

**AN UNDERGRADUATE THESIS**  
**THE EFFECT OF DIARY WRITING MEDIA ON STUDENTS' WRITING**  
**RECOUNT TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1**  
**RAMAN UTARA**

**By:**  
**ICHA NABELLA PUTRI**  
**Student Number : 2101051017**



**Tarbiyah and Teacher Training Faculty**

**English Education Study Program**

**STATE ISLAMIC INSTITUTE (IAIN) METRO**

**1446 H/2025M**

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**THE EFFECT OF DIARY WRITING MEDIA ON STUDENTS' WRITING  
RECOUNT TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1**

**RAMAN UTARA**

Presented as Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S. Pd)

In English Education Study Program

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**STATE ISLAMIC INSTITUTE (IAIN) METRO**

**1446H/2025M**



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Title : THE EFFECT OF DIARY WRITING MEDIA ON  
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EIGHTH GRADERS OF SMP NEGERI 1 RAMAN UTARA  
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*Assalamu'alaikum, Wr. Wb*


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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb*

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*Assalamu'alaikumWr.Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.


*Wassalamu'alaikumWr.Wb.*

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**RATIFICATION PAGE**

No. 0-2243/In.23.1/D/P/007/07/2025

An undergraduate thesis entitled: THE EFFECT OF DIARY WRITING MEDIA ON STUDENTS' WRITING RECOUNT TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1 RAMAN UTARA, Written by Icha Nabella Putri, student number: 2101051017, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, June 26<sup>th</sup>, 2025 at 08.00 - 10.00 a.m.

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### STATEMENT OF RESEARCH ORIGINALITY

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States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

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Metro, 08 Juli 2025  
Yang Menyatakan,



**Icha Nabella Putri**  
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**ABSTRACT**

**THE EFFECT OF DIARY WRITING MEDIA ON STUDENTS' WRITING  
RECOUNT TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1  
RAMAN UTARA**

**By:**  
**ICHA NABELLA PUTRI**

The purpose of this research was to determine the effect of diary writing media on eighth graders' writing recount text at SMP Negeri 1 Raman Utara. Diary writing is an experience or real event that the student describes in a diary.

This research applied quantitative research methods in the form of pre-experimental research. The research consist of 29 eighth-grade students of SMP Negeri 1 Raman Utara. The populstion and sample in this research was 29 students. Data collecting technique included tests and documentation, while the data analysis techniques include normality test and paired sample t-test.

Based on the paired sample t-test result, it is showed that the sig. (2-tailed) is  $0.00 < 0.05$ , means that the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. This shows that there is a positive and significant effect of diary writing media (x) on students' writing skill (y) at the eighth graders at SMP Negeri 1 Raman Utara.

**Keywords:** *diary writing media, quantitative, writing skill*

## **ABSTRAK**

# **PENGARUH MEDIA PENULISAN DIARY TERHADAP KEMAMPUAN MENULIS RECOUNT TEXT SISWA KELAS VIII SMP NEGERI 1 RAMAN UTARA**

**Oleh:  
ICHA NABELLA PUTRI**

Tujuan penelitian ini adalah untuk menentukan pengaruh media penulisan diary terhadap kemampuan menulis recount text siswa kelas VIII di SMP Negeri 1 Raman Utara. Penulisan diary adalah pengalaman atau peristiwa nyata yang dijelaskan oleh siswa dalam sebuah diary.

Penelitian ini menggunakan metode penelitian kuantitatif dalam bentuk penelitian pra-eksperimental. Penelitian ini melibatkan 29 siswa kelas VIII SMP Negeri 1 Raman Utara. Populasi dan sampel dalam penelitian ini terdiri dari 29 siswa. Teknik pengumpulan data yang digunakan adalah tes dan dokumentasi, sedangkan teknik analisis data yang digunakan adalah uji normalitas dan paired sample t-test.

Berdasarkan hasil paired sample t-test, menunjukkan bahwa nilai sig. (2-tailed) sebesar 0,00 yang kurang dari 0,05, berarti hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_a$ ) diterima. Hal ini menunjukkan bahwa terdapat efek positif dan signifikan dari media penulisan diary (x) terhadap keterampilan menulis siswa (y) pada siswa kelas VIII di SMP Negeri 1 Raman Utara.

**Kata kunci:** *keterampilan menulis, kuantitatif, media penulisan diary*

## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

"Allah doesn't burden a person but rather with his ability"

(Q.S al-Baqarah: 286)

## **DEDICATION PAGE**

This research was dedicated to:

My dearest Mr. Sudarto and Mrs. Anik Setianingsih who never forget to always pray for me, pray for everything good I do, support me, and are always willing to do anything for my education. I will always love you.

My dearest little brother Alex Febriansyah who always spreads happiness to me and I hope you know that I love you a lot.

My family and all my friends who always provide support and prayers in the process of writing this undergraduate thesis.

## ACKNOWLEDGEMENTS

In the name of Allah the Most Gracious, and the Most Merciful. Praise is only to Allah SWT, the lose of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of this life, the man of perfection Prophet Muhammad SAW, his families and companions.

The researcher would like to express his gratitude and respect to:

1. Prof. Dr. Hj. Ida Umami, M.Pd. Kons., as the Rector of IAIN Metro Lampung.
2. Dr. Siti Annisah, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty.
3. Dr. Much Deiniatur, M.Pd. B.I., as the Head of the English Education Study Program.
4. Aisyah Sunarwan, M.Pd., as the advisor who guided researcher and provided motivation in the process of completing this research.
5. All lecturer in the English Education Department of IAIN Metro for their assessment and suggestions in the process of completing this research.
6. The staff of English Education Department who helped the researcher in processing of administration.
7. The teachers of SMP Negeri 1 Raman Utara who give the researcher opportunity to conduct this research.

Finally, the researcher hopes that this research will be useful for the next reesearchers. The researcher admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Metro, 29 June 2025  
The researcher

**ICHA NABELLA PUTRI**  
**ID. 2101051017**

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# CHAPTER I

## INTRODUCTION

### A. Background of Study

English is an international language that is spoken by millions of people around the world. People use English in social situations to communicate with others from different countries<sup>1</sup>. There are also those who use English in the world of work. In Indonesia it self, there are many companies that require their employees to be proficient in English. Therefore, learning English is very important both for social communication and for work preparation.

In addition, English has been integrated into the Indonesian education curriculum. Many institutes and universities use English as their primary language of instruction for classes and textbooks. English language learning is a critical component of Indonesia's education system<sup>2</sup>. One of the skills that should be acquired is the capacity to communicate in English, in addition to adding value to existing abilities, it will undoubtedly widen our horizons in terms of available knowledge from around the world.

In learning English, students must learn four skills. They're speaking, listening, reading, and writing. In application, writing must be taught after speaking, listening, and reading. However, this does not negate the

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<sup>1</sup> Yuniarta, "History of English Become an International Language", *International Journal of Multicultural and Multireligious Understanding*, Vol.10 No.2 (2023), 359-366.

<sup>2</sup> Zein, "English Language Education in Indonesia: A Review of Research", *Cambridge University Press*, Vol.53 No.4 (2020), 491-523

importance of learning to write. In fact, writing is one of the most difficult skills to master because it requires practice first.

Writing is an essential skill in academics. Writing skill means writing down thoughts, ideas, opinions, and facts so that the reader can learn them<sup>1</sup>. Good writing requires an effective vocabulary, correct grammar and spelling, and perfect punctuation. Students can share or inform others about their stories, good ideas, or thoughts in written form that everyone can read. Writing skill are one of the skills in English that are not easy to master. However, all students must master writing skill. Therefore, writing should be more than just creating words and sentences. During the writing process, students should be able to use good grammar to create written content. Writing texts have various types. One of them is recount text.

Recount text is a type of text used to retell past events<sup>2</sup>. The text structures commonly used in recount texts are orientation, events, and re-orientation. When students learn recount text, they will face some difficulties, such as difficulties in planning, writing, and revising the text<sup>3</sup>. In addition, there were some problems about students' writing skill. These problems include the limitations of students in having mastery of vocabulary, students

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<sup>1</sup> Oshima and Hogue, *“Introduction to Academic Writing”*, (New York: Pearson Longman, 2007), 155.

<sup>2</sup> Nunan, *“Teaching English as a Foreign Language”*, (New York: McGraw-Hill Education, 2010), 321

<sup>3</sup> Erine, *“Exploring Students’ Difficulties In Writing English Focused On Vocabulary”*, *IJEAL (Indonesian Journal of ELT and Applied Linguistics)*, Vol.2 No.2 (2023), 20-25

have low mastery of English grammar, students have low English writing skill, and students have difficulty using mechanical writing correctly.

In line with the writing skill problem, the researcher asked the teacher about the condition of students related to writing, based on the results of the interview on December 9, 2024 several problems were found, namely the low mastery of English grammar of students. The aspect of mother tongue grammar that students are used to can also cause some mistakes in writing. They think that when they use Indonesian grammar rules it is correct, but in fact the language rules are not grammatically acceptable in English. In addition, the students also have a limited vocabulary and they find it difficult to start their writing, so they use the same words repeatedly when writing, which leads to limited students' skill to develop ideas in the writing process. The lack of motivation and instruction given by teachers to students is also a cause that can affect their performance. On the other hand, the problem usually experienced by students is how they use punctuation properly. Punctuation has an important role in organizing students' words in their writing. However, the students had difficulty in determining the position of the punctuation marks.

In relation to the problems of learning to write found in schools, the use of learning media applied by teachers is very influential in developing students' writing skill. The use of appropriate media can be done to help students overcome their problems and increase their writing skills. One of the things that can be done is to use alternative writing media and various writing

formats. Therefore, using effective learning media can certainly affect students' motivation to continue developing their writing skill. For this reason, the researcher applies a media called the diary writing media in the hope that this media can develop students' writing skill.

On December 9, 2024, a pre-survey was conducted in the eighth grade of SMP Negeri 1 Raman Utara. In the pre-survey process, the researcher obtained information on the value data of English assignments related to writing skills obtained from the English teacher, while the explanation of the pre-survey results is illustrated in the following table:

**Table 1.1**

The Data of Students' Writing Skill

No	Grade	Frequency	Percentage	Criteria
1	$\geq 70$	21 students	72%	Incomplete
2	$\leq 70$	8 students	28%	Complete
<b>Total</b>		29 students	100%	

According to the pre-survey results, it can be concluded that most students experience several obstacles in writing. These constraints cause students to have difficulty writing in English. This can be seen from the pre-survey data which shows that students' writing skill tends to be low. Therefore, diary writing is one of the appropriate media to overcome problems in students' writing skill. This is because, with the application of

this diary writing media, students are expected to develop their writing skill in a directed manner. To overcome these problems, the researcher intends to investigate the effect of diary writing media in English learning on students' writing skill.

Diary writing is an experience or real event that occurs by the student and is accompanied by illustrative pictures of the event written in a diary. Diary writing allows students to express feelings more freely and also develops the language student need every day<sup>1</sup>. Diary writing helps learners improve their writing day by day since it provides learners with more opportunities to freely write about what they want to write.

Considering all of the given explanations, the researcher conducted quantitative research by using the diary writing media. Therefore, the researcher constructs the research proposal entitled “*The Effect of Diary Writing Media on Students’ Writing Recount Text at the Eighth Graders of SMP Negeri 1 Raman Utara*”.

## **B. Problem Identification**

The research problems are identified in the following description:

1. Students have lack of grammar mastery that reduce their writing skill.
2. Students have low mastery of English vocabulary.
3. Students have difficulty in starting to write.
4. Lack of motivation and instruction affects students performance.
5. Students have difficulty in expressing ideas in the writing process.

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<sup>1</sup> Hermawan, “*The Use of Diary Writing to Improve Students Recount Text*”, *JEEP (Journal of English Education Program)*, Vol.1 No.1 (2020), 8-18



### **C. Problem Limitation**

The researcher's research problem centered on issues related to students writing skill based on the problem that have been identified. In this case, the researcher addressed the problem by conducting quantitative research with experimental research through the implementation of the diary writing media in English learning.

### **D. Problem Formulation**

The research problem formulation focuses on: Is there any positive and significant effect of diary writing media on students' writing recount text at the Eighth Graders of SMP Negeri 1 Raman Utara?

### **E. Objective and Benefits of the Research**

#### **1. Objective of the research**

This research aims to determine the effect of diary writing media on students' writing recount text at the Eighth Graders of SMP Negeri 1 Raman Utara.

#### **2. Benefits of the research**

##### **a. For the students**

This research is expected to provide benefits to students in the writing learning process. Students will be motivated and dedicated to their studies after learning the diary writing media. This research is expected to provide benefits for students in the writing learning process. Through learning using diary writing media, students will be more enthusiastic in learning writing skills. This is because using the

diary writing media allows students to express themselves and their emotions in writing so that students are more focused and fluent in the writing process. The application of diary writing media is also expected to provoke students to be more active in conveying the ideas they have according to the topic so that the fluency of students' writing skills can be well directed.

b. For the teacher

This research is expected to provide benefits not only for students but also for English teachers. In this study, the researcher provides information on students writing skill scores from the pre-test and post-test result that can be used by teachers as a reference in teaching writing skills. Therefore, teachers can evaluate the media in the learning process, so that teachers can decide to apply and develop this media.

c. For the other researcher

This research is hopefully able to provide benefits for other researchers by providing information related to the effect of diary writing media on students writing recount text. This research not only provides information about the theory of diary writing media on students' recount text learning, but it also provides concrete examples by including evidence of research data results regarding the diary writing media on students' recount text. Therefore, it is hoped that this research will serve as a resource for future researchers.

## F. Prior Research

The researcher conducted this research by considering previous relevant research. The first relevant research was conducted by Euis Fauziah Ramadhani with the title “The Use Of Diary Writing To Improve Eight Grade Students’ Writing Skill At SMPN 3 Malang”<sup>2</sup>. The research was focused on solving the problems in a classroom and finding out that the diary writing can improve the students’ writing achievement. The research was classroom action research which was conducted in two cycles. The subjects of this research were eight grade students of SMPN 3 Malang, VIII-1 class with total number of students 32. Additionally, the instruments to collect the data were test and observation field notes. The researchers found two weaknesses at the first cycle; those were students’ lateness in submitting their diaries which made the researcher also late in giving the feedbacks, and the students’ limited vocabulary which made them tend to use simple sentences and the same vocabularies.

The second relevant research was conducted by Ratna Sari Dewi with the title “The Influence of Diary on the Students' Narrative Writing Skills Quasi-Experimental Study at UIN Syarif Hidayatullah, Jakarta”<sup>3</sup>. This study aims to determine the effect of the diary media on the ability to write narratives for Semester III students. The sample in this study was the 60th

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<sup>2</sup> Fauziah, “*The Use Of Diary Writing To Improve Eight Grade Students’ Writing Skill At SMPN 3 Malang*”, *Erodio (Journal of Educational Innovation)*, Vol.3 No.1 (2022), 24-31

<sup>3</sup> Sari, “*The Influence of Diary on the Students’ Narrative Writing Skills Quasi-Experimental Study at UIN Syarif Hidayatullah, Jakarta*”, *Jurnal Pendidikan dan Pengajaran*, Vol.53 No.1 (2020), 66-77

semester students of the Department of English Language Education at the Syarif Hidayatullah State Islamic University in Jakarta totalling 60 students. Sampling using a multistage random sampling media. The method used is an experimental method, with non-equivalent experimental design. Data collection was performed using a narrative writing test and analysed using the t test.

The third relevant research was conducted by Wirda Jannatul jannah with the title “Students’ Writing Skill in Diary of the Eighth Semester Students of English Study Program at University of Pasir Pengaraian”<sup>4</sup>. This research is designed as a descriptive qualitative research. The purpose of descriptive qualitative research is to find the result of analysis from what the researcher wants to observe. In this research, the researcher took 43% from total population where it means there were 26 students. The Instrumentation used in this research is writing test, the researcher asked the samples to write about their experience in diary format and gave them 45 minutes to write their experience. Based on the students’ writing in diary, the researcher asked the raters to check their score based on the writing scoring rubric. The result found that students’ writing skill through diary in general can be classified into a good level. It can be seen from their average score in writing diary which had been scored by the raters and then analyzed by the researcher was 71.

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<sup>4</sup> Jannatul, “Students’ Writing Skill in Diary of the Eighth Semester Students of English Study Program at University of Pasir Pengaraian”, *Journal on Education*, Vol.5 No.2 (2023), 26-36

Based on the research above, it can be said that previous research has been raised. However, the research that the researcher raises is different from the research above, because it focuses more on diary writing media and learning outcomes in students' writing skills. This research was conducted for two meetings using quantitative methods. In addition, the researcher also raised the novelty of the research by conducting experimental research of diary writing media in a more fun activity by applying the provisions of reward.

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Concept of Writing Skill

##### 1. Definition of Writing Skill

According to Nunan, writing is a mental work of inventing, expressing and organizing ideas in a paragraph in order to be clear for the reader<sup>1</sup>. Based on the quote, writing is defined as the process of thinking that includes inventing interesting ideas, expressing those ideas in words, and organizing ideas in paragraphs to form a good order based on the writing skill project to be understandable by the reader.

Furthermore, Meyers states writing is a process of discovering, organizing, and putting ideas on paper, reshaping, and revising it<sup>2</sup>. Based on understanding, writing is defined as a process of dealing with difficulties and challenges in discovering interesting ideas, organizing them, and putting them on paper in a manner appropriate to the writing project. The writing skill product should then be reshaped and revised to make sure it is more effective and understandable to the reader.

Meanwhile, according to Oshima and Hogue, writing is defined as some steps of action that involved thinking of ideas, transferring them into words, and reviewing until satisfied that the writing expresses exactly

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<sup>1</sup> Nunan, *Practical English Language Teaching*. (New York: McGraw-Hill Education, 2010), 342

<sup>2</sup> A. Meyers, *Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essays*, (White Plains, NY: Longman, 2005)

what the writer wants to say to the reader<sup>3</sup>. From this, we can conclude that writing is a series of mental actions that include creating, organizing, reviewing, editing, and revising ideas into words in the writer's own style with the goal of conveying a clear message to the reader and feeling satisfied that his writing expresses what he wants to say. Writing skill can be defined as a writer's skill to write fluently, naturally, with grammatical accuracy, coherent and authentic ideas, clear writing goals and readers, and to use a variety of strategies to overcome problems in the writing process in order to produce good results.

## 2. Process of Writing

Writing is a skill that requires a process in order for the writer to deliver good writing. The writing process involves several stages. These stages consist of idea generation, pre-writing, drafting, revising, editing and publishing and sharing. The stages will be explained below:

### a. Pre-writing

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas<sup>4</sup>. It means that before students begin writing, they must plan or produce ideas to determine the topic on which they will write.

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<sup>3</sup> Oshima and Hogue, *Introduction to Academic Writing*, (New York: Pearson Longman, 2007), 153

<sup>4</sup> Andrew, *Teaching Reading and Writing*, (America: British Library Cataloguing, 2008), 179



b. Drafting

Drafting is the writer's first attempt to capture ideas on paper. Correctly, the draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step. The writing process involves using a systematic language to express one's thoughts on paper<sup>5</sup>.

c. Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where students shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here students look for flow and structure. Students reread paragraphs and move things around<sup>6</sup>.

d. Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is

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<sup>5</sup> Andrew, *Teaching Reading and Writing*, (America: British Library Cataloguing, 2008),

<sup>6</sup> Ibid

devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics<sup>7</sup>.

e. Publishing and sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting<sup>8</sup>.

### 3. The Indicators Of Writing

Assesment is regarded as a process of collecting, synthesizing and interpreting information in order to make decisions on students' performance. Assessment is used to collect information on a learners language ability or achievement<sup>9</sup>. In the class, assessment can be conducted to diagnose the students' problems, to judge the academic performance, to provide feedback to students and to plan instruction. Assessment also provides data that can be used to measure students

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179 <sup>7</sup> Andrew, *Teaching Reading and Writing*, (America: British Library Cataloguing, 2008),

<sup>8</sup> Ibid

211 <sup>9</sup> Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003),

progress, identify problems, suggest instructional solutions, and evaluate course effectiveness<sup>10</sup>.

To determine students' writing skill, the researcher assess students' writing skill by asking them to create a recount text. In learning writing, there are several indicators that must be mastered. Students' writing skills will be good if they can master the indicators in this writing learning. The writing indicators include:

a. Organization

Organization is the first indicator that must be assessed in writing. It is used to evaluate whether the introduction, body, and conclusion of the text that the students made is coherent or not. The word coherence means that the sentences in the text are interrelated to another sentence. In scoring organization, if the students can make a text based on the organization completely and coherent with the topic, the students will get excellent scores or get 20—18 scores. However, if the student is absence in several aspects, such as a lack of supporting evidence related to the topic, they will get a low score or a 5—1 score. The details of organization scoring are as follows<sup>11</sup>:

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<sup>10</sup> Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), 211

<sup>11</sup> Brown douglas, *Language Assessment; Principles Anded Classroom Practices* (New York: Longman, 2004), 244-246

**Table 1.2**  
Organization Assessment Criteria

<p style="text-align: center;"><b>20-18</b> <b>Excellent to good</b></p>	<p>Appropriate title, effective introductory paragraph, topic is stated leads to the body transitional exposition used: arrangement of the material shows plan (could be outlined by the reader), supporting evidence given for generalization conclusion complete.</p>
<p style="text-align: center;"><b>17-15</b> <b>Good to adequate</b></p>	<p>Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed, sequence is logical but transitional expression may be absent or misused.</p>
<p style="text-align: center;"><b>14-12</b> <b>Adequate to fair</b></p>	<p>Mediocre or scant to introduction or conclusion, problems with the order ideas in body, the generalization may not be fully supported by the evidence given; problems of organization to interfere.</p>
<p style="text-align: center;"><b>11-6</b> <b>Unacceptable-not</b></p>	<p>Shaky or minimally recognizable introduction can barely be seemed; severe problems with ordering of ideas: lack of supporting evidenced: conclusion weak or inadequate effort of organization.</p>
<p style="text-align: center;"><b>5-1</b> <b>College-level work</b></p>	<p>Absence of introduction and conclusion no apparent organization of body, severe lack of supporting evidence: writer has not made any effort to organize the composition (could be outlined by reader).</p>

b. Content

The second indicator that must be assessed in writing is content. Content is referring to the sentences that used to deliver idea and consist of understanding knowledge of the topic. The content should cover all information related to the topic which unities one into another. In scoring the content, if the students are able to deliver the ideas clearly based on the topic and explore all information of the topic which unities one into another. The students will get excellent score from 20—18. However, if the text made by students not reflects all information of the topic, the students will get low score from 5—1. The details of content scoring are as follows<sup>12</sup>:

**Table 1.3**

Content Assessment Criteria

<b>20-18</b> <b>Excellent to good</b>	Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflects thought.
<b>17-15</b> <b>Good to adequate</b>	Essay addresses the issues but misses some points; ideas could be more fully developed; some extraneous material is present.
<b>14-12</b> <b>Adequate to fair</b>	Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right.

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<sup>12</sup> Brown douglas, *Language Assessment; Principles Anded Classroom Practices* (New York: Longman, 2004), 244-246.

<b>11-6</b> <b>Unacceptable-not</b>	Ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
<b>5-1</b> <b>College-level work</b>	Essay is completely inadequate and does not reflect college level work; no apparent effort to consider the topic carefully.

c. Grammar

Grammar shows an accuracy of the use correct grammatical form and syntactic pattern that is used by the students when making a text. In arranging the sentence in order to make a good paragraph, the students should use the correct tenses based on the characteristic of the text. In scoring grammar, the students will get excellent score from 20—18 score if the students are able to use appropriate grammar when arranging the sentence related to the topic. However, if the students are not able to use the correct grammar that causes the readers cannot understand what the students wants to say, the students will get low score from 5—1 score. Here is the detail in scoring grammar<sup>13</sup>:

**Table 1.4**

Grammar Assessment Criteria

<b>20-18</b> <b>Excellent to good</b>	Native like fluency in English grammar correct use to relative clauses, prepositions,
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<sup>13</sup> Brown douglas, *Language Assessment; Principles Anded Classroom Practices* (New York: Longman, 2004), 244-246

	modals, articles, verb forms, and tense sequencing no fragment or run-on sentences.
<b>17-15</b> <b>Good to adequate</b>	Advanced proficiency in English grammar, some problems do not influence of communication, although the reader is aware of them; no fragment or run-on sentences.
<b>14-12</b> <b>Adequate to fair</b>	Ideas are getting to the reader, but grammar problems are apparent and have a negative effect of communication run-on sentence or fragment present.
<b>11-6</b> <b>Unacceptable-not</b>	Numerous serious grammar problems interfere with communication of writers' ideas grammar review of some areas clearly needed, difficult to read sentences.
<b>5-1</b> <b>College-level work</b>	Severe grammar problems interfere greatly with the message, readers cannot understand what the writers was trying to say; unintelligible sentence structure.

d. Mechanics

Mechanics explains about the use of spelling, punctuation, and capitalization correctly. In writing process mechanics is an aspect that very important to be learned of the students. This is how the students will make a good paragraph through the use of correct spelling and the use of appropriate punctuation and capitalization. In scoring mechanics aspect, the students will get excellent score from 20—18 score if the students can use the spelling, punctuation and

capitalization in arranging the sentences appropriately. However, if the students cannot use the spelling, punctuation and capitalization appropriately the students will get low score from 5—1 score. Here is the scoring mechanics on details<sup>14</sup>:

**Table 1.5**

Mechanics Assessment Criteria

<b>20-18</b> <b>Excellent to good</b>	Correct use of English writing conventions; left and right margin, all needed capitals, paragraphs, indented, punctuation and spelling; very neat.
<b>17-15</b> <b>Good to adequate</b>	Some problems with writing convention or punctuation; occasional spelling errors; left margin correct; paper is neat and legible..
<b>14-12</b> <b>Adequate to fair</b>	Uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with the ideas.
<b>11-6</b> <b>Unacceptable-not</b>	Serious problem with format of paper; parts of essay not legible, errors in sentence and punctuation and final punctuation; unacceptable to educated to the readers..
<b>5-1</b> <b>College-level work</b>	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margin, severe spelling problems.

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<sup>14</sup> Brown douglas, *Language Assessment; Principles Anded Classroom Practices* (New York: Longman, 2004), 244-246



e. Style Quality Expression

Style and quality of expression refer to vocabulary, idioms, word forms, and diction commonly used in writing process. It is the process of selecting words that fit with the content and topic. In scoring style and quality of expression, if the students are able to mastery the use of the vocabulary, the students will get excellent score from 20—18 score. In contrast, if the students are not able use the appropriate vocabulary which is suitable with the context, the students will get low score from 5—1 score. Here is the scoring of style and quality of expression<sup>15</sup>:

**Table 1.6**  
Style Quality Assessment Criteria

<b>20-18</b> <b>Excellent to good</b>	Precise vocabulary usage: use of parallel structures; concise; register good.
<b>17-15</b> <b>Good to adequate</b>	Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
<b>14-12</b> <b>Adequate to fair</b>	Some vocabulary misused; lacks awareness of register; may be too wordy.
<b>11-6</b> <b>Unacceptable-not</b>	Poor expression of ideas; problems in vocabulary; lacks variety of structure.
<b>5-1</b> <b>College-level work</b>	Inappropriate use of vocabulary; no concept of register or sentence variety.

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<sup>15</sup> Brown douglas, *Language Assessment; Principles Anded Classroom Practices* (New York: Longman, 2004), 244-246

## **B. Recount Text**

Text is commonly found in writing. There are many words in the world. The words are then organized into a text that conveys a meaning. To write a good text, have to employ the appropriate words, sentences, processes, and features. There are several types of text such as descriptive text, narrative text, explanation text and recount text. These types of texts are used to communicate with a specific purpose. However, this research will only focus on one of the text types, namely recount text.

### **1. Definition of Recount Text**

Recount text is an activity in which someone tells another person about something they have experienced, such as what they did over the weekend or interesting events that occurred during last year's vacation. Recount text can also be defined as a text that is basically written to report on an experience of a series of related events. The events are then sequenced complete with characters in a specific time and place setting. This shows that information about characters, time, and place, is very important in writing a good recount text.

According to Anderson, recount text is a piece of text that retells past events, usually in the order in which they happened<sup>16</sup>. From this definition, we can see that a recount text consists of past events in chronological order. This means that the events cannot be written

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<sup>16</sup> Anderson, *Text Types in English 1*, (Australia: Macmillan Education Australia PTY LTD, 1947), p, 48

randomly as there is an order that must be followed for the text to be understandable.

Furthermore, Hyland states recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining<sup>17</sup>. This definition supports other definitions that have been mentioned above showing that the recount text deals with events in the past to be retold.

Based on the definitions and purposes stated above, it is possible to conclude that a recount text is one that retells and describes past events in a sequential order so that the audience can learn about them chronologically. In learning and understanding recount texts, there are several points to remember about retelling stories, past events, and the chronological order of past events. In addition, there are various examples of recount texts, such as news in newspapers, newspaper reports, television interviews, speeches, letters, and diaries. However, this research will only focus on one example, which is a diary.

## **2. Purpose of Recount Text**

Purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). To achieve its purpose, the text will move through a different set of stages: a) an orientation letting the reader knows who is involved,where,

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<sup>17</sup> Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p,189

when, etc. b) the retelling of a series of events in chronological sequence<sup>18</sup>.

Recount texts are written to retell events to inform or entertain the audience. Words that connect events in time are frequently used, such as next, after, when, before, first, and at the same time. Many verbs (action words) and adverbs (descriptions or additions of details) are used to add interest or humor to the storytelling.

### **3. Types of Recount Text**

In exploring how text work , there are three types of recount. They are<sup>19</sup>:

#### **a. Personal Recount**

A personal recount is a story that retells an event in which the writer or speaker was personally involved. The language characteristics of a personal recount are: use of first-person pronouns (I, we), personal responses to events may be included, particularly near the end, and details are frequently used to add interest or humor. The example of this text as follows:

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<sup>18</sup> Derewianka, *Exploring How Text Work*, (Australia: Primary English Teaching Association, 2004), p, 18

<sup>19</sup> Ibid

### **Please Send Me a Card<sup>20</sup>**

Postcard always spoil my holidays. Last summer, I went to Italy. I visited museums and sat in public gardens. Then he lent me a book. I read a few lines, but I did not understand a word. Every day I thought about postcards. My holidays passed quickly, but I did not sand any cards to my friends. On the last day I made a big decision. I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card.

#### **b. Factual Recount**

A factual recount is a type that records the details of an accident. (Examples: science experiment reports, police reports, news reports, historical reports). The language characteristic of factual reports usually use third-person pronouns (he, she, it, they). The example of this text as follows:

### **The X Files<sup>21</sup>**

The X Files is one of television's most popular shows watched each week by millions of people in over sixty countries.

The show was created by Chris Carter a former magazine editor, who always wanted to make a cool and scary televisiom series. His idea fo The X Files came after he saw the result of a survey that

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<sup>20</sup> L. G. Alexander, *Practice and Progress: An Integrated Course For Pre-Intermediate Students*, (England: Longman, 1990), p, 17

<sup>21</sup> Ibid

said three of every hundreds Americans believed that aliens had captured them.

Carter's next step was to produce pilot episode, which was to be the beginning of the series. When it was shown on American television, it received poor reviews.

After a while the audience grew and The X Files became popular with both adults and teenagers. By this time carter was able to spend more on production.

The X Files has been nominated for many awards and continues to attract a growing audience.

### c. **Imaginative Recount**

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...) <sup>22</sup>. The example of this text as follows:

#### **As It Happened<sup>23</sup>**

One very spooky encounter with UFO (Unidentified Flying Object) occurred in May 1974 involving a couple driving from Zimbabwe to South America.

As they carefully drove throughout the night they saw a flashing blue-white light that was going on an off in slow, steady

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<sup>22</sup> Nur Dwi, *Improving Writing Recount Text by Using Photographs*, JCIE (Journal of Computer Interaction in Education, 2018), 16-19

<sup>23</sup> L. G. Alexander, *Practice and Progress: An Integrated Course For Pre-Intermediate Students*, (England: Longman, 1990), p, 17

rhythm. Shortly after noticing this, the car was covered in a bright circle of light.

Inside the car it suddenly became very cold. The couple wrapped themselves in thick blankets and turned on the heater but they still shivered.

Then their car began to act very strangely. Suddenly the headlights went off, the brakes failed, the steering wheel locked and the fuel gauge showed empty. Next the car began speeding up and raced along the road at 190 kilometers an hour. To one side of the car, the UFO continued to follow. The driver and his passenger lost consciousness. When they awoke they were near the small town of Fort Victoria. The car's odometer showed that only 12 kilometers had been traveled, yet the distance from where they first saw the Ufo to Fort Victoria was 290 kilometers.

Although the couple's description of what happened contained plenty of details, many people find it hard to believe that UFO do exist.

#### **4. The Generic Structure of Recount Text**

Recount text has a general structure that distinguishes it from other texts. A recount text consists of three parts, namely orientation, events, and re-orientation. The following is the structure of a recount text:

a. Orientation

The first part of a recount text is known as orientation. It provides background information about who, what, where, when, why and how. This first paragraph is like an introduction that introduces the story to the reader. It also gives the reader a glimpse of what will be told. Further study explains that the audience needs to know when the event happened (time), who was involved (characters), what happened, where the activity or event happened (setting) and sometimes what was the reason for the event. In addition, the orientation section is also like a prelude to the whole story. It provides the necessary information for the story. The orientation paragraph, in the end, can consist of a single sentence but often consists of at least two to three sentences.

b. Events

After providing the reader with the background information of the story, the text then continues with a series of events in the second paragraph by retelling past events, experiences activities or stories and sequencing them chronologically. In this section, the writer should focus on providing details about who, what, where, and when that enrich and complete the story's events, characters, and setting. The story is rich and complete. The events in this section should be sequenced chronologically so that the writer does not begin explaining what happened at the beginning of the day, then jump to the end of the



day, then jump to the evening, and finally jump to the end of the day.

day, then night, and finally morning.

c. Re-orientation

In recount text, the end of a story is called re-orientation. In this section, the author will summarize and conclude the entire story while telling the ending (sad/happy). Usually, the author will also include impressions and messages for the reader.

## C. The Concept of Diary Writing Media

### 1. Definition of Diary Writing

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<sup>24</sup>. According to Wells. G, diary writing is one of the most effective ways for students to think deeply, connect experiences with knowledge, and explore ideas without the constraints of formality<sup>25</sup>. This means that diary writing allows students to develop critical and reflective thinking skills, as well as make connections between real-world experiences and learning, without being

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<sup>24</sup> Gewehr, *Aspects Of Modern Language Teaching in Europe*, (London: Rotledge, 1998), 25

<sup>25</sup> Wells, *The Meaning Makers: Children Learning Language and Using Language to Learn*, (London: Hodder & Stoughton, 1987), 235

constrained by the formal rules that are typically found in academic writing.

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<sup>26</sup>. It means that, diary writing is a thought process for someone to develop reflective thinking. So that the memories and ideas of students' thoughts are combined in the form of writing.

Diary is a means of remembering what the writer has to do and when they have to do it, or a personal record of what they have done, thought, and experienced<sup>27</sup>. Thus, diary writing is a means to convey personal experiences about what they do and experience. This can trigger students to remember an event or incident that has passed.

## **2. The Benefits of Diary Writing**

Diary writing media has some great benefits, as follow:

- a. The diary is structured as an instrument to help learners become more effective by contributing to the development of awareness of their cognitive skills.
- b. Add insight into the language learning process and develop their personal strategic behavior.

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<sup>26</sup> Mirosław Pawlak, *Classroom-Oriented Research*, (London: Springer, 2014), 249

<sup>27</sup> Cristine, *Supporting Learning and Teaching*, (London: David Fulton, 2004), 185

- c. As a tool that will help language learners to make decisions, as it will facilitate planning of action, identification of problems and evaluation of their learning. action, problem identification and evaluation of their learning.

### **3. Advantages and Disadvantages of Diary Writing**

The students will usually enjoy the school activities when the teachers use some media in their learning activities, such as using diary in the writing subjects. 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<sup>28</sup>.

#### **a. The Advantages of Using Diary Writing**

Diary writing has several advantages such as:

- 1) Diary writing encourages regular writing habits, which can increase writing style, fluency and the ability to express thoughts and ideas clearly.
- 2) The diary writing media allows students to reflect on what they have learned, how they learned, and any difficulties they faced, thus promoting a deeper understanding of the learning process.
- 3) Diary writing expresses ideas freely and sharing personal feelings and experiences can increase enthusiasm for learning.

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<sup>28</sup> Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p. 344

- 4) Responsive diary writing provides an interface for the teacher and students to communicate regardless of language level.

#### **b. The Disadvantages of Using Diary Writing**

There are some disadvantages to diary writing such as:

##### **1) Authenticity and Validity Dilemma**

There is a validity problem with diary writing as a research tool because it is subjective by nature to be both the writer and the subject of the writing.

##### **2) Limitation of Self-Observation**

The difficulties of evaluating its ultimate effectiveness as an agent for either personal or instructional change. The students' mental capacities felt like a limitation on the diary insight.

##### **3) Diary Time Commitment**

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

### **D. Theoretical Framework and Paradigm**

#### **1. Theoretical Framework**

Theoretical framework refers to the identification of theories that form the basis of the research or alternative theories or frames of reference used to analyze the subject. Thus, there are two variables in this research. The two variables in this research are independent variable (X) and dependent variable (Y). The independent variable (X) is Diary Writing

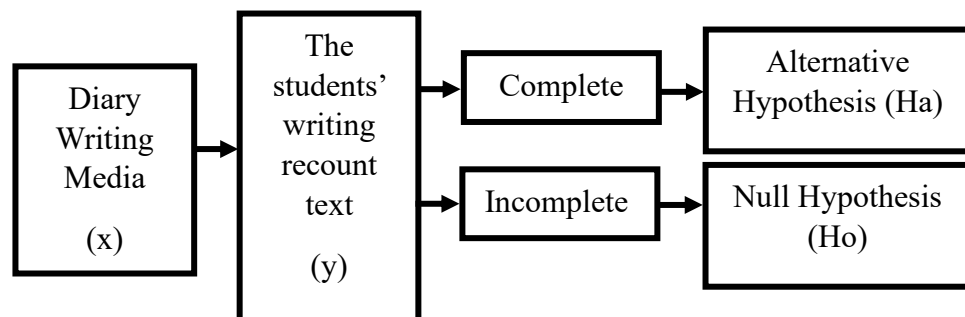
Media. Then the dependent variable (Y) is the Students Writing Recount Text.

## 2. Paradigm

The researcher describe the paradigm as follows:

**Figure 1**

The diagram of paradigm



## E. Hypothesis

A hypothesis is a possible guess, a logical assumption, or an informed conjecture. It offers a speculative explanation for a phenomenon that is being studied. Hypothesis can focus attention on potential information sources that could help researcher answer one or more subproblems, which could then help researcher solve the main research topic<sup>29</sup>. In a nutshell, a hypothesis is generally interpreted as a temporary answer (conjecture) of a problem that will be researched. Accordingly, the following below are the hypotheses:

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<sup>29</sup> Paul D, *Practical Research: Planning and Design*, Eleventh Edition (Boston: Pearson, 2016), 22

1. Alternative Hypothesis ( $H_a$ )

There is a positive and significant effect of using the Diary Writing Media on the students' writing recount text at the eighth graders of SMP Negeri 1 Raman Utara.

2. Null Hypothesis ( $H_o$ )

There is not positive and significant effect of using the Diary Writing Media on the students' writing recount text at the eighth graders of SMP Negeri 1 Raman Utara.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

Research design is the specific procedure involved in the research process: data collection, data analysis, and report writing<sup>1</sup>. In the research design, there are several components or specific steps that must be taken by researchers in conducting research, it means that research design is very important in the research process procedure. This research design includes several types, one of which is quantitative research.

According to Muijs, quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)<sup>2</sup>. The researcher concludes that this research is quantitative research because this research was using the numerical number that taken from the students. Muijs decides that there are two main types of quantitative research design, experimental design and non-experimental design<sup>3</sup>. Furthermore, the researcher was conduct the research by using pre-experimental design which consist of one group pre-test and pos-test design.

The research was conducted at the eighth graders of SMP Negeri 1 Raman Utara. The researcher is intended to investigate whether there is any

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<sup>1</sup> Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Lincoln: New York, 2012), p. 20

<sup>2</sup> Ibid

<sup>3</sup> Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publication, 2004), p. 1

positive and significant effect of using diary writing media toward students writing skill at eighth graders SMP Negeri 1 Raman Utara.

## **B. Population, Sample and Sampling Technique**

### **1. Population**

Population or universe means the entire mass of observation, which is the parent group from which a sample is to be formed<sup>4</sup>. It means that the population is the whole subject in observation. The total population in this research consisted of one class with 29 eighth grade students at SMP Negeri 1 Raman Utara.

### **2. Sample**

A sample is a small portion of the population selected for. It can be concluded that the sample is part of the population that will be observed. The research sample of this study was 29 students of class VIII of SMP Negeri 1 Raman Utara.

### **3. Sampling Technique**

Sampling refers to the process of selecting individuals who will participate in a research study. In this study, researchers used cluster random sampling technique as a sampling media that is prior previously about a population and the specific objectives of the research. In this study, the researcher choose class VIII to be investigated, due to their low scores in writing.

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<sup>4</sup> Yongesh Kumarsingh, *Fundamental Of Research Methodology and Statistics*, (New Delhi: New Age International, 2006), p. 63.



### C. Operational Definition of Variables

An operational definition is one that might be observed or measured and is predicated on the properties of the objects to be defined<sup>5</sup>. The operational definition variables are as follows:

#### 1. Independent Variables

Independent variables are attributes or characteristics that influence or affect the outcome or dependent variable. In this research, researchers was encounter independent variables called factors, treatments, predictors, determinants, or antecedent variables. Researchers measure these types of variables differently (independently) from the dependent variable, and they identify these variables as worthy of research because they expect that these variables will affect the outcome. The diary writing media as an independent variable is used to improve writing skills.

The researcher measured the independent variable by using observation. Then, the researcher determines some indicators that should be attained by students in Diary writing media (independent variable) as follows:

- a. Students are able to write in the correct order.
- b. Students are able to write in English with quality content.
- c. Students are able to write in English using a good command of grammar.

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<sup>5</sup> Donald Ary, *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2019), p. 36.

- d. Students are able to write in English using proper writing mechanics.
- e. Students are able to write in English using a good and correct vocabulary structure.

## **2. Dependent Variables**

A dependent variable is a part or characteristics that are affected by the independent variable<sup>6</sup>. The researcher measured the dependent variable by using a test. The researcher tested the students by asking them to write an recount text with a given topic. It will be implemented for the students in the eighth grade of SMP Negeri 1 Raman Utara.

Regarding the dependent variable in this research, some indicators that should be attained by the students in writing recount text are:

- a. Students can provide complete background information through written language.
- b. Students can organize events in a logical and chronological order.
- c. Students can provide sufficient details about each event.
- d. Students can provide clear conclusions and closure related to the events that have been written.

## **D. Data Collecting Technique**

### **1. Test**

Test is any procedure for measuring skill, knowledge, or performance. The researcher uses pre-tests and post-tests to collect data and to measure students' skills in writing recount text.

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<sup>6</sup> Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Lincoln: Pearson education, 2012), 115.

a. Pre-test

The pre-test was held in the first meeting before doing treatment in order to know the skills of the students before doing the action research.

b. Post-test

The post-test was held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the students' achievement in the class or is there any significant different between the pre-test score before a treatment and post test score after treatment is given.

## **2. Documentation**

In this research, the researcher also used documentation as the instrument to collect the data. Documentation is a method which used to get information form written language of document (for example: books, syllabus, modules, and others). The researcher used the documentation method to get detail information about the school's history, profile, data values, photos, as well as the total number of the students and teachers of SMP Negeri 1 Raman Utara.

## **E. Research Instrument**

Instrument is a tool or facility that used by the researcher to collect the data completely and systematically. The data collecting instrument in this research conducted the test, which explained the following:

## **1. Instrument Blueprint**

To get the data related to the research problems, the research instruments that used in this research are:

- A. The technique of the instruments which used for the test is writing test. The writing test was given to the students that are used to know their skill in writing. There were two different kind of tests, such as a pre-test and post-test. The pre-test was given at the first meeting. The pre-test is used to determine the students' writing skill before treatment. The researcher asked the students about the recount text. The researcher measured the students' writing skill by asking them to make a simple recount text.
- B. The second test is a post-test, which was given at the last meeting after doing treatments. The researcher gives a post-test to know if is there any significant difference between the pre-test score before treatment and the post-test score after treatment is given. The researcher measured the students' writing skill by asking the students to make a recount text based on the students' personal experience. Then students are asked to present their writing in front of other friends.

## **F. Data Analysis Technique**

Based on the data obtained, researcher analyzed the test scores of the pre-experiment class consisting of one group by calculating the t-test formula. Before using the t-test, it is necessary to know in advance the normality of the

data. Normality is needed to determine whether the data is normally distributed.

### 1. Normality Test

The Kolmogorov-Smirnov and Shapiro-Wilk test do just this they compare the scores in the sample to a normally distributed set of score with the same mean and standard deviation<sup>7</sup>. Normality is calculating the probability that a sample is drawn from a normal population. The hypothesis for the normality test is as follows:

Ha: The data was called with a normal distribution if Sig is positive  
 $> 0.05$

Ho: The data was called with a non-normal distribution if the value of  
 $\text{Sig} < 0.05$

### 2. Hypothesis Test

In hypothesis test, the researcher use a pre-experimental design in the form of t-test by using one group pretest-posttest design. According to Ary, the formulation of t-test as follows<sup>8</sup>:

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

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<sup>7</sup> Field, *Discovering Statistics Using SPSS*. Third Edition (London: SAGE, 2009)

<sup>8</sup> Donald Ary, *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2019)

Note:

$t$  : Ratio

$D$  : Average difference

$\sum D^2$  : Different score squared, then summed

$(\sum D)^2$  : Difference scores summed then squared

$N$  : Number of Pairs

## **CHAPTER VI**

### **RESEARCH RESULT AND DISSCUSSION**

#### **A. Research Result**

##### **1. The Profil of SMP Negeri 1 Raman Utara**

SMP Negeri 1 Raman Utara is one of several schools in East Lampung. The school was inaugurated on October 9, 1983. Located in 11A Bali Indah Street, Rejo Binangun, Raman Utara, East Lampung. SMP Negeri 1 Raman Utara was previously the Junior High School of Economics (SMEP) which was a filial of SMEP Negeri Metro, one of the founders was Mr. D. as BA and the first principal. SMP Negeri 1 Raman Utara changed status to stand on its own and was not a filial with the principal Mr. Drs. S. The transition from SMEP to SMP N 1 Raman Utara was motivated by the condition at the time there were many elementary school graduates who wanted to continue to the level of SLTP but there was no SLTP in Raman Utara Sub-district that could accommodate the elementary school graduates.

The vision SMP Negeri 1 Raman Utara is “Ber-MATA HATI (Beriman, Mandiri, Takwa, dan Berhati Nurani). In connection with this vision, the mission of this school are gained as: 1) Instilling faith and piety through the practice of religious teachings. 2) Optimizing the learning and guidance process. 3) Developing Science and Technology activities based on students' interests, talents, and potential. 4)

Fostering students' independence through planned and sustainable habituation and self-development activities. 5) Establish harmonious the cooperation between school residents and other relevant institutions.

The curriculum used in this A accredited school is the 2013 curriculum and the merdeka curriculum. For learning process in grade 7 and 8 already uses the merdeka curriculum, but in grade 9 learning still uses the K13. Then, to support students' interests and talents, this school also has several extracurricular activities including scouts, drum band, sports, and traditional dance.

The current principal of SMP Negeri 1 Raman Utara is Edi Prayitno, S.Pd. There are also 38 teachers and staff who help the learning process and administration at the school. The 38 employees consist of 27 government employees and 11 honorary employees. In addition, in the 2024/2025 school year the total number of students at SMP Negeri 1 Raman Utara was 382 students. The seventh grade has 105 students, the eighth grade has 140 students, and the ninth grade has 137 students.

## **2. Description of Result Data Research**

### **a. Result of The Students Pre-Test**

The researcher conducted a pre-test on May 14, 2025 by given writing test to the students. In this test, students were asked to write a story about their personal experiences without being given any prior instructions. The students did a pre-test to measure



the students' writing skill before given the treatment. The result of the pre-test can be identified as follow:

**Table 1.7**

The Result of the Students' Pre-Test at the Eighth Graders of SMP Negeri 1 Raman Utara

No.	Name	OR	CO	GR	MC	SQ	Score
1.	AD	14	12	12	9	12	59
2.	AON	16	14	10	10	10	60
3.	A	15	15	13	7	10	60
4.	ARR	16	13	15	9	13	66
5.	CAN	13	11	10	6	12	52
6.	DRP	12	13	14	9	7	55
7.	ERS	15	14	13	4	12	58
8.	FTA	18	16	16	10	12	72
9.	INWD	15	14	14	13	14	70
10.	ICP	12	15	12	7	9	55
11.	IDS	18	16	14	9	10	67
12.	JTS	15	15	15	8	13	66
13.	KHR	11	12	13	6	9	52
14.	MFF	11	11	14	7	7	50
15.	MFR	13	14	10	7	9	53
16.	NNGV	12	11	15	10	12	60
17.	NPAA	10	13	10	8	9	50
18.	PAAW	13	15	16	10	11	65
19.	PAPS	20	17	16	11	14	77
20.	QRG	20	18	12	9	11	70
21.	RAZ	14	15	13	13	10	64
22.	RNR	12	13	17	10	14	66
23.	SAS	14	15	15	13	13	70
24.	VDR	11	12	16	9	12	60
25.	WN	11	12	11	6	10	50
26.	WRD	9	10	13	5	8	45
27.	WM	13	16	12	9	13	63
28.	YP	14	15	15	11	12	67
29.	YSUZ	17	18	13	12	13	73
<b>Total</b>							1765
<b>Average</b>							60.86
<b>The Highest Score</b>							77
<b>The Lowest Score</b>							45
<b>The number of the students who got 70 or more</b>							6

Source: The Result of Students' Pre-Test on May 14, 2025.

Based on the table above, it can be seen on the table of frequency distribution of pre-test below:

**Table 1.8**  
Frequency Distribution as the Result of Pre-test

Interval	Frequency	Category	Percentages (%)
75-79	3	Good	10.34%
70-74	3	Good	10.34%
65-69	4	Low	13.79%
60-64	7	Low	24.14%
55-59	2	Low	6.90%
50-54	7	Low	24.14%
45-49	3	Low	10.34%
<b>Total</b>	29		100%

Based on the table of frequency distribution above, it can be inferred that only six students who passed from 70 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the student writing skills is very low.

#### **b. Result of The Students Post-Test**

After the students were given pre-test, the researcher conducted a post-test on May 19, 2025. Before doing a post-test, the researcher reviewed the material and posed several relevant questions. Thereafter, the researcher provided instructions, treatment, and test to the students in the form of a written test. In this test, the students were asked to write a story about their personal experiences related to the specified topics, which included: fun experiences, sad experiences, the scariest experiences, and annoying experiences. The researcher did a post-

test to measure the students writing skill after the treatment was given. The result of post-test can be identified as follow:

**Table 1.9**

The Result of the Students' Post-Test at the Eighth Graders of SMP Negeri 1 Raman Utara

No.	Name	OR	CO	GR	MC	SQ	Score
1.	AD	17	15	15	11	13	71
2.	AON	18	16	16	12	13	75
3.	A	18	17	16	12	15	78
4.	ARR	20	18	18	15	13	84
5.	CAN	16	14	15	11	12	68
6.	DRP	18	16	15	11	10	70
7.	ERS	18	15	17	10	12	72
8.	FTA	20	20	19	15	14	88
9.	INWD	19	18	18	14	15	84
10.	ICP	18	15	14	10	11	70
11.	IDS	19	18	18	13	10	78
12.	JTS	20	20	18	9	13	80
13.	KHR	17	18	17	13	12	77
14.	MFF	13	16	16	12	8	65
15.	MFR	14	15	14	12	15	70
16.	NNGV	16	17	15	13	14	75
17.	NPAA	15	13	13	12	13	66
18.	PAAW	18	15	16	12	15	76
19.	PAPS	20	19	16	19	16	90
20.	QRG	20	18	12	9	11	82
21.	RAZ	18	17	17	9	11	72
22.	RNR	15	16	15	13	15	74
23.	SAS	20	18	16	13	13	80
24.	VDR	18	16	17	12	12	75
25.	WN	13	13	14	11	13	64
26.	WRD	14	17	16	10	8	66
27.	WM	16	15	14	16	15	76
28.	YP	17	16	16	12	13	74
29.	YSUZ	20	20	19	18	18	95
<b>Total</b>							2195
<b>Average</b>							75.68
<b>The Highest Score</b>							95
<b>The Lowest Score</b>							64
<b>The number of the students who got 70 or more</b>							24

Source: The Result of Students' Post-Test on May 19, 2025.

Based on the table above, it can be seen on the table of frequency distribution of post-test below:

**Table 1.10**  
Frequency Distribution as the Result of Post-test

Interval	Frequency	Category	Percentages (%)
95-99	1	Good	3.45%
90-94	0	Fair	0.00%
85-89	1	Good	3.45%
80-84	6	Good	20.69%
75-79	7	Good	24.14%
70-74	9	Good	31.03%
65-69	4	Low	13.79%
60-64	1	Low	3.45%
<b>Total</b>	29		100%

Based on the table of frequency distribution above, it can be inferred that there were 24 students who passed from 70 as the Minimum Mistery Criteria (MMC) or high category. Therefore, it can be concluded that the students writing skill in post-test was increased good.

### 3. Normality Test

Normality test is a calculation of the probability that a sample is taken from a normal population.

Ha: the data was called with a non-normal distribution

Ho: the data was called with a normal distribution

- 1) If the probability or Sig.  $\alpha > 0.05$ , then the alternative hypothesis (Ha) is rejected.
- 2) If the probability or Sig.  $\alpha < 0.05$ , then the null hypothesis (Ho) is rejected.

The results of normality testing using SPSS are as follows:

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		58
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	.36589420
Most Extreme Differences	Absolute	.077
	Positive	.075
	Negative	-.077
Test Statistic		.077
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the result of the table regarding the test of normality it is known that the value of Sig. obtained is (.200) which mean more than 0.05. Therefore, it can be concluded that the data from this study were normally distributed.

#### 4. Hypothesis Testing

After the researcher give treatment by Diary writing media, the researcher analysing the data by using Paired Sample T-Test of SPSS in order to prove whether there was any positive and significant effect of Diary writing media toward students' writing skill at the eighth

graders of SMP Negeri 1 Raman Utara. The result of Paired Sample T-test as follow:

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	pre test - post test	-66.776	10.525	1.382	-69.543	-64.008	-48.319	57	.000

Based on the table, it can be seen that the result of sig. (2-tailed) is  $0.00 < 0.05$ , so  $H_a$  is rejected and  $H_o$  is accepted. It means that there is positive and significant effect of Diary Writing media on writing skill of the eighth graders at SMP Negeri 1 Raman Utara.

## B. Discussion

In providing a discussion of the findings of this research, the researcher explored the theories that helped her answer the problem formulation. The researcher conducted writing tests in the form of pre-tests and post-tests. In pre-test, students were asked to write a story about their personal experiences without being given any prior instructions. The frequency of values obtained on the pre-test for each indicator can be identified as follows:

**Tabel 1.11**

The frequency of each indicator's value on the pre-test

Score	Indicator				
	OR	CO	GR	MC	SQ
20-18	4	2	0	0	0
17-15	7	11	10	0	0
14-12	12	12	14	4	15
11-6	6	4	5	23	14
5-1	0	0	0	0	0
Total	29	29	29	29	29

According to the result of students writing pre-test, it can be concluded that most students demonstrated writing skills that were still in the adequate to needs improvement category. In the 14–12 and 11–6 score ranges, many students were in almost all indicators. In the Grammar (GR) indicator, there were 10 students in the 17–15 range and 11 students in the 14–12 range. This shows that some students have begun to understand the use of grammar in writing. On the other hand, in the Mechanic (MC) and Style Quality (SQ) indicators, most students were in the 11–6 range. There were 13 students in the MC indicator and 14 students in the SQ indicator in that range. This shows that many students still have difficulties in technical writing aspects, such as spelling and punctuation, as well as in composing writing with appropriate style. Meanwhile, the Organization (OR) and Content (CO) indicators have fairly even scores across all indicators. Some students scored in the 20–18 range, but most were in the 17–15 and 14–12 ranges. Seven students scored in the 17–15 range and 13

students in the 14–12 range for the OR indicator, while for the CO indicator, 11 students scored in the 17–15 range and 12 students in the 14–12 range. This indicates that some students have understood the structure and content of the writing, although further reinforcement is still needed. It can be seen that overall, the pre-test results show that students' writing skills still need to be improved in various aspects, particularly in terms of writing mechanics and style. These results provide an initial overview that can be used as a basis for designing more targeted learning that is tailored to students' needs.

After the pre-test, the researcher found results showing that students' writing skills still needed to be improved, especially in technical aspects of writing such as grammar, spelling, and sentence structure. Therefore, the researcher conducted a treatment using diary writing media. After the treatment, the researcher conducted a post-test on the same day, where students were asked to write about their personal experiences on predetermined topics. The topics given during the lessons were fun experiences, sad experiences, scariest experiences, and annoying experiences. The frequency of values obtained on the post-test for each indicator can be identified as follows:



**Tabel 1.12**

The frequency of each indicator's value on the post-test

Score	Indicator				
	OR	CO	GR	MC	SQ
20-18	17	10	6	3	7
17-15	8	16	17	14	14
14-12	4	3	6	2	7
11-6	0	0	0	10	2
5-1	0	0	0	0	0
Total	29	29	29	29	29

According to the result of students writing post-test, it can be concluded that most students demonstrated good writing skills across various indicators after taking the post-test. In the highest score range (20–18), the Organization (OR) indicator had the highest number of students, namely 17 students. Additionally, the Mechanics (MC) and Style Quality (SQ) indicators were each followed by 3 and 7 students. This indicates that many students are able to structure their writing clearly, using proper writing rules, and use appropriate language style. On the other hand, in the 17–15 range, the Content (CO) indicator obtained the highest number of students, namely 16 students, followed by Grammar (GR) with 17 students. This shows that students also have a good understanding of composing written content and using appropriate grammar. Meanwhile, in the 14–12 range, several students still showed fairly good abilities in various indicators. The Grammar (GR) and Mechanics (MC) indicators were achieved by 6 and 2 students, respectively, while the other indicators

also showed representation. This indicates that students continued to show effort and understanding in all aspects of the assessment. Furthermore, no students scored in the 5–1 range on any of the indicators. This shows that there were no very low scores in students' writing skill. It can be seen that the results of this post-test show that students have good writing skills, particularly in terms of text organization and writing mechanics. Although there is still variation in score achievement across indicators, students continue to demonstrate positive mastery across all assessment aspects.

The researcher used SPSS 25 version and conducted tests with it. The researcher obtained the following results after conducting an SPSS test on the pre-test and post-test result data.  $H_a$  is accepted and  $H_o$  is rejected. According to the data analysis, the paired sample t-test score of 0.000 was less than  $\alpha=0.05$ . The results of a pre-test and post-test in the class have significant differences. This indicates that the Diary Writing Media has a positive effect on the eighth grade at SMP Negeri 1 Raman Utara students writing learning process.

The test results prove that the diary writing media has a positive and significant effect on students' writing skills. This findings is in line with a previous research conducted by Euis Fauziah Ramadhani, which examined the use of diary writing to improve the writing skills of eighth-grade students at SMPN 3 Malang. This classroom action research found that the diary writing technique could improve students' writing achievement. Although the research used a different method (classroom

action research), it supports the findings of this study, which show that diary writing media is effective in improving students' writing skills, particularly when writing recount text.

This research is also in line with a research conducted by Ratna Sari Dewi, who used a quasi-experimental design to investigate the impact of diary writing on students' narrative writing skills at UIN Syarif Hidayatullah Jakarta. The findings of this research revealed a significant improvement in students' narrative writing after being taught using diary writing. Despite the difference in text type (narrative versus recount), both studies show that diary writing improves students' writing performance.

Furthermore, the findings of this research are supported by Wirda Jannatul Jannah's research of students' diary writing skills at the University of Pasir Pengaraian. Using a descriptive qualitative approach, it discovered that students' diary writing was of good quality, with an average score of 71. Although this research focused on university students and took a descriptive approach, it demonstrated that diary writing encourages students to write more freely and fluently.

Although this research is in line with previous research in showing the positive effect of diary writing, there are several differences. This research focuses on recount text writing at the junior high school level and uses a quantitative research method with a pre-experimental design. In addition, this research innovates diary writing media a more fun activity

by applying the provisions of a reward. Therefore, making the learning process more engaging and motivating for students.

## **CHAPTER V**

### **CONCLUSSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the research results it can be concluded that Diary Writing Media assist students in their writing skill. The students got low score in the pre-test, after the treatment was given, students could write easily by using Diary Writing Media. This was proven by the results of the students' pre-test and post-tests score. It can be seen from the results of the Paired Sample T-test. Sig (2-tailed) of the post test was  $0.000 < 0.05$ . It means that there is a positive and significant effect of Diary Writing Media on the students writing skill at the eighth grade of SMP Negeri 1 Raman Utara.

#### **B. Suggestion**

Based on the research finding, the researcher proposes several suggestions:

##### **1. For the Students**

Students are advised to be more active and confident in the learning process, as well as increase their writing skills, so as to be successful in English learning.

##### **2. For the Teacher**

The teacher should choose great media for teaching English especially in writing class in order that the students can more participate fully in the class and understand the material that is delivered by the teacher, because by a great technique in teaching and learning, it can automatically increase the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

**3. For the Headmaster**

Headmaster are suggested to give further support to the teachers and staff in the learning process by providing adequate facilities for student learning.

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# APPENDICES



**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : 0682/In.28/J/TL.01/02/2025  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
KEPALA SEKOLAH SMP NEGERI 1  
RAMAN UTARA  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Bapak/Ibu KEPALA SEKOLAH SMP NEGERI 1 RAMAN UTARA berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **ICHA NABELLA PUTRI**  
NPM : 2101051017  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE EFFECT OF DIARY WRITING TECHNIQUE ON  
STUDENTS' WRITING RECOUNT TEXT AT THE EIGHTH  
GRADERS OF SMP NEGERI 1 RAMAN UTARA

untuk melakukan prasurvey di SMP NEGERI 1 RAMAN UTARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu KEPALA SEKOLAH SMP NEGERI 1 RAMAN UTARA untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 19 Februari 2025  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP 19880308 201503 1 006



PEMERINTAH KABUPATEN LAMPUNG TIMUR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**UPTD SMP NEGERI 1 RAMAN UTARA**  
*Jl. Raya Bali Indah 11 A Rejobinangun Kec. Raman Utara Kab. Lamp. Tim. 34154*

Nomor : 420 / 046 / 11.SK.03/ 2025  
Lampiran : -  
Perihal : Prasurvey

Yth. Ketua Jurusan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri Metro  
Jln. Ki. Hajar Dewantara Kampus 15 A Iringmulyo  
di- Metro Timur

Yang bertanda tangan di bawah ini Kepala UPTD SMP Negeri 1 Raman Utara Kabupaten Lampung Timur Propinsi Lampung dengan ini memberikan kepada :

Nama : ICHA NABELLA PUTRI  
NPM : 2101051017  
Semester : 8 (delapan)  
Jurusan : Tadris Bahasa Inggris  
Judul : THE EFFECT OF DIARY WRITING TECHNIQUE ON STUDENTS' WRITING RECAUNT TEXT AT THE EIGHTH GRANDERS OF SMP NEGERI 1 RAMAN UTARA

Dengan ini mengizinkan yang tersebut di atas untuk melakukan prasurvey sesuai waktu yang dibutuhkan dalam pelaksanaannya, dalam rangka menyelesaikan tugas akhir/Skripsi.

Demikian surat ini diberikan untuk dapat dipergunakan dalam melaksanakan prasurvey.

Raman Utara, 22 Pebruari 2025  
Kepala Sekolah,  
  
  
**DEDI PRAYITNO, S.Pd.**  
NIP. 19681230 199203 1 004



**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

**RATIFICATION PAGE**

The Research Proposal entitled: THE EFFECT OF DIARY WRITING MEDIA ON STUDENTS' WRITING RECOUNT TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1 RAMAN UTARA, written by: Icha Nabella Putri Student Number: 2101051017, English Education Department, had been examined (Proposal Seminar) in Tarbiyah and Teacher Training Faculty on Monday, March 10<sup>th</sup>, 2025 at 09.30 – 11.00 WIB.

**BOARD OF EXAMINERS**

Chairperson : Aisyah Sunarwan, M. Pd

(.....)

Examiner I : Dr. Much Deiniatur, M.Pd.B.I.

(.....)

Examiner II : Yeni Suprihatin, M. Pd

(.....)

Secretary : Linda Septiyana, M. Pd

(.....)

Head of English Education Department

  
**Dr. Much Deiniatur, M.Pd.B.I**  
NIP. 198809082018031006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
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Nomor : 1265/In.28.1/J/TL.00/04/2025  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Aisyah Sunarwan (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **ICHA NABELLA PUTRI**  
NPM : 2101051017  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : THE EFFECT OF DIARY WRITING MEDIA ON STUDENTS' WRITING RECOUNT TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1 RAMAN UTARA

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, 25 April 2025  
Ketua Jurusan,



**Dr. Much Deiniatur M.Pd.B.I.**  
NIP 19880308 201503 1 006

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode dan pastikan diarahkan ke alamat <https://sismik.metrouniv.ac.id/v2/cek-suratbimbingan.php?npm=2101051017>. Token = 2101051017



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**SURAT TUGAS**

Nomor: B-1329/In.28/D.1/TL.01/04/2025

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

Nama : ICHA NABELLA PUTRI  
NPM : 2101051017  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP NEGERI 1 RAMAN UTARA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF DIARY WRITING MEDIA ON STUDENTS' WRITING RECOUNT TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1 RAMAN UTARA" .
  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 : 30 April 2025

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003





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

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Nomor : B-1330/In.28/D.1/TL.00/04/2025  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP NEGERI 1 RAMAN  
UTARA  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1329/In.28/D.1/TL.01/04/2025, tanggal 30 April 2025 atas nama saudara:

Nama : **ICHA NABELLA PUTRI**  
NPM : 2101051017  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP NEGERI 1 RAMAN UTARA bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 1 RAMAN UTARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF DIARY WRITING MEDIA ON STUDENTS' WRITING RECOUNT TEXT AT THE EIGHTH GRADERS OF SMP NEGERI 1 RAMAN UTARA".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 30 April 2025  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



PEMERINTAH KABUPATEN LAMPUNG TIMUR  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
**UPTD SMP NEGERI 1 RAMAN UTARA**  
*Jl. Raya Bali Indah 11 A Rejobinangun Kec. Raman Utara Kab. Lamp. Tim. 34154*

Raman Utara , 14 Mei 2025

Nomor : 420/081/11.SK.03/2025  
Lampiran : -  
Perihal : Balasan Permohonan izin Research

Kepada Yth.,  
Wakil Dekan Akademik dan Kelembagaan  
INSTITUT AGAMA ISLAM NEGERI METRO

Menanggapi Surat No.B-1330/ln.28/D.1/TL.00/04/2025 Tanggal 30 April 2025 Perihal izin penelitian , Oleh Mahasiswa

Nama : ICHA NABELLA PUTRI  
NPM : 2101051017  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Dengan ini memberitahukan bahwa kami tidak keberatan dengan permohonan yang dimaksud dan memberikan izin penelitian yang akan dilaksanakan.

Demikian surat ini kami sampaikan , dan atas kerjasamanya kami ucapkan terimakasih.

Dibuat di : Raman Utara  
Pada Tanggal : 14 Mei 2025  
Kepala UPTD SMP NEGERI  
1 RAMAN UTARA



**EDIPRATNO, S.Pd.**

6812301992031004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Icha Nabella Putri  
NPM : 2101051017

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Sora 13/1/2025	- tambahkan sumber dari apa ya anda ambil dari buku / sumber lain  - jelaskan bagian yang tidak lengkap pre-survey dan juga hasilnya !	Bafi
	sin 20/1/2025	- Data sudah juga disampaikan dalam bentuk table.  - problem identification harus diambil dari problem background or problem faced by students!	Bafi
	Kams 23/1/25	- sec chapter I - continue writing chapter II = III	Bafi



Mengetahui  
Ketua Program Studi TBI

**Dr. Much Deijatur, M.Pd.B.I.**  
NIP. 198803082015031006

Dosen Pembimbing

**Aisyah Sunarwan, M.Pd.**  
NIDN. 0207021301







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

Nama : Icha Nabella Putri  
NPM : 2101051017

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Jum'at 7/2 2025	<ul style="list-style-type: none"> <li>- Footnote should start the number one for each chapter</li> <li>- Write the paragraph with a good form consist of 1 main idea and some supporting sentence</li> <li>- Data theory is complete</li> <li>- comprehend all that you have writing.</li> </ul>	    
	Senin 10/2 2025	ACC for proposal session	



Mengetahui,  
Ketua Program Studi TBI

**Dr. Much Deinfatur, M.Pd.B.I.**  
NIP. 198803082015031006

Dosen Pembimbing



**Aisyah Sunarwan, M.Pd.**  
NIDN. 0207021301



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Icha Nabella Putri  
NPM : 2101051017

Program Studi : TBI  
Semester : VII


No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Wednesday 23/5/2015	ACC APD	Bpfi
	Wednesday 3/6/2015	- please revise some writing! - Add the explanation about the text given to the students - Add the explanation about the activity performed by researcher	Bpfi
	Thursday 5/6/2015	- please create a table to explain the result of SS' test that consist of CO, OR, CR, MC & SP	Bpfi
	Selasa 16/6/2015	on discussion you have to make it clear about SS' result in pre-test & post test	



Ketua Program Studi TBI

**Dr. Much Deputatur, M.Pd.B.I.**  
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Dosen Pembimbing

  
**Aisyah Sunarwan, M.Pd.**  
NIDN. 0207021301



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Icha Nabella Putri  
NPM : 2101051017

Program Studi : TBI  
Semester : VII

No	Hari/ Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Wednesday 12/2025 6	- Add the explanation for each indicators according to the result of 80% marks - Reverse the total students of pre-test & post test	Bef.
	Monday 16/2025 6	Suggestion must be completed with the things that he/she should do	Befi
	Wednesday 19/2025 6	ACC for Munasogayah	Befi

Mengetahui,  
Ketua Program Studi TBI



**Dr. Much Deiniatur, M.Pd.B.I.**  
NIP. 198803082015031006

Dosen Pembimbing

**Aisyah Sunarwan, M.Pd.**  
NIDN. 0207021301

## Lembar Kerja Peserta Didik (LKPD)

Mata pelajaran	: Bahasa Inggris
Satuan Pendidikan	: SMP Negeri Raman Utara
Kelas/Semester	: VIII/Genap
Materi pokok	: Recount text
Alokasi waktu	: 2 x 45 menit

### A. Kompetensi Dasar

- **3.7** Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount lisan dan tulis, tentang pengalaman/kejadian sesuai dengan konteks penggunaannya.
- **4.7** Menyusun teks recount lisan dan tulis tentang pengalaman/kejadian, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

### B. Tujuan Pembelajaran

1. Mengidentifikasi struktur teks recount.
2. Menyusun teks recount secara sederhana dengan struktur dan unsur kebahasaan yang tepat.
3. Menulis pengalaman pribadi dalam bentuk recount text secara mandiri.

### C. Materi Pembelajaran

Materi Pembelajaran
<ul style="list-style-type: none"> <li>• Recount text</li> <li>• Tujuan dari recount text:</li> <li>• Jenis recount text:               <ul style="list-style-type: none"> <li>- Personal recount</li> <li>- Factual recount</li> <li>- Imaginative recount</li> </ul> </li> <li>• Struktur recount text:</li> </ul>

- Orientation
- Events
- Re-orientation
- Contoh recount text

### **My Holiday**

Last weekend, I spent two wonderful days in Bali with my friends. It was a memorable holiday full of fun and beautiful experiences.

On the first day, we arrived early in the morning and went straight to Melasti Beach. We enjoyed watching the sunrise and walked along the sandy shore. After that, we checked in at the hotel and had breakfast. In the afternoon, we visited Tanah Lot Temple. The view was amazing, especially the sea and the sunset. Many tourists were there, and the atmosphere was lively.

On the second day, we went to Tanjung Benoa Beach. We tried several water sports like banana boat and jet ski. It was exciting and a bit scary at first, but I had a lot of fun. Later, we visited a turtle conservation center on Penyu Island and learned about protecting sea turtles. In the evening, we relaxed at Kuta Beach and watched the beautiful sunset before heading back to the hotel.

Those two days in Bali were unforgettable. I enjoyed spending time with my friends and exploring the beautiful beaches and culture of Bali. I hope to visit Bali again soon.





## Post-Test

**Name:**

**Class:**

**Direction:**

- 1. Write your name and class on the answer sheet!**
- 2. You may use an English dictionary!**
- 3. The time given to complete this test is 25 minute!**

**Instruction:**

*Write a personal experience story using the structure and language rules appropriate to recount texts. Your text should be 3 paragraphs. Make sure you have used correct capitalization, punctuation, and standard spelling. Choose one of the topics below:*

1. *Fun experiences*
2. *Sad experiences*
3. *Scariest experiences*
4. *Annoying experiences*

[illegible]

*Score:*



### E. Refleksi

1. Apa yang kalian pelajari dari pembelajaran ini?
2. Apa tantangan atau kesulitan yang kalian hadapi saat menulis recount text?

### F. Penilaian

Aspek yang dinilai	Skor Maksimum
Organization	20
Content	20
Grammar	20
Mechanic	20
Style Quality Expression	20
<b>Total Skor</b>	<b>100</b>

## MODUL PEMBELAJARAN

Penulis	: Icha Nabella Putri
Satuan Pendidikan	: SMP Negeri 1 Raman Utara
Mata pelajaran	: Bahasa Inggris
Fase/Kelas	: D/VIII (delapan)
Tahun Pelajaran	: 2024/2025
Materi	: Recount Text
Alokasi waktu	: 90 menit/2 JP

<b>Kompetensi Awal</b>
Pada fase ini peserta didik diharap mampu memahami dan mengetahui definisi recount text, mengetahui generic structure recount text, mengetahui unsur kebahasaan serta dari beberapa pembahasan yang tertulis peserta diharapkan mampu mengingat dan meningkatkan hasil belajar.
<b>Profil Pelajar Pancasila</b>
<ul style="list-style-type: none"> <li>- Beriman, bertaqwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia</li> <li>- Berkebhinekaan</li> <li>- Bernalar kritis</li> <li>- Mandiri</li> <li>- Kreatif</li> <li>- Bergotong royong</li> </ul>
<b>Sarana Prasarana</b>
Papan tulis, penghapus, spidol, kamus, buku English For Nusantara untuk kelas VIII.
<b>Target Peserta Didik</b>
<ul style="list-style-type: none"> <li>➤ Peserta didik reguler/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.</li> <li>➤ Peserta didik dengan kesulitan belajar: memiliki kesulitan dengan bahasa dan pemahaman materi ajar, kurang percaya diri, kesulitan berkonsentrasi jangka panjang, dsb.</li> <li>➤ Peserta didik dengan pencapaian tinggi: mencerna dan memahami dengan cepat.</li> </ul>

<b>Model Pembelajaran</b>
- Tatap muka.
<b>Tujuan Pembelajaran</b>
<ul style="list-style-type: none"> <li>➤ Peserta didik mengetahui pengertian recount text.</li> <li>➤ Peserta didik mengetahui penggunaan recount text.</li> </ul>
<b>Kegiatan Pembelajaran</b>
<p><b>First Meeting</b></p> <ol style="list-style-type: none"> <li>1. Pendahuluan <ul style="list-style-type: none"> <li>- Pendidik memberikan salam dan bertegur sapa dengan peserta didik.</li> <li>- Pendidik dan peserta didik berdoa bersama sesuai agama dan kepercayaan masing masing.</li> <li>- Pendidik memeriksa kehadiran peserta didik.</li> <li>- Pendidik mengaitkan materi dengan kehidupan sehari hari dan memberikan pertanyaan kepada peserta didik.</li> <li>- Pendidik menginformasikan materi yang akan dipelajari.</li> <li>- Pendidik mengulas kembali materi tentang recount text (pengertian, tujuan, jenis, dan struktur) serta menyampaikan proses penilaian yang akan di ambil selama proses pembelajaran.</li> </ul> </li> <li>2. Kegiatan Inti <ul style="list-style-type: none"> <li>- Pendidik dan peserta didik berdiskusi bersama.</li> <li>- Ice breaking.</li> <li>- Pendidik memberikan tugas kepada peserta didik terkait materi dengan meminta mereka untuk menuliskan personal experience mereka.</li> <li>- Peserta didik mengerjakan tugas yang diberikan dengan batas waktu yang ditentukan.</li> <li>- Pendidik dan peserta didik berdiskusi terkait hasil kerja peserta didik.</li> </ul> </li> <li>3. Penutup <ul style="list-style-type: none"> <li>- Pendidik melakukan refleksi kemudian peserta didik di minta untuk menyampaikan kesulitan yang mereka hadapi di saat pembelajaran berlangsung.</li> <li>- Pendidik menginformasikan kegiatan yang akan dilakukan dipertemuan berikutnya.</li> <li>- Pendidik dan peserta didik mengakhiri pembelajaran dengan mengucapkan rasa syukur dan salam penutup.</li> </ul> </li> </ol>

## Second Meeting

### 1. Pendahuluan

- Pendidik memberikan salam dan bertegur sapa dengan peserta didik.
- Pendidik dan peserta didik berdoa bersama sesuai agama dan kepercayaan masing masing.
- Pendidik memeriksa kehadiran peserta didik.
- Ice breaking.
- Pendidik mengulas sedikit materi yang sudah dipelajari sebelumnya.

### 2. Kegiatan Inti

- Pendidik memberikan contoh teks recount.
- Pendidik melakukan treatment kepada peserta didik dan berdiskusi bersama.
- Pendidik memberikan tugas kepada peserta didik terkait materi dengan meminta mereka untuk menulis cerita sesuai topik yang ditentukan.
- Peserta didik mengerjakan tugas yang diberikan dengan batas waktu yang ditentukan.
- Pendidik meminta beberapa peserta didik untuk membacakan hasil kerja mereka.
- Ice breaking dan pemberian reward untuk peserta didik.

### 3. Penutup

- Pendidik melakukan refleksi kemudian memberikan apresiasi dan motivasi kepada seluruh peserta didik.
- Pendidik dan peserta didik mengakhiri pembelajaran dengan mengucapkan rasa syukur dan salam penutup.

## Asesmen

- Penilaian formatif melalui tugas.
- Data nilai kemampuan siswa.

## Refleksi Peserta Didik dan Guru

- Bagaimana memastikan peserta didik agar dapat memahami materi.
- Memahami materi.

## LAMPIRAN

1. Bahan bacaan pendidik dan peserta didik:

### **A. Definition of Recount Text**

Recount text adalah teks yang menceritakan kembali kegiatan, kejadian atau pengalaman yang terjadi di masa lampau/ sudah terlewati. Tujuan teks recount untuk menceritakan kembali kejadian-kejadian/ pengalaman di masa lampau/ sudah terlewati.

### **B. Purpose of Recount Text**

Tujuan teks recount adalah untuk menceritakan kembali serta memberikan informasi kepada pembaca tentang suatu peristiwa atau pengalaman pribadi yang sudah terjadi di masa lalu.

### **C. Types of Recount Text**

1. Personal recount adalah teks recount yang berisi cerita atau pengalaman pribadi penulis. Contohnya adalah diary atau catatan harian yang menceritakan kejadian yang dialami sendiri.
2. Factual recount adalah teks recount yang menceritakan peristiwa atau kejadian yang benar-benar terjadi dan bersifat faktual. Biasanya berupa laporan ilmiah, laporan kepolisian, atau berita.
3. Imaginative recount adalah teks recount yang berisi cerita imajinatif atau khayalan yang dialami oleh penulis, seperti mimpi atau cerita rekaan yang disusun seolah nyata.

### **D. Generic Structure of Recount Text**

1. Orientation biasanya memberikan pembaca informasi latar belakang (background knowledge) yang dibutuhkan untuk memahami teks, seperti siapa yang terlibat, di mana itu terjadi dan kapan itu terjadi.
2. Events (urutan kejadian/kegiatan) berisi serangkaian peristiwa/kejadian yang diurutkan secara kronologis.
3. Re-orientation berisi sebuah komentar pribadi tentang peristiwa atau apa yang terjadi pada akhirnya.

### E. Example of Recount Text

#### My Holiday

Last weekend, I spent two wonderful days in Bali with my friends. It was a memorable holiday full of fun and beautiful experiences.

On the first day, we arrived early in the morning and went straight to Melasti Beach. We enjoyed watching the sunrise and walked along the sandy shore. After that, we checked in at the hotel and had breakfast. In the afternoon, we visited Tanah Lot Temple. The view was amazing, especially the sea and the sunset. Many tourists were there, and the atmosphere was lively.

On the second day, we went to Tanjung Benoa Beach. We tried several water sports like banana boat and jet ski. It was exciting and a bit scary at first, but I had a lot of fun. Later, we visited a turtle conservation center on Penyu Island and learned about protecting sea turtles. In the evening, we relaxed at Kuta Beach and watched the beautiful sunset before heading back to the hotel.

Those two days in Bali were unforgettable. I enjoyed spending time with my friends and exploring the beautiful beaches and culture of Bali. I hope to visit Bali again soon.

Mengetahui,  
Guru Mata Pelajaran



Nurhayati, S.Pd.  
NIP. 198406102011012003

Metro, 14 Mei 2025

Mahasiswa Peneliti



Icha Nabella Putri  
NPM. 2101051017

### Writing Score

No.	Name	Pre-test	Post-test
1.	AD	59	71
2.	AON	60	75
3.	A	60	78
4.	ARR	66	84
5.	CAN	52	68
6.	DRP	55	70
7.	ERS	58	72
8.	FTA	72	88
9.	INWD	70	84
10.	ICP	55	70
11.	IDS	67	78
12.	JTS	66	80
13.	KHR	52	77
14.	MFF	50	65
15.	MFR	53	70
16.	NNGV	60	75
17.	NPAA	50	66
18.	PAAW	65	76
19.	PAPS	77	90
20.	QRG	70	82
21.	RAZ	64	72
22.	RNR	66	74
23.	SAS	70	80
24.	VDR	60	75
25.	WN	50	64
26.	WRD	45	66
27.	WM	63	76
28.	YP	67	74
29.	YSUZ	73	95
<b>Total</b>		<b>1765</b>	<b>2195</b>
<b>Average</b>		<b>60.86</b>	<b>75.68</b>

## Pre-Test

Name: Yessica Prosetyowati

Class: VIII E

## Direction:

1. Write your name and class on the answer sheet!
2. You may use an English dictionary!
3. The time given to complete this test is 25 minute!

## Instruction:

Write a personal experience story using the structure and language rules appropriate to recount texts. Your text should be 3 paragraphs. Make sure you have used correct capitalization, punctuation, and standard spelling.

## Went to the Market

Last week I went to Raman utara Market with my mother and Younger Sister. In the Raman utara market there were lots of People Selling. Some Sold food, drinks, vegetables, clothes and So on. my mother took me around the vegetables Seller.

My mother bought vegetables and Some cooking ingredients. my Mother also bought milk for my Younger Sister. Someone Selling color ful chickens. my little sister bought Pink and yellow chickens. I also bought ice to take home.

My Sister and I are very happy.

Score: - Organization : 14  
 - Content : 15  
 - Grammar : 15  
 - Mechanics : 11  
 - Style and quality expression : 12

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## Post-Test

Name: Yessica Prosetyowati

Class: VIII E

## Direction:

1. Write your name and class on the answer sheet!
2. You may use an English dictionary!
3. The time given to complete this test is 25 minute!

## Instruction:

Write a personal experience story using the structure and language rules appropriate to recount texts. Your text should be 3 paragraphs. Make sure you have used correct capitalization, punctuation, and standard spelling. Choose one of the topics below:

- |                    |                         |
|--------------------|-------------------------|
| 1. Fun experiences | 3. Scariest experiences |
| 2. Sad experiences | 4. Annoying experiences |

## Went to the Swimming Pool

Last week I went to <sup>the</sup> Swimming Pool with my friends. When I got there I saw many visitors, we bought tickets <sup>first</sup> to <sup>before</sup> entering the Swimming Pool. There we immediately changed clothes and then swam.

After that we took a short break for lunch. we bought some food and drinks such as rice, fried chicken, fried eggs, noodles, water and iced tea. There are also food and drinks available such as Pop mi, iced tea, iced orange and many more. After that we played water again and we rode the water boom.

We were very happy to be able to go on vacation to the Swimming Pool together. We hope that next time we can go on vacation together again.

Score: - organization : 16  
 - content : 19  
 - grammar : 14  
 - mechanics : 12  
 - style and quality expression : 13

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## Documentation Of Research Process

### Pre-Test:



### Treatment:



### Post-test:





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

Nama : ICHA NABELLA PUTRI  
NPM : 2101051017  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101051017.

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, 19 Juni 2025  
Kepala Perpustakaan,  
  
Aan Gurroni, S.I.Pust.  
NIP.19930428 201903 1 009



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**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 : Icha Nabella Putri  
NPM : 2101051017  
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mempunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 19 Juni 2025

Ketua Program Studi TBI

  
**Dr. Much Deiniatur, M.Pd.B.I.**  
NIDN 08803082015031006

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by Akun Mahasiswa



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## BIOGRAPHY



Icha Nabella Putri, born in Raman Aji on June 22, 2003, the first of two children of Mr. Sudarto and Mrs. Anik Setianingsih. The researcher live in the village of Rukti Sediyo, Raman Utara, Lampung Timur with her parents and younger brother. The researcher completed kindergarten at TK LPM Rukti Sediyo in 2009. After graduating from kindergarten, the author continued his studies at SD Negeri 4 Raman Aji and graduated in 2015. After that, the researcher continued his schooling at the junior high school level at SMP Negeri 1 Raman Utara and graduated in 2018. The researcher then continued his schooling to the senior high school level at SMK Negeri 1 Raman Utara and graduated in 2021, and in the same year the author continued his undergraduate education. The researcher decided to choose English Education Study Program, Tarbiyah and Teacher Training Faculty at The State Islamic Institute of Metro (IAIN Metro).