
10.	DA	-	√	√	√	-
11.	FA	√	-	-	√	-
12.	FF	√	-	-	√	√
13.	FRA	√	√	-	√	√
14.	FH	-	-	-	√	√

15.	FBP	-	-	-	√	-
16.	HZD	√	-	√	√	√
17.	II	√	-	-	√	-
18.	LRR	√	-	-	√	-
19.	MAS	-	-	-	√	√
20.	MF	√	√	√	√	-
21.	MAAH	√	-	√	√	√
22.	MIM	-	-	-	√	-
23.	NNAA	-	-	-	√	√
24.	NRP	√	√	√	√	-
25.	NW	√	-	-	√	√
26.	RMA	√	-	-	√	-
27.	RIP	-	√	-	√	√
28.	SSD	√	√	√	√	√
29.	VMP	-	-	-	√	-

Table 10
The Frequency of Students' Activities in Cycle I

No.	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's Explanation	21 students	72,00%
2	Asking or answering the teacher's Question	8 students	28,00%
3	Being active in class	9 students	31,00%
4	Doing the task given by the teacher	29 students	100%
5	Being active in writing activity	14 students	48,00%
Total Students		29	

The table showed that not all the students' active in learning process. There were 21 students (72.00%) who gave attention to the teacher explanation. 8 students (28.00%) whoa asking and answer the teacher's question, 9 students (31,00%) w h o active in the class, 29 students (100%) doing the task give the teacher and 14 students (48,00 %) who active in writing activity.

4) Reflecting

From the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade.

Table 11

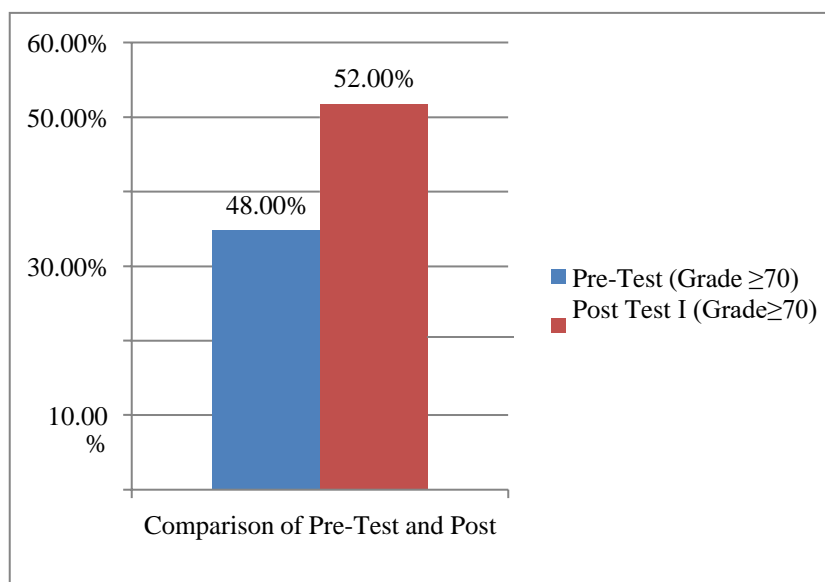
The Comparison of Students' Pre-Test and Post-Test I

Interval	Pre-Test	Post-Test I	Explanation
≥ 75	9 students (31.00%)	15 students (52.00%)	Complete
< 75	20 students (69.00%)	14 students (48.00%)	Uncomplete
Total	100%	100%	

Then, the graph of comparison students writing skill pre-test and post-test I grade in cycle I could be seen as follow:

Figure 5

The Comparison of Percentage of the Students' Completeness Grade on Pre-test and Post-test I



The table and the graphic above, in pre-test it could be seen that total from 29 students, it could be concluded that 31.00% or 9 students among the interval ≥ 70 students, achieved the minimum standard criteria. Then the students did not achieve the minimum standard criteria were 69.00% or 20 students among the interval ≤ 70 . In post-test I, it could be concluded that 52.00% or 15 students among the interval ≥ 75 students, achieved the minimum standard criteria.

In addition, the students who did not achieve the minimum standard criteria were 48.00% or 16 students among interval ≤ 75 . There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator

of success could not be achieved yet that was 75% of the total students must be passed the criteria.

Regarding the result of student's post-test I grade and the observation of student's activities in cycle I it caused of giving a subject material was not run well, so some students could not clear to understanding the material. Some students were not satisfied because most of the students did not pay attention toward the teacher explanation and they did not get difficulties to answer the question and some students got failure in a test of cycle I. Therefore, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

d. Cycle 2

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I the steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in writing skill by descriptive text with the diary writing method.

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the

problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Thursday, September 8st 2022 at 09.00 - 10.00 followed by 29 students. The researcher began the lesson greeting, praying, checking attendance list and asking the students' condition. The researcher continued the material in the last meeting, explained the generic structure and tenses in the text.

Moreover, in teaching writing, the researcher implemented some procedures of diary writing method. The first, the researcher introduced the student about diary writing method. The second, the teacher describe the direction for effective writing feedback, and gave the model to use diary writing method. Next the teacher asked the students to image the animals they like, for example : chicken The researcher ask them to describe the animal they while drawing as well as they can. Next the student developed the idea provided in the diary writing in to a simple describe writing. The student gave feedback to the result of diary writing.

In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in following the learning process. It was investigated from their activeness in the class. The good condition of the environment of the class was very helpful in the teaching-learning process.

b) The second meeting

The second meeting was conducted on Saturday, September 10th 2022 at 10.45 until 11.45. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The activity was continued by giving some explanation more about a descriptive text on how to apply Diary writing method. Moreover, in teaching writing, the researcher implemented some procedures of diary writing method. The first, the researcher introduced the student about diary writing method. The second, the teacher describe the direction for effective writing feedback, and gave the model to use diary writing method. Next the teacher asked the students to image the things they like, for example : house. The researcher ask them to describe the animal they while drawing as well as they can. Next the student developed the idea

provided in the diary writing in to a simple describe writing.

The student gave feedback to the result of diary writing.

In this meeting, the students be better than before, but there are still some of the same errors, namely grammar.

e. Post-test II activity

Then, on Monday, September 12th 2022 at 10.15 until 11.15 the researcher conducted post-test II. The researcher gave post-test to the students. The kind of test was is writing test in the form of the essay test that asked the students to write descriptive text. The students were given some choices descriptive text topics that include: *my favorite friends*. In this meeting, almost all of the students could answer well. It could be seen from the result of post-test II. There were only 5 of 29 students got the grade under the minimum mastery criteria in MTs Ma'arif Punggur.

Table 12

The Comparison Between Pre-test and Post-test I Grade in Cycle I

No	Name of Students	Pre-Test	Post Test I	Improving	Explanation
1.	AA	50	52	2	Improved
2.	ASP	65	70	5	Improved
3.	APA	57	60	3	Improved

4.	AMP	72	75	3	Improved
5.	AN	56	58	2	Improved
6.	ANK	62	65	3	Improved
7.	DNA	58	65	7	Improved
8.	DA	68	72	4	Improved
9.	DSR	75	77	2	Improved
10.	DA	74	78	4	Improved
11.	FA	56	60	4	Improved
12.	FF	52	55	3	Improved
13.	FRA	73	75	2	Improved
14.	FH	75	75	0	Constant
15.	FBP	72	74	2	Improved
16.	HZD	51	60	9	Improved
17.	II	53	70	17	Improved
18.	LRR	55	72	17	Improved
19.	MAS	54	60	6	Improved
20.	MF	75	76	1	Improved
21.	MAAH	53	72	19	Improved
22.	MIM	64	72	8	Improved
23.	NRP	71	72	1	Improved
24.	NW	62	64	2	Improved
25.	RMA	72	75	3	Improved

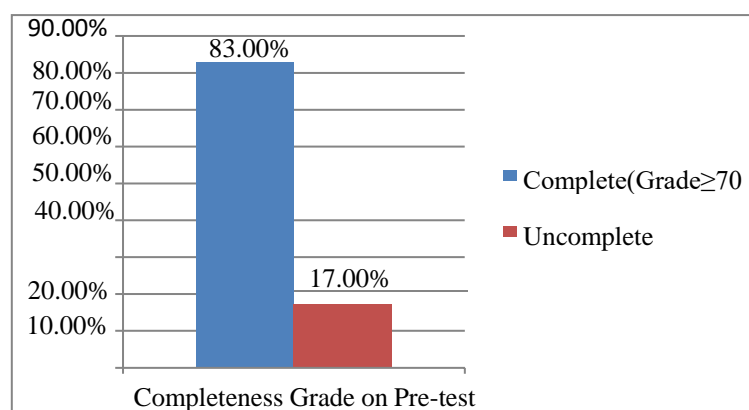
26.	RIP	50	56	6	Improved
27.	SSD	55	58	3	Improved
28.	SAN	56	60	4	Improved
29.	VMP	60	62	2	Improved
Total		1796	1940		
Average		61,93	66,89		
Lowest Grade		50	52		
Highest Grade		75	78		

Table 13
The Frequency of students' grade in Post-test II

No.	Grade	Frequency	Percentage	Explanation
1.	≥ 75	24 students	83,00%	Complete
2.	< 75	5 students	17,00 %	Uncomplete
	Total	29 students	100 %	

Figure 6

The Percentage of the Students' Completeness Grade on Post-test II



Based on the result above, it could be inferred that 24 students (83.00%) were successful and 5 other students (17.00%) were successful. From the post-test 2 results, the researcher got the average grade is 73,00. It was higher than post-test 1.

3) Observing

In this step, the researcher presented the material Diary writing method. In learning process, there were also five indicators used to know the students' activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The grade result of students' learning activities observation, as follow:

Table 15

The Students' Learning Activities Observation in Cycle II

No.	Students Name	The Indicator of Students' Learning Activities				
		Paying attention to the teacher's Explanation	Asking or answering the teacher's question.	Being Active i n class.	Doing the task given by the teacher	Being active in Writing activity
	AA	√	√	√	√	√
2.	ASP	√	-	√	√	-
3.	APA	√	√	-	√	√
4.	AMP	√	-	√	√	-
5.	AN	√	√	√	√	√
6.	CNK	√	√	√	√	√
7.	DNA	-	√	√	√	-
8.	DS	√	-	√	√	√
.9.	DSR	√	√	√	√	-
10.	DA	√	√	√	√	√
11.	FA	√	-	√	√	√

12.	FF	√	√	√	√	√
13.	FRA	√	√	√	√	√
14.	FH	√	-	√	√	√
15.	FBP	√	√	√	√	-
16.	HZD	√	-	√	√	√
17.	II	√	√	-	√	√
18.	LRR	√	-	√	√	√
19.	MAS	√	√	√	√	√
20.	MF	√	√	√	√	-
21.	MAAH	√	√	√	√	√

22.	MIM	√	√	-	√	√
23.	NN	√	√	√	√	√
24.	NRP	√	√	√	√	√
25.	NW	√	√	-	√	√
26.	RMA	√	√	√	√	√
27.	RIP	-	√	-	√	√
28.	SSD	√	√	√	√	√
29.	VMP	√	√	√	√	√

Table 16
The Frequency of Students' Activities in Cycle II

No.	Students Activities	Frequency	Percentage
1	Paying attention to the teacher's Explanation	27	93,0%
2	Asking or answering the teacher's Question	22	76.0%
3	Being active in class	24	83.0%
4	Doing the task given by the Teacher	29	100%
5	Being active in writing Activity	23	79,0
Total Students		29	

The table above showed that the students' activity in cycle II was increase. There were 27 students (93,0%) who gave attention to the teacher explanation. 22 students (76.0%) who asking and answer the teacher's question, 24 students (83.0%)w h o active in the class, 29 students (100%) doing the task give the teacher and 23 students

(79,0 %) who active in group activity. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 75\%$.

4) Field Note

From the observation on cycle II, most of the students were interested to follow the lesson, most of the students could practiced well and correctly, most of the students were active during teaching learning process.

5) Reflecting

From the result of learning process in cycle II, the researcher analyzed that generally by using Boxing-up strategy, the writing skill would improve. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post- test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 17
The Students' Post-Test II grade

No.	Students' Name	Grade	Criteria
1.	AA	70	Compete
2.	ASP	72	Complete
3.	APA	65	Incomplete
4.	AMP	75	Complete
	AN	72	Complete
6.	CNK	72	Complete
7.	DNA	74	Complete
8.	DA	76	Complete
.9.	DSR	78	Complete
10.	DA	82	Complete
11.	FA	70	Complete
12.	FF	67	Incomplete
13.	FRA	80	Complete
14.	FH	76	Complete
15.	FBP	75	Complete
16.	HZD	63	Incomplete
17	II	74	Complete
18.	LRR	72	Complete
19.	MAS	75	Complete
20.	MF	76	Complete

21.	MAAH	80	Complete
22.	MIM	73	Complete
23.	NNAA	76	Complete
24.	NRP	68	Incomplete
25.	NW	80	Complete
26.	RMA	66	Incomplete
27.	RIP	70	Complete
28.	SSD	72	Complete
29.	VMP	74	Complete
Total		21	
		23	
Average		73,00	

Table 18

The Comparison of Students' Grade in Post-test I and Post-Test II

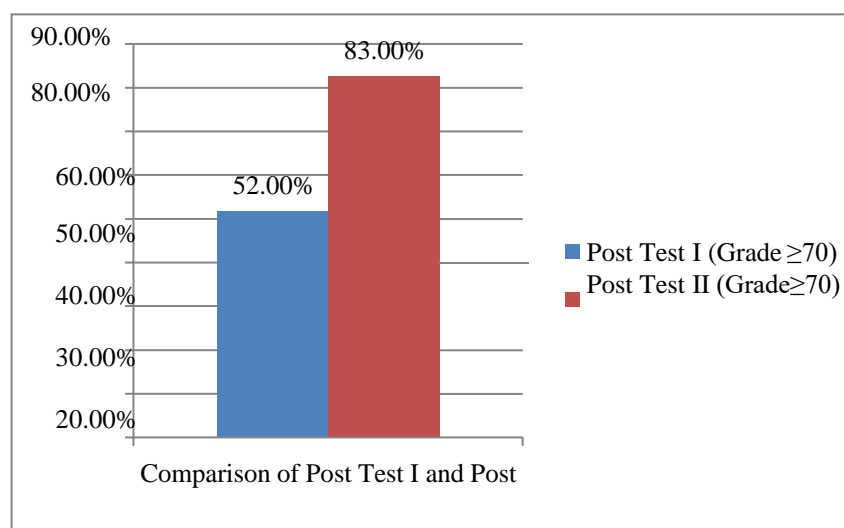
Interval	Post-Test I	Post-TestII	Explanation
≥ 75	52.00%	83.00%	Complete
< 75	48.00%	17.00 %	Incomplete
Total	100%	100%	

Then, the graph of comparison students writing report text post-test I and post-test II could be seen as follow:

Figure 7

The Comparison of Percentage of the Students'

Completeness Grade on Post test I and Post test II



Source: The result of comparison students between post-test I and post-test II at the seventh grade of MTs Ma'arif Punggur

From the table above, it could be seen that the grade of the students in post-test II was various. The highest grade was 82 and the lowest grade is 63. The average grade of post-test II was 73,00. Besides, the percentages of students' successfulness of post-test II grade was 83.00% or 24 students of the total students passed the minimum mastery criteria and 17,00% or 5 students did not pass the MMC at least 70. It means that the indicator of success of this research had been achieved that was $\geq 75\%$ students got grade 70. It indicated that the students' writing was improved.

Regarding the result above, it could be inferred that this Classroom Action Research (CAR) was successful and would not be

continued to the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Diary Writing method improves students skill in writing.

B. Discussion

The researcher chooses Diary Writing method to improve the students' skill in writing. This method was used to organize students' idea that made students more active in writing skill in learning English. There was improvement in students' learning activities. Therefore, Diary writing hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it can be shown that the use of Diary Writing method could improve the students' skill in writing. There is progress from the students gets grade ≥ 70 from pre-test 31,00% or 9 students, post-test I 52.00% or 15 students and post-test II become 83.00% or 24 students. It is investigated that there is improvement in the students' complete grade and total of grade of the students who passed the least from pre-test, post-test I to post- test II.

Moreover, the minimum mastery criteria was 70 in this research, in the post-test I there are 15 students or 52.00% passed the test with the average 67.00 and the post-test II is 24 students or 83.00% who passed the test with average 73,00. From the explanation, the researcher concludes that the research was success full.

CHAPTER V

CONCLUSION AND SUGGESTION

1. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the students' writing skill and learning activities could be improved through Diary Writing method at the seventh grade of MTs Ma'arif Punggur. The following is the explanation in detail:

Diary Writing method could improve writing skill at the seventh grade of MTs Ma'arif Punggur. It can be seen on the progress from pre-test to cycle I and cycle II. The percentage of students' writing grade in pre test 31,00%, and in post-test I 52.00%, meanwhile, the percentage of students' writing grade in post-test II is 83.00%. It means that result of cycle II had already reached the indicator of success that was >75% of students fulfill the minimum mastery creteria (MMC).

Moreover, Diary Writing method could improve learning activity at the seventh grade of MTs Ma'arif Punggur. It was investigated that the percentage of learning activity of cycle II is 83.00%. It means that Diary Writing method can improve the student's learning activity.

2. Suggestion

Based on the conclusion above, some suggestions are provided as follow:

1. For English Teacher

- a. It is suggested for the teacher to use Diary Writing method in English learning especially in writing because it could improve students' writingskill.
- b. The teacher is supposed to give motivation to the students to be active in the learning process.

2. For the Students

It is advised to the students to be more active and confident in the learning process in the class and to improve their skill in writing skill, so they can be successful in English learning.

3. For Headmaster

It is suggested for the headmaster to support the English teachers to implement Diary Writing method in the learning process because Diary Writing method is so helpful.

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APPENDIXS



SILABUS BAHASA INGGRIS KURIKULUM 2013

NAMA GURU :
NIP :
KELAS : 7
SEMESTER : 1 dan 2

**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
2021**

Satuan Pendidikan : MTs Ma'arif 1 Punggur
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII / 1-2 (Ganjil & Genap)
Alokasi Waktu :
Tahun Pelajaran : 2021/2022

Standar Kompetensi

KI-1 dan KI-2 : Menghargai dan menghayati ajaran agama yang dianutnya serta Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

- KI-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata
- KI-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
4.7 Teks deskriptif 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda yang dibicarakan.	Fungsi Sosial <ul style="list-style-type: none"> Mendeskrripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik. Struktur Teks <ul style="list-style-type: none"> Identifikasi (nama keseluruhan dan bagian) Sifat yang menjadi pencirinya. Fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. Unsur Kebahasaan <ul style="list-style-type: none"> Kalimat deklaratif (positif dan negatif), dan interrogative (Yes/No question; Whquestion), dalam simple 	<ul style="list-style-type: none"> Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks Menulis teks tulis sederhana tentang deskripsi orang, binatang, dan benda, pendek dan sederhana sesuai konteks Menulis teks tulis sederhana tentang orang, binatang, dan benda, pendek dan sederhana sesuai konteks Menulis teks tulis sederhana tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, 	<ul style="list-style-type: none"> Religius Mandiri Gotong royong Kejujuran Kerja keras Percaya diri Kerja sama 	<ul style="list-style-type: none"> Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik Bertanya tentang informasi yang terkait di dalam teks tersebut. Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/menyatakan kekaguman/mempromosikan Dalam kelompok 	24 JP	<ul style="list-style-type: none"> Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 Kamus Bahasa Inggris Pengalaman peserta didik dan guru 	<ul style="list-style-type: none"> Tertulis Penugasan Lisan Unjukkerja Portofolio
4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda yang dibicarakan.							

<p>present tense.</p> <ul style="list-style-type: none"> • Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. <p>Topik</p> <ul style="list-style-type: none"> • Tingkah laku/tindakan/fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menimbulkan perilaku yang termuat di KI. 	<p>struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>		<p>membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</p> <ul style="list-style-type: none"> - Menempatkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajarnya 	
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..... 20....

Guru Mata Pelajaran

Mengetahui,
Kepala Sekolah

.....
NIP.

.....
NIP.

Appendix 2

Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : **MTs MA'ARIF OI PUNNGUR**
 Mata Pelajaran : Bahasa Inggris
 (Tema/Sub Tema) : Descriptive
 Text/Kelas/ Semester : VII / 2
 Materi Pokok : Essay Text
 Alokasi Waktu : 1 JP

A. Kompetensi Inti (KI)

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar (KD), Indikator Pencapaian Kompetensi

No	KOMPETENSI DASAR	INDIKATOR PENCAPAIAN KOMPETENSI
	Kompetensi Pengetahuan 3.10. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai konteks penggunaannya.	<p>Indikator Pendukung</p> <p>3.7.3 Membandingkan dua teks deskriptif terkait orang, binatang, maupun benda yang berbeda.</p> <p>3.7.4 Menggunakan pola simple present dalam teks deskriptif.</p> <p>Indikator Kunci</p> <p>3.7.21 Membandingkan fungsi sosial beberapa tekstulis teks deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.7.24 Membandingkan struktur teks beberapa tekstulis deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>

		3.7.27 Membandingkan unsur kebahasaan beberapa teks deskriptif dengan memberi dan meminta informasi terkait dengan deskripsi orang sangat pendek dan sederhana, sesuai dengan konteks

		penggunaannya.
	Kompetensi Keterampilan	
	4.7.2 Melengkapi teks deskriptive rumpang tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan kontek penggunaannya	4.7.4 Menceritakan ulang teks deskriptif secara lisan terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
	4.7.3 Menyusun ulang teks-teks deskriptif tulis terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	

C. Tujuan Pembelajaran

Melalui pendekatan saaintifik dengan menggunakan model discovery learning, peserta didik dapat membandingkan fungsi social, struktur teks, dan unsur kebahasaan dari teks descriptive dan terampil dalam menangkap makna terkait fungsi sosial, struktur teks, dan unsur-unsur kebahasaan dengan penuh rasa ingin tahu, disiplin, percaya diri selama proses pembelajaran serta mampu berkomunikasi dan bekerjasama dengan baik dalam kelompok.

FOKUS PENGUATAN KARAKTER :

Religius, Nasionalis, Mandiri, Gotong Royong, Integritas, dan percaya diri, disiplin serta kerjasama

D. Materi Pembelajaran :

Materi Regular

1. **Fungsi Sosial** : Menjelaskan, mengenalkan, mengidentifikasi, menggambarkan, mengkritik, dan sebagainya.

2. **Struktur Teks** :

Dapat mencakup :

- Informasi rinci tentang tindakan yang mungkin diambil setelah membaca teks descriptive
- Ide utama dari masing – masing paragraf dari teks descriptive

3. Unsur Kebahasaan:

1. Gambar
2. Kalimat pernyataan positif dan negatif.
3. Menggunakan Kata sifat yang sangat lazim: tall, short, beautiful, dst.
4. Menggunakan Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: be, have, go, play, get, take, dll.
5. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nomina

E. Metode Pembelajaran

1. Metode : Diskusi, tanya jawab, presentase dan penugasan.

F. Media Pembelajaran

1. Media :

- Worksheet

2. Alat/Bahan :

Boardmarker, komputer/laptop, LCD Projector.

G. Sumber belajar

a. Bukusiswa Kurikulum 13 Mata Pelajaran Bahasa Inggris

When English Rings the Bell , Kelas VII, Kemendikbud revisi tahun 2016.

b. Buku guru Kurikulum 13 Mata Pelajaran Bahasa Inggris

When English Rings the Bell ,Kelas VII, Kemendikbudrevisitahun 2016.

c. Kamus Bahasa Inggris

H. Langkah-langkah Kegiatan

Pembelajaran Pertemuan Ke 1

TAHAP PEMBELAJARAN	KEGIATAN PEMBELAJARAN	ALOKASI WAKTU
A. Kegiatan Pendahuluan		
Pendahuluan (persiapan/orientasi)	1. Pendidik mengucapkan salam dan bertegur sapa dengan peserta didik 1. Pendidik dan peserta didik berdoa sebelum memulai kegiatan pembelajaran 2. Peserta didik bersamasama menyanyikan lagu Indonesia Raya (Untuk masuk jam pertama pelajaran) 3. Pendidik memeriksa kehadiran peserta didik	5 Menit
Apersepsi	1. Pendidik mengaitkan materi dengan pengetahuan peserta didik tentang orang atau dengan tema sebelumnya, dengan memberikan pertanyaan kepada peserta didik.	5 Menit
Motivasi	Pendidik : 1. Menginformasikan materi yang akan dipelajari. 2. Memberikan gambaran tentang manfaat dari materi yang akan dibahas 3. Menyampaikan tujuan dan strategi pembelajaran 4. Menyampaikan proses penilaian yang akan diambil selama proses pembelajaran	5 Menit
B. Kegiatan Inti		
Sintak Model Stimulus (Pemberian rangsangan)	1. Pendidik membagi peserta didik menjadi beberapa kelompok 2. Pendidik menyuruh siswa untuk membuat nama kelompok dan yel yel kelompok. 3. Pendidik dan peserta didik bertanya jawab tentang materi Example : What is the descriptive text ? 4. Pendidik menyajikan teks atau gambar dan peserta didik diminta untuk memahami teks atau gambar tersebut 5. Dengan bimbingan pendidik , peserta didik menjelaskan informasi terkait, topik dan fungsi social dari teks yang diberikan.	60 menit
Sintak Model Problem statement (Identifikasi masalah)	1. Peserta didik di beri dua teks descriptive 2. Peserta didik membaca dan memahami isi teks yang disajikan 3. Pendidik melakukan penilaian sikap melalui observasi saat peserta didik melakukan kegiatan dalam kelompok	

<p>Sintak Model Data collection (Pengumpulan data)</p>	<p>1. Peserta didik menuliskan kosa kata yang unfamiliar dari teks dari mereka menemukannya dari kamus 2. Peserta didik mengumpulkan informasi yang relevan utk menentukan fungsi sosial dari teks deskriptive dalam kelompok dengan bimbingan pendidik. 3. Peserta didik menentukan struktur teks descriptive dari teks yang telah mereka baca.</p>	
<p>Sintak Model Data procession (Pengolahan data)</p>	<p>1. Peserta didik bersama-sama dalam kelompok dengan bimbingan pendidik mengolah informasi hasil identifikasi tentang fungsi sosial dan struktur teks descriptive dengan cara : • Melengkapi kalimat rumpang dengan kosa kata baru • Peserta didik mengisi tabel yang disediakan oleh pendidik dengan fungsi sosial, struktur teks dan unsur kebahasaan</p>	
<p>Sitak Model Generalisation</p>	<p>1. Peserta didik dengan bimbingan guru menyimpulkan hasil kerja dari seluruh kelompok yang telah didiskusikan dengan membandingkan : • Fungsi sosial dan • Struktur teks 2. Pendidik memberikan apresiasi terhadap hasil pekerjaan dan penampilan peserta didik</p>	
<p>C. Kegiatan Penutup</p> <ol style="list-style-type: none"> 1. Peserta didik dengan bimbingan pendidik membuat resume tentang point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan 2. Peserta didik menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas. 3. Pendidik memberikan apresiasi kepada seluruh peserta didik yang telah bekerja sama dengan baik dalam kelompok 4. Pendidik menginformasikan kegiatan yang akan dilakukan pada pertemuan berikutnya 5. Pendidik dan peserta didik mengakhiri pembelajaran dengan mengucapkan rasa syukur dan salam penutup 		

J. Penilaian

a. Teknik Penilaian

1. Sikap

a. Penilaian observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum.

Pengamatan langsung dilakukan oleh pendidik.

Berikut contoh instrument penilaian sikap.

No	Nama Siswa	Aspek perilaku yang dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		S	BS	D	DP			
1.								
2.								

Keterangan:

S : - Syukur

BS : - Bekerja Sama

D : - Disiplin

PD : - Percaya Diri

Catatan :

1. Skor maksimal = jumlah sikap yang dinilai dikali jumlah kriteria = $100 \times 4 = 400$

2. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai

3. Kode Nilai / Predikat =

a. $90 < \text{nilai} \leq 100$ = Sangat Baik

b. $80 < \text{nilai} \leq 90$ = Baik

c. $70 < \text{nilai} \leq 80$ = Cukup

d. < 70 = Kurang

2. Pengetahuan

Penilaian pengetahuan dalam pembelajaran KD ini meliputi :

- Test Formatif melalui penilai hasil lembar kerja disaat pembelajaran dan test tulis berupa essay
- Test Sumatif setelah keseluruhan IPK dalam KD selesai tercapai, berupa soal PG

3. Keterampilan

Penilaian keterampilan dalam pembelajaran KD ini meliputi :

- Penilaian Unjuk Kerja

4. Pembelajaran Remedial dan Pengayaan

a. Remedial

Bagi peserta didik yang belum memenuhi kriteria ketuntasan minimal (KKM) setelah melakukan tes tertulis pada akhir pembelajaran, maka akan diberikan pembelajaran tambahan (Remedial Teaching) terhadap IPK yang belum tuntas kemudian diberikan tes tertulis pada akhir pembelajaran lagi dengan ketentuan:

- Soal yang diberikan berbeda dengan soal sebelumnya namun setara
- Nilai akhir yang akan diambil adalah nilai hasil tes terakhir jika belum mencapai KKM namun jika melebihi maka nilai yang didapat sama dengan nilai KKM
- Siswa lain yang sudah tuntas ($> \text{KKM}$) dipersilahkan untuk ikut bagi yang berminat untuk memberikan keadilan.



PENGEMBANGAN RPP

Rubrik ini digunakan fasilitator untuk menilai hasil pengembangan RPP

Langkah-langkah penilaian hasil kajian:

1. Cermati tugas yang diberikan kepada peserta Pembekalan pada LK-5!
2. Berikan nilai pada hasil kajian berdasarkan penilaian Anda terhadap hasil kerja peserta sesuai rubrik berikut!

A. Kegiatan Praktik

1. Menuliskan KD pengetahuan dan keterampilan dengan tepat.
2. Menuliskan Tujuan Pembelajaran dengan tepat.
3. Menuliskan materi, metode, media, bahan dan sumber pembelajaran dengan tepat.
4. Menuliskan langkah-langkah pembelajaran yang runut sesuai sintak model pembelajaran.
5. Mengintegrasikan saintifik, dimensi pengetahuan, aspek HOTS dan kecakapan abad 21 dalam kegiatan pembelajaran.
6. Menuliskan penilaian dengan tepat.
7. Menuliskan bahan dengan tepat.

Rubrik Penilaian:

Nilai	Rubrik
90 □ nilai □100	Tujuh aspek sesuai dengan kriteria
80 □ nilai □90	Enam aspek sesuai dengan kriteria, satu aspek kurang sesuai
70 □ nilai □80	Lima aspek sesuai dengan kriteria, dua aspek kurang sesuai
60 □ nilai □70	Empat aspek sesuai dengan kriteria, tiga aspek kurang sesuai
≤60	Dua aspek sesuai dengan kriteria, empat aspek kurang sesuai

THE BLUEPRINT OF WRITING SKILL TEST

KOMPENTENSI DASAR	TEST	ITEM TEST
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.	Pre-test	Menulis karangan singkat tentang descriptive text.
	Post-test 1	Menulis karangan singkat tentang descriptive text
	Post-test 2	Menulis karangan singkat tentang descriptive text

Note:

1. 1 is for the active activity.
2. 0 is for non-active learning activity.

Documentation sheet

No	Aspect of Documentation Sheet	Available	Inviabile
1	Profil of MTs Ma'arif 01 Punggur		
2	The buildingcondition and school fasities in MTs Ma'arif 01 Punggur		
3	The quantity of students at MTs Ma'arif 01 Punggur		
4	Location sketch		
5	The condition of teacher and staffs		

Appendix 3



Nomor : 113 / MTs.M.I / U/ XII / 2022 01 Desember 2022
Lampiran : -
Pokok : Izin Penelitian/ Riset

Kepada Yth :
Wakil Dekan Akademik dan Kelembagaan IAIN Metro
Di
Tempat_


Assalamu'alaikum Wr.Wb

Menindaklanjuti surat No:B-4038/In.28/D.1/TL/08/2022. Tgl 29 Agustus 2022 Tentang izin Riset / Penelitian Mahasiswa atas nama :

Nama : DESI INDAH SARI
NPM : 18010710009
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris (TBI)

Kami izinkan Mahasiswa tersebut di atas untuk mengadakan Riset/Penelitian di MTs. Ma'arif 01 Punggur Lampung Tengah pada Tanggal 01 S/d 15 September 2022 dengan judul, "THE USE OF DIARY WRITING METHOD TO IMPROVE SEVENTH GRADES STUDENTS WRITING SKILL OF MTs MA'ARIF 01 PUNGGUR"
Demikian surat ini buat, agar dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum, Wr.Wb


 Kepala,
P. N. GAHMAD ZAINUDIN, S.Pd
 NUPTK: 673559661200012

Appendix 4



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Desi Indah Sari
NPM : 1801071009

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	16/12 Jumat		- salah tulis - penomoran - Kelempayan belu - BAB IV - actip (?)	
	21/03 Selasa		BAB IV, V → revise	
	Rabu 10/5/23		Typor → revise	
	Jumat 19/5/23		ACC for mungosyf	

Mengetahui
Ketua Jurusan TBI

Andang, M.Pd
NIP. 19671102 201503 1 004

Dosen Pembimbing

Dr. Umi Yawisah, M.Hum
NIP. 19620424 199903 2 001

Appendix 5



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan KJ. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3855/In.28.1/J/TL.00/08/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Umi Yawisah (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : DESI INDAH SARI
NPM : 1801071009
Semester : 9 (Sembilan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE USE OF DIARY WRITING METHOD TO IMPROVE SEVENTH GRADES WRITING SKILL OF MTS MAARIF 01 PUNGGUR

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 15 Agustus 2022

Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004

Appendix 6



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-4038/In.28/D.1/TL.00/08/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MTS MAARIF 01 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4037/In.28/D.1/TL.01/08/2022, tanggal 29 Agustus 2022 atas nama saudara:

Nama : **DESI INDAH SARI**
NPM : 1801071009
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS MAARIF 01 PUNGGUR, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF DIARY WRITING METHOD TO IMPROVE SEVENTH GRADES STUDENTS WRITING SKILL OF MTS MAARIF 01 PUNGGUR".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 29 Agustus 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

Appendix 7



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
 INSTITUT AGAMA ISLAM NEGERI METRO
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-4037/In.28/D.1/TL.01/08/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **DESI INDAH SARI**
 NPM : 1801071009
 Semester : 9 (Sembilan)
 Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS MAARIF 01 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF DIARY WRITING METHOD TO IMPROVE SEVENTH GRADES STUDENTS WRITING SKILL OF MTS MAARIF 01 PUNGGUR".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
 Pada Tanggal : 29 Agustus 2022

Wakil Dekan Akademik dan
 Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
 NIP 19760222 200003 1 003

Mengetahui,
 Pejabat Setempat

Appendix 8



Nomor : 113 / MTs.M.I / U/ XII / 2022 01 Desember 2022
Lampiran : -
Pokok : Izin Penelitian/ Riset

Kepada Yth :
Wakil Dekan Akademik dan Kelembagaan IAIN Metro
Di
Tempat_

Assalamu'alaikum Wr.Wb

Menindaklanjuti surat No:B-4038/In.28/D.1/TL/08/2022. Tgl 29 Agustus 2022 Tentang izin Riset / Penelitian Mahasiswa atas nama :

Nama : DESI INDAH SARI
NPM : 18010710009
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris (TBI)

Kami izinkan Mahasiswa tersebut di atas untuk mengadakan Riset/ Penelitian di MTs. Ma'arif 01 Punggur Lampung Tengah pada Tanggal 01 S/d 15 September 2022 dengan judul, "THE USE OF DIARY WRITING METHOD TO IMPROVE SEVENTH GRADES STUDENTS WRITING SKILL OF MTs MA'ARIF 01 PUNGGUR"
Demikian surat ini buat, agar dapat dipergunakan sebagaimana mestinya.

Wassalamu'alaikum, Wr.Wb

MTs. Ma'arif 01 Punggur
 Kepala,
PUN GAHMAD ZAINUDIN, S.Pd
 NUPTK: 673559661200012

Appendix 9

Pre-test

Please choose the one and describe it!

- ① Cat
2. Elephant

2

cat

~~On~~ one day I and friends - friend I road - road to yard.
 moment I di yard I melihat cat hunger. Past I and
 friend - friend me melihatnya and I membawa to house
 I memberi treat and to drink untuk cat itu and I
 membuat house untuk cat itu.

C : 12

O : 13

V : 11

L : 12

M : 2

SD

Pre-test

Please choose the one and describe it!

- 1. Cat
- 2. Elephant

8

CAT

Hallo ~~I am~~ to have cat she extremely beautiful I am to give
 Name dola feature cat I am It to have fur she very soft
 and smell he fragrant he coloured white

C : 14

60

D : 14

V : 15

L : 14

m : 3

Pre-test

Please choose the one and describe it!

- ① Cat
2. Elephant

Cat

Cat is animals ^{mammal} ~~placental~~ and animals Carnivora. Cat have Fang tooth She Sharp Function to rend or eat meat, cat too have body hair She Luxuriant / thick, tail to keeseimbangan cat inferior ?

c: 13

o: 12

v: 4

L: 12

m: 2

50

Appendix 10

Students Pre-Test Grade

No	Students Code	Criteria of the Score					Total	Note (≥ 70)
		C	O	V	L	M		
1	AA	13	12	11	12	2	50	Incomplete
2	ASP	17	15	14	16	3	65	Incomplete
3	APA	15	14	12	13	3	57	
4	AMP	18	17	17	17	3	72	
5	AN	14	13	12	14	3	56	
6	CNK	15	15	14	15	3	62	
7	DNA	14	15	13	13	3	58	
8	DA	18	16	15	16	3	68	
9	DSR	12	18	18	18	3	75	
10	DA	18	18	18	18	2	74	
11	FA	14	14	12	14	2	56	
12	FF	13	13	12	12	2	52	
13	FRA	17	18	17	18	3	73	
14	GH	18	18	18	18	3	75	
15	FBP	18	17	17	17	3	72	
16	H2O	13	12	12	12	2	51	
17	II	13	13	12	12	3	53	
18	LPR	13	13	13	13	3	55	
19	MAS	13	13	13	13	2	54	
20	MF	18	18	18	18	3	75	
21	MAAH	12	12	13	13	3	53	
22	MIM	16	16	15	14	3	64	
23	MVAA	18	16	17	17	3	71	
24	NRP	16	14	15	14	3	62	
25	NW	17	18	17	17	3	72	
26	RMA	13	12	11	12	2	50	

27	P1P	13	13	13	13	3	55	
28	S1P	14	13	13	13	3	56	
29	VMP	16	14	14	13	3	60	
High Score								75
Lowest Score								50
Average								62.00

Post-test I

No. _____

Date: _____

<input type="checkbox"/>	My friend She the most smart	
<input type="checkbox"/>		
<input type="checkbox"/>	I have friend class mate she <u>skilled</u> in at most	
<input type="checkbox"/>	all subjek her name is Nila Lutfiawati. Friends class	
<input type="checkbox"/>	mate usually call Nila, she is quiet person, Nila have	
<input type="checkbox"/>	thin eye brow thick her face is oval and her	
<input type="checkbox"/>	nose is bite. Nose she have is is is	
<input type="checkbox"/>	hair. Color her skin is brown, she has has a	
<input type="checkbox"/>	long and wavy hair	
<input type="checkbox"/>		
<input type="checkbox"/>		c : 17
<input type="checkbox"/>		d : 16
<input type="checkbox"/>		u : 17
<input type="checkbox"/>		v : 17
<input type="checkbox"/>		m. 3
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

70



post-test I

No. _____
Date: _____

<input type="checkbox"/>	friend my she to claver. Nila
<input type="checkbox"/>	
<input type="checkbox"/>	I have friend class mate she mate in almost
<input type="checkbox"/>	whole subject (of instruction). her name is Nila
<input type="checkbox"/>	lutpiawati. friend-friend class mate usually call nila.
<input type="checkbox"/>	she person he aluint.
<input type="checkbox"/>	Nila have pair eyebrow thick. her face oval and
<input type="checkbox"/>	her nose a little flat nose. she has body she meagre
<input type="checkbox"/>	and short. colour her skin to brown. she has a
<input type="checkbox"/>	long and wavy hair. she is a good person and
<input type="checkbox"/>	treats all frinds nicely. she also person she polite,
<input type="checkbox"/>	diligent, disceptine and friendly. her hoby is solfing
<input type="checkbox"/>	crossword. she like eat fruit banana.
<input type="checkbox"/>	
<input type="checkbox"/>	C : 10
<input type="checkbox"/>	D : 15
<input type="checkbox"/>	V : 18
<input type="checkbox"/>	C : 18
<input type="checkbox"/>	M : 7
<input type="checkbox"/>	-----
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

70



Appendix 12

Students Post-Test I Grade

No	Students Code	Criteria of the Score					Total	Note (≥ 70)
		C	O	V	L	M		
1	AA	13	13	12	12	2	52	
2	ASP	17	16	17	17	3	70	
3	APA	16	14	14	13	3	60	
4	DMP	18	18	18	10	3	75	
5	AN	14	15	13	13	3	58	
6	CNK	17	15	14	16	3	65	
7	DNA	17	15	14	16	3	65	
8	DSR	16	17	17	17	3	72	
9	DA	19	19	18	18	3	77	
10	FA	19	19	18	18	4	78	
11	FF	16	14	14	13	3	60	
12	FPA	13	13	13	13	3	55	
13	FH	18	18	18	10	3	75	
14	FBP	18	18	18	18	3	75	
15	H2D	17	18	18	18	3	74	
16	VI	16	14	13	14	3	60	
17	LRR	17	16	17	17	3	70	
18	MAS	18	17	17	17	3	72	
19	MF	16	14	14	13	3	60	
20	MAAH	19	18	18	18	3	76	
21	MIM	17	18	17	17	3	72	
22	NMAA	17	18	17	17	3	72	
23	NRP	18	17	17	17	3	72	
24	NW	16	16	15	14	3	64	
25	RMA	18	18	18	18	3	75	
26	SSD	14	13	13	13	3	56	

27	RIP	14	15	13	13	3	58	
28	SSD	16	14	14	13	3	60	
29	VMP	15	15	15	14	3	62	
High Score							78	
Lowest Score							52	
Average							67.00	

Appendix 13

Post-test II

C : 21
O : 19

L : 19
M : 3

No. _____
Date : _____

(B₂)

My mom is amazing

I want to tell you a little about my mother. Of course you must have a wonderful mother. I can't imagine how life would be without mom. For me, mother has an important role in my life because in life, I really depend on her. For example, when my school activities are very busy, he sincerely washes my dirty clothes. Before leaving for school also always prepares my lunch and my breakfast.

I can't imagine how I can live without my mother in my life. I will definitely lose my way, I don't know what to do. My bad habit is when told or advised by my mother, I never listen to her even like to go against her orders. But with my attitude like that, mother still patiently advised me and guided me.

Sometimes I feel guilty when I make my mother angry. I feel what I did was useless, useless. My mother is also a very understanding person. Whenever I tell him about my problems, he always listens to me and gives me advice and advice. For me, mother is a mother, sister and friend is cool to me.



Post-fest II

sabtu, No 03 - 09 - 2022

Date : _____

<input type="checkbox"/>	
<input type="checkbox"/>	My Mother
<input type="checkbox"/>	
<input type="checkbox"/>	she mother's who i'm love, Who always
<input type="checkbox"/>	take care of me and awake I with full effection
<input type="checkbox"/>	love in time I ill Mother always take care of me
<input type="checkbox"/>	I to arrive recovered. Mother done to eat for
<input type="checkbox"/>	family, take care of me, and awake famili with
<input type="checkbox"/>	wit full effection love. in sole mother that is
<input type="checkbox"/>	paradis, do not you to rebel to mother, mother
<input type="checkbox"/>	is hero for famili. for mother Hoppfully in to give
<input type="checkbox"/>	always amen.....
<input type="checkbox"/>	
<input type="checkbox"/>	c: 19
<input type="checkbox"/>	o: 17
<input type="checkbox"/>	v: 10
<input type="checkbox"/>	L: 18
<input type="checkbox"/>	m: 4
<input type="checkbox"/>	⇒
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	



78

Post-test II

No. 03-September.

Date: 2022

<input checked="" type="checkbox"/>	MY MOTHER
<input type="checkbox"/>	
<input type="checkbox"/>	Figure mother's in eye is angel not butterflies
<input type="checkbox"/>	who to give flattery affection love and to nurse
<input type="checkbox"/>	with filled affection love and filled heart. To become
<input type="checkbox"/>	People mother's is case who not easy, although
<input type="checkbox"/>	she feeling tired, she no ever to look at feeling
<input type="checkbox"/>	that to children because she no to wish children
<input type="checkbox"/>	too to joint feeling. Thank you mothers you
<input type="checkbox"/>	already my to nurse and to give affection
<input type="checkbox"/>	love and to prey for children you will I to answer
<input type="checkbox"/>	that all with my manner who good.
<input type="checkbox"/>	
<input type="checkbox"/>	Thank You For everything
<input type="checkbox"/>	MOTHER'S ♥
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	c : 20
<input type="checkbox"/>	o : 19
<input type="checkbox"/>	v : 19
<input type="checkbox"/>	L : 19
<input type="checkbox"/>	m : <u>3</u>
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

82



Appendix 14

Students Post-Test II Grade

No	Students Code	Criteria of the Score					Total	Note (≥ 70)
		C	O	V	L	M		
1	AA	17	16	17	17	3	70	
2	ASP	18	17	17	17	3	72	
3	APA	17	15	14	16	3	65	
4	AMP	18	18	18	18	3	75	
5	AN	17	18	17	17	3	72	
6	CNK	17	18	17	17	3	72	
7	DMA	17	18	18	18	3	74	
8	DA	19	18	18	18	3	76	
9	DSR	19	19	18	18	4	78	
10	DA	21	19	19	19	4	82	
11	FA	16	17	17	17	3	70	
12	FF	18	16	14	16	3	67	
13	FRA	20	19	19	19	3	80	
14	FH	18	19	18	18	3	76	
15	FBP	18	18	18	18	3	75	
16	H2D	17	14	15	14	3	63	
17	II	18	18	18	18	2	74	
18	LPR	17	18	17	17	3	72	
19	MAS	18	18	18	18	3	75	
20	MF	18	18	18	18	3	76	
21	MAAH	20	19	19	19	3	80	
22	MIM	18	18	17	17	3	73	
23	MVAA	18	19	18	18	3	76	
24	NRP	18	17	14	16	3	68	
25	NW	20	19	19	19	3	80	
26	RMA	17	15	14	16	4	66	

27	RIP	17	16	17	17	3	70	
28	SSD	18	17	17	17	3	72	
29	VMP	17	18	18	18	3	74	
High Score								82
Lowest Score								63
Average								73.00

Appendixes 15



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1694/In.28/S/U.1/OT.01/12/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Desi Indah Sari
NPM : 1801071009
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071009

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 Desember 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me. f -
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Desi Indah Sari
NPM : 1801071009
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Mei 2022

Ketua Program Studi TBI

Andjanto, M.Pd
NIP/1987 1102 201503 1 004

Appendix 16

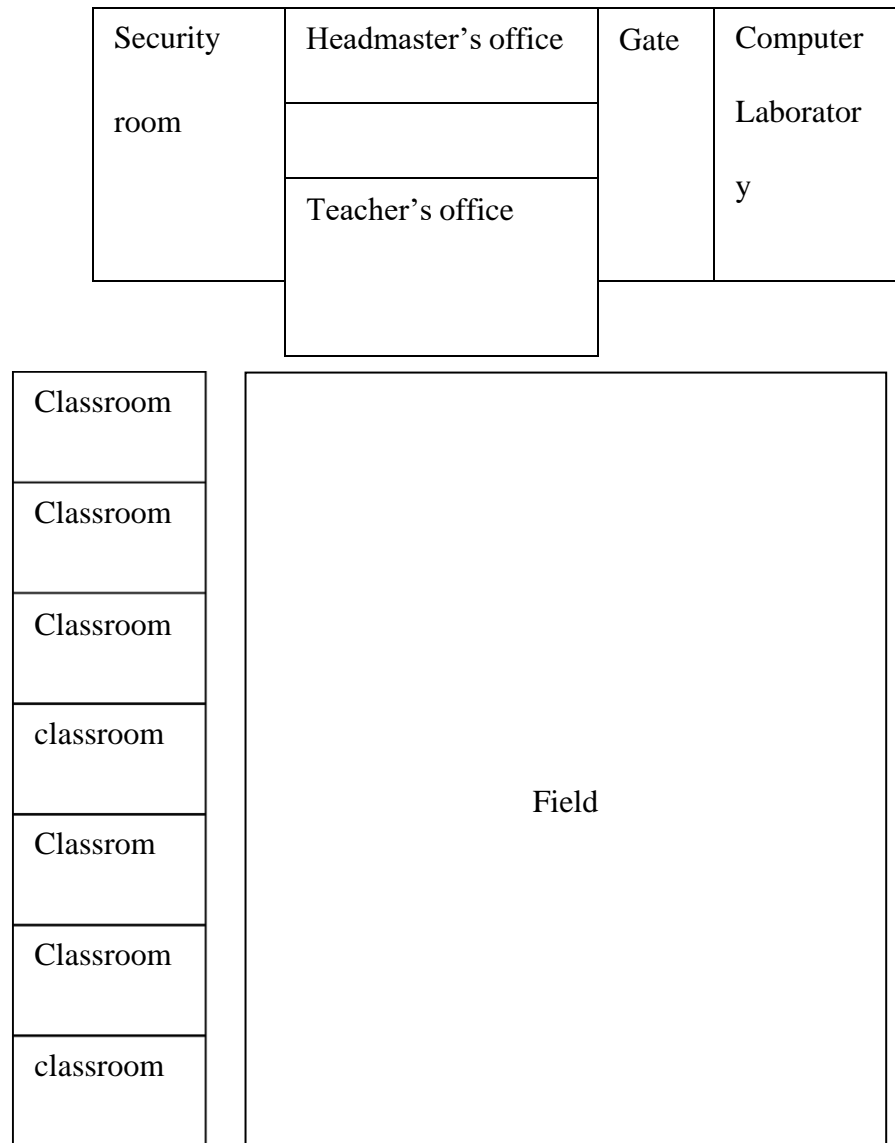
The Building of MTs Ma'arif Punggur

No.	Kinds of room	Total
1.	Mosque	1
2.	Headmaster office	1
3.	Teacher's office	1
4.	Library	1
5.	Security room	1
6.	Employee's office	1
7.	Counselor's room	1
8.	Parking place	2
9.	Computer Laboratory	1
10.	Canteen	1
11.	Classroom	23
12.	Toilet	2

e. The Sketch location of MTs Ma'arif Punggur

The sketch location of MTs Ma'arif Punggur is illustrated as follows:

Sketch of Madrasah Muslimin Location



2) Madrasah Muslimat Location

Sketch of Madrasah Muslimat Location

Toilet	
--------	--

Class room	Class room	Class room	Class room	Class room
---------------	---------------	---------------	---------------	---------------

Toilet	
--------	--

Class room	Class room	Class room	Class room	Class room
---------------	---------------	---------------	---------------	---------------

Library	
---------	--

Class room	Class room	Class room	Class room	Class Room
---------------	---------------	---------------	---------------	---------------

DOKUMENTASI







Appendix 17

THE USE OF DIARY WRITING
METHOD TO IMPROVE
SEVENTH GRADERS WRITING
SKILL OF MTS MA'ARIF 01
PUNGGUR

by DESI INDAH SARI 1801071009

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CURRICULUM VITAE

The name of writer is Desi Indah Sari. She was born in Saptomulyo, on December 14 1999. She is the Second child of Mr. Sunyoto and Mrs. Rumiwati. She enrolled at Elementary School 2 Saptomulyo in 2007-2012. After that, She continued to Junior High School 1 Kota Gajah in 2012-2015. Moreover, She continued to Senior High School PGRI 1 Punggur in 2015 – 2018. In 2018, She registered as S-1 student of English Education Department of IAIN Metro.