# AN UNDERGRADUATE THESIS

## THE USE OF DIARY IN WRITING RECOUNT TEXT TO IMPROVE WRITING ABILITY AMONG THE STUDENTS OF SMA N 1 TRIMURJO CENTRAL LAMPUNG


By:

**NUR ANNISA RAHMAWATI**

**STUDENT. ID. 1176897**

**Tarbiyah Department**

**English Education Study Program**



STAIN Jurai Siwo
Hadiah
8 - 8 - 2016
146/Tar/16





**STATE ISLAMIC COLLEGE**
**(STAIN) JURAI SIWO METRO**
**1437 H/ 2016 M**

**THE USE OF DIARY IN WRITING RECOUNT TEXT**

**TO IMPROVE WRITING ABILITY AMONG THE STUDENTS**

**OF SMAN 1 TRIMURJO CENTRAL LAMPUNG**

Presented as a Partial Fulfillment of the Requirements

for the Degree of Sarjana Pendidikan (S.Pd)

in English Education Study Program


BY:

NUR ANNISA RAHMAWATI

STUDENT. ID. 1176897

Tarbiyah Department

English Education Study Program


Sponsor : Dra. Umi Yawisah, M.Hum

Co-Sponsor : Ahmad Subhan Roza, M.Pd


**STATE ISLAMIC COLLEGE**

**(STAIN) JURAI SIWO OF METRO**

**1437 H/2016 M**

# THE USE OF DIARY IN WRITING RECOUNT TEXT TO IMPROVE WRITING ABILITY AMONG THE STUDENTS OF SMAN 1 TRIMURJO CENTRAL LAMPUNG


## ABSTRACT

By:

NUR ANNISA RAHMAWATI

Writing is one of the four language skills. Writing is also an action, a process discovering and organizing ideas, putting them on a paper and reshaping and revising them. Writing has an important ability in English because is one of the way for communication. In fact, students can not mastery in learning English, because they have problems in teaching and learning English. One of the problem is they don't have limited vocabulary. The problems of the research are: firstly, to improve the students' writing ability and secondly, to increase students' motivation to write. Researcher would like focus on the use of diary in teaching recount text to improve students' writing ability at the tenth grade of SMAN 1 Trimurjo Central Lampung.

The research design was Classroom Action Research (CAR); the subject of the research was students of tenth grade of SMA Negeri 1 Trimurjo Central Lampung. The total of the research is twenty students. In collecting of the data, the researcher uses the following techniques: (1). test (pre-test and post-test), (2). Observation, (3). Documentation.

Based on the finding above, it can be concluded that the researcher found that the use of diary writing can improve students' writing skill in recount text. It means that diary writing is an effective media of teaching recount text paragraph. This can show that's more than 74.9 students got score of >70. Based on the conclusion above, furthermore they can write in the form of recount text paragraph using varied words in good construction, there will be better if they were given a few questions that consist of material about the past tense.

# PENGGUNAAN *DIARY* DALAM MENULIS TEKS *RECOUNT* UNTUK MENINGKATKAN KEMAMPUAN MENULIS SISWA DI SMAN 1 TRIMURJO LAMPUNG TENGAH


## ABSTRAK

**Oleh:**

**NUR ANNISA RAHMAWATI**

Menulis adalah salah satu keterampilan dari empat bahasa. Menulis juga disebut sebuah tindakan, sebuah proses menghasilkan dan menyusun gagasan, meletakkannya pada kertas dan membentuk dan memperbaikinya kembali. Menulis adalah sebuah kemampuan yang sangat penting dalam Bahasa Inggris karena salah satu cara untuk berkomunikasi. Faktanya, siswa tidak dapat memahami pelajaran Bahasa Inggris, karena mereka memiliki beberapa masalah dalam pengajaran dan pembelajaran Bahasa Inggris.
Salah satu masalahnya adalah mereka tidak memiliki kosa kata yang cukup. Tujuan dari penelitian ini adalah: pertama, untuk memperbaiki kemampuan menulis siswa, dan kedua, meningkatkan motivasi siswa untuk menulis. Peneliti mengfokuskan penggunaan *diary* dalam menulis teks *recount* untuk memperbaiki kemampuan menulis siswa kelas X di SMAN 1 Trimurjo, Lampung Tengah.

Penelitian ini merupakan Penelitian Tindakan Kelas. Subjek dari penelitian ini adalah siswa kelas sepuluh di SMA N 1 Trimurjo, Lampung Tengah. Jumlah subjek dari penelitian ini adalah dua puluh siswa. Dalam pengambilan data, peneliti menggunakan beberapa teknik: (1). Test (pre-test and post-test), (2). Observasi, (3). Dokumentasi.

Berdasarkan penemuan tersebut, dapat disimpulkan bahwa dengan menulis *diary* dapat memperbaiki kemampuan menulis siswa dalam menulis teks *recount*. Ini berarti bahwa menulis *diary* adalah media yang efektif dalam mengajar teks *recount* paragraf. Dapat ditunjukkan bahwa lebih dari 74.9 siswa mendapatkan nilai lebih dari 70. Berdasarkan kesimpulan diatas, meskipun mereka dapat menulis dalam bentuk teks *recount* paragraf dengan susunan kata-kata yang bervariasi, akan ada baiknya jika mereka diberi beberapa soal yang terdiri dari materi tentang past tense.

KEMENTRIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Jl. KI Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111
Telp. (0725) 4157, Fax (0725) 47296 Email:stainmetro@yahoo.com website: www.stain_metro.ac.id

**RATIFICATION PAGE**
No: Sti.06/S/230/2016

The undergraduate thesis entittled: THE USE OF DIARY IN WRITING RECOUNT TEXT TO IMPROVE WRITING ABILITY AMONG THE STUDENTS OF SMAN 1 TRIMURJO CENTRAL LAMPUNG, written by NUR ANNISA RAHMAWATI, Student Number 1176897 English Education Study Program, had been examined (Munaqosyah) in Tarbiyah Department on March 11, 2016 at 16.00-18.00 a.m.

**BOARD OF EXAMINERS:**

Chairperson : Dra. Umi Yawisah, M.Hum .....)

Secretary : M. Dini Handoko, M.Pd .....)

Examiner I : Dr. Mahrus As'ad, M.Ag .....)

Examiner II : Ahmad Subhan Roza, M.Pd .....)

PANITIA MUNAQOSAH
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO

Principal,

KEMENTERIAN AGAMA JURAI SIWO METRO SEKOLAH TINGGI AGAMA ISLAM NEGERI

**Prof. Dr. Hj. Enizar, M.Ag**
NIP. 19600918 198703 2 003

**KEMENTRIAN AGAMA**

**SEKOLAH TINGGI AGAMA ISLAM NEGERI**

**( STAIN ) JURAI SIWO METRO**

Jl. Ki. Hajar Dewantara Kampus 15A Iringmolyo Kota Metro Lampung 34111
Telp.(0725)41507,Fax. (0725)47296 Email:stainjusi@stainmetro.ac.id,website:www.stainmetro.ac.id

## APPROVAL PAGE

| | |
|---|---|
| The Title | :THE USE OF DIARY IN WRITING RECOUNT TEXT TO IMPROVE WRITING ABILITY AMONG THE STUDENT OF SMA N 1 TRIMURJO CENTRAL LAMPUNG |
| Name | : Nur Annisa Rahmawati |
| Student Number | : 1176897 |
| Study Program | : English Education |
| Departement | : Tarbiyah |

**APPROVED BY:**

To be examined (munaqosyah) in Tarbiyah Departement of State Islamic College of Jurai Siwo Metro.

Metro, February 2016

1st Sponsor

**Dra. Umi Yawisah, M.Hum**
NIP. 19620424 199903 2 001

2nd sponsor

**Ahmad Subhan Roza, M.Pd**
NIP. 19750610 200801 1 014

**Dean**

**Dr. Hj. Akla, M.Pd**
NIP. 19691008 200003 2 005

KEMENTRIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
( STAIN ) JURAI SIWO METRO
Jl. Ki. Hajar Dewantara Kampus 15A Iringmolyo Kota Metro Lampung 34111
Telp.(0725)41507,Fax. (0725)47296 Email:stainjusi@stainmetro.ac.id,website:www.stainmetro.ac.id

# NOTA DINAS

Number :
Appendix :-
Matter : **In Order to Hold the Munaqosah Nur Annisa Rahmawati**

To:
The Honorable The Head of Tarbiyah Department
of State Islamic College (STAIN)
Jurai Siwo Metro

***Assalamu'alaikum, Wr. Wb.***

We have given guidance and enough improvement to the undergraduate thesis script which is written by:

Name : Nur Annisa Rahmawati
NPM : 1176897
Judul :THE USE OF DIARY IN WRITING RECOUNT TEXT TO IMPROVE WRITING ABILITY AMONG THE STUDENT OF SMA N 1 TRIMURJO CENTRAL LAMPUNG

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

***Wassalamu'alaikum, Wr.Wb.***

Metro, February 2016

| 1st Sponsor | 2nd Sponsor |
|---|---|
| **Dra. Umi Yawisah, M.Hum** | **Ahmad Subhan Roza, M.Pd** |
| NIP. 19620424 199903 2 001 | NIP. 19750610 200801 1 014 |

**MOTTO**

الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

Who has taught (the writing) by the pen. (Al Alaq)

Education is the best provisions for future. (Aristoteles)

## DEDICATION PAGE

"This piece of work's dedicated to

my beloved family and all whom I love"

## ACKNOWLEDGEMENT

To start with, I would like to extend my gratitude to Allah SWT who has given mercy and granted so that the writer can finish this proposal. *Shalawat and salaam* is also sent to Prophet Muhammad SAW who had delivered the truth to human in general and Muslim in particular.

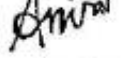
In the second place, I would like to thank my parents for financial and spiritual support. My deepest thanks go to Dra. Umi Yawisah, M.Hum and Ahmad Subhan Roza, M.Pd who have constantly given their endorsement, time, and guidance so that the writer could finish this proposal. The credits also go to the Principal of STAIN Jurai Siwo Metro, who has given support and approval in order that the writer was able to conduct the research. I also thank to Mrs.Devi Emsa Nurdina, S.Pd, the English teacher of SMAN 1 Trimurjo for their support.

Last but not least, I would like to thank my family and my friends, who involved directly and indirectly in making this writing. I hope that this writing will become source of good for others.

It is Allah who bestows success and guides to the Right Path.

Metro, Febuary 2016

The Writer,



Nur Annisa Rahmawati

St.ID. 1176897

## TABLE OF CONTENTS


**COVER**

**PAGE OF TITLE** ..... ii

**ABSTRAK** ..... iii

**ABSTRACT** ..... iv

**MOTTO** ..... v

**DEDICATION PAGE** ..... vi

**ACKNOWLEDGMENT** ..... vii

**TABLE OF CONTENTS** ..... viii

**LIST OF TABLES** ..... xi

**LIST OF APPENDICES** ..... xii

**LIST OF FIGURES** ..... xiii

**CHAPTER I INTRODUCTION**

A. Background of the Study

B. Problem Identification ..... 3

C. Problem Limitation ..... 3

D. Problem Formulation ..... 3

E. Objective of the Study ..... 4

F. Benefits of the Studies ..... 4

**CHAPTER II REVIEW OF THE RELATED THEORIS**

A. Theoretical Review

1. Concept of Writing and Writing Ability

a. The Concept of Writing ..... 5

b. The Concept of Writing Ability ..... 7

c. Types of Writing ..... 7

d. Process of Writing ..... 10

2. Concept of Diary Writing Recount Text ..... 11

a. The Concept of Diary ..... 11

b. The Concept of Recount ..... 13

d. The Purpose of Diary Writing in Writing Recount Text 15
e. Procedure of Writing Recount Text Through Diary .... 16
f. Advantages of Diary writing in Writing Recount Text 17
g. Relating of Diary Writing in Writing Recount Text ... 17
h. English Syllabus of Writing for SMA ..... 17
B. Action Hypothesis ..... 18
**CHAPTER III RESEARCH METHODOLOGY**
A. Research design
B. Setting of the study
C. Object of the study ..... 20
D. Action plan ..... 20
1. Planning ..... 22
2. Acting ..... 22
3. Observing ..... 23
4. Reflecting ..... 23
E. Data collection technique ..... 23
1. Test ..... 24
a. Pre-test ..... 24
b. Post-test ..... 24
2. Observation ..... 24
3. Documentation ..... 25
F. Data analysis method ..... 25
**CHAPTER IV RESULT OF THE RESEARCH**
A. Description of Data
1. Resign Design
2. Description of Finding
1) Action and Learning at Pre-test..... 28
2) Cycle I..... 30
a) Planning..... 29
b) Acting..... 30
c) Observing ..... 33

d) Reflecting ..... 35
3) Cycle II ..... 36
a) Planning ..... 36
b) Acting ..... 36
c) Observing ..... 39
d) Reflecting ..... 40
B. Interpretation ..... 40
1. Interpretation and Learning Result at Cycle I ..... 40
2. Interpretation and Learning Result at Cycle II ..... 41
3. Interpretation and Learning Result at Cycle I and Cycle II 43
**CHAPTER V CONCLUSION AND SUGGESTION**
A. CONCLUSION
B. SUGGESTION ..... 46

**APPENDICES**
**BIBLIOGRAPHY**
**CURRICULUM VITAE**

## LIST OF TABLE


1. Table of Students' English Writing Skill Score at Tenth Graders
2. Table of The Total of Tenth Grade Students of SMA NEGERI 1 Trimurjo Central Lampung
3. Table of The Result Score of Students' Pre-test
4. Table of The Result Score of Students' Post-test I
5. Table of The Result of the Students' score of Pre-test and post-test Cycle I
6. Table of The Students' Activity Cycle I
7. Table of The Result Score of Students' post-test II
8. Table of The Students' Activity Cycle II
9. Table of The Students' Score at Cycle I
10. Table of The Students' Score at Cycle II
11. Table of The Students' Score at Cycle I and Cycle II

## LIST OF APPENDICES

1. Syllabus
2. Action plan 1
3. Observation sheet cycle 1
4. The exercise of pre-test
5. Post-test 1
6. Action plan 2
7. Observation sheet cycle 2
8. Post-test 2
9. Organization structure in SMAN 1 Trimurjo
10. Location sketch of SMAN 1 Trimurjo
11. Kartu konsultasi bimbingan skripsi
12. Surat keterangan

## LIST OF FIGURES

Figures 1 Sketch of School..... 27

Figures 2 Graph of Pre-test and Post-test..... 44

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

| | |
|---|---|
| Name | : NUR ANNISA RAHMAWATI |
| NPM | : 1176897 |
| Study Program | : English Education Study Program (PBI) |
| Department | : Tarbiyah |

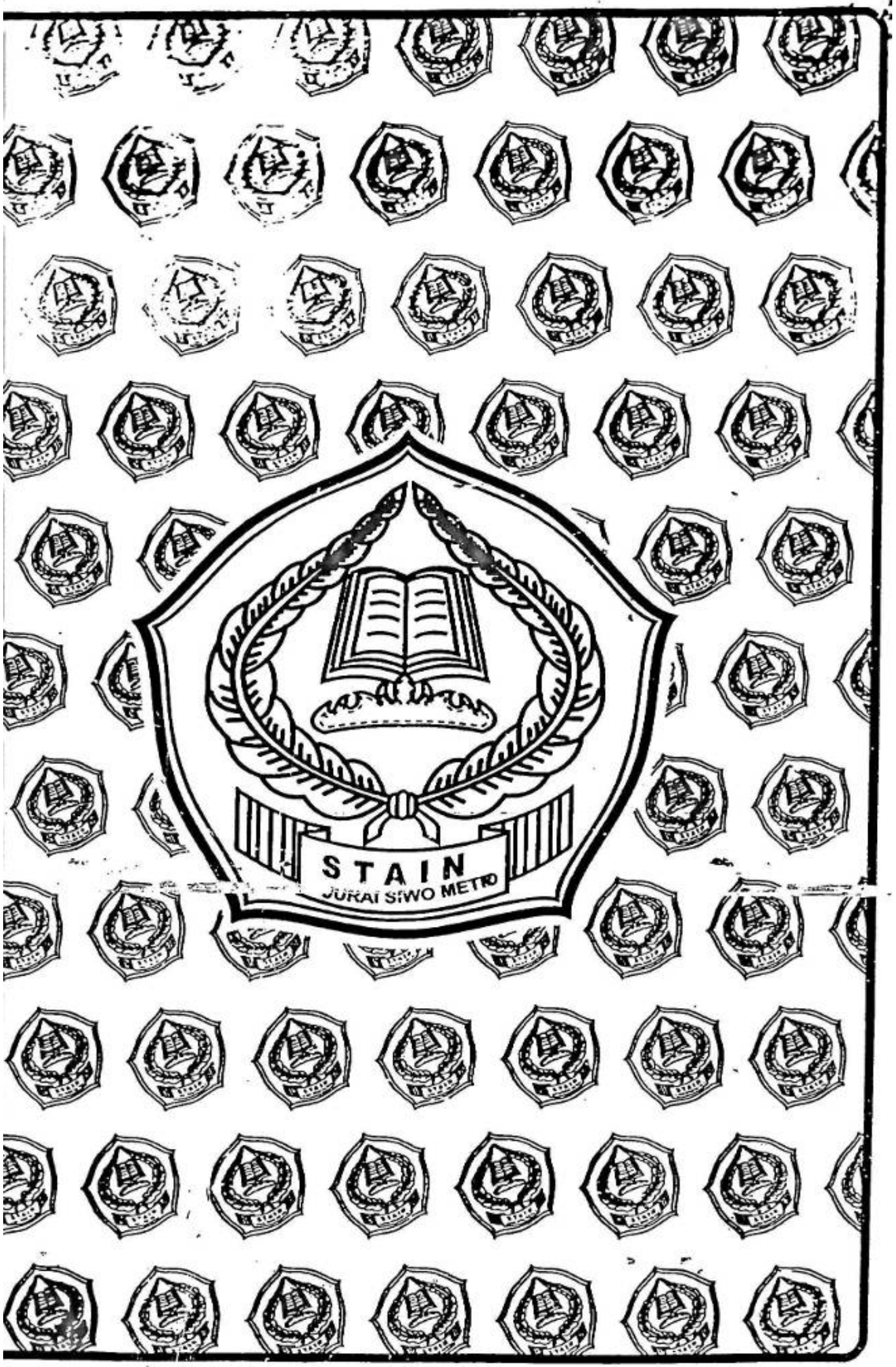
States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are accepted from the bibliography mentioned.

Metro, February 2, 2016

The researcher



**NUR ANNISA RAHMAWATI**
St.ID.1176897


STAIN
JURAI SIWO METRO

# CHAPTER I

# INTRODUCTION

## A. Background of The Study

In modern era, English language is a foreign language for other people in Indonesia. Foreign language learning is generally differentiated from second language acquisition in that the former refers to the learning of a nonnative language in the environment of one's native language. It means that learning English language is a foreign language from second language acquisition. According to Krashen, "language acquisition refers to the process of 'picking-up' a language, i.e. a process of a development of ability in a language by using it in natural, communicative situations. So, learning English is the process to develop English ability by using it in natural and communicative situations.

In English language teaching has identified the "four skills" listening, speaking, reading and writing. Writing is one of the four language skills. Writing is also an action, a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. Writing involves more than just producing words and sentences, but in writing activity the students should be able to combine words and sentences grammatically into written text. There are many kinds of written text. One of them is recount text.

The most important and the most difficult part in preparing a good teacher is the development of professional competence, which is the quality of being adequately qualified for the profession, and aimed with a specific range of the skill, strategies knowledge, and ability. Writer choose the object SMAN 1 Trimurjo, because writer wants to known students' ability by using a diary in teaching recount text and the technique can also used to improve the students' writing ability, so the student's achievement will be better anymore.

Beside that, writing has an important ability in English because is one of the way for communication. In fact, students can not mastery in learning English, because they have problems in teaching and learning English.
The students do not have limited vocabulary will be understand the meaning words. The student also has lack motivation to write.

In this case, the writer tried to study about increasing the students writing skill through a diary writing technique at the Tenth Grade the SMAN 1 Trimurjo in the Academic Year of 2014/2015. That is consisting about 20 students. Furthermore, the data of pre survey on illustrates as bellow:

Table 1
Students' English Writing Skill score at the tenth graders

| No | Grade | Explanation | Frequency | Percentage (%) |
|---|---|---|---|---|
| 1 | <70 | Failed | 18 | 90% |
| 2 | >70 | Passed | 2 | 10% |
| Total | | | 20 | 100% |

Source: *The English Teacher Archives*, Taken On The Pre-Survey At July, 2015

From the table 1 above, many students failed in writing test. It means that they do not have good writing skill. From the result of pre-survey, we can see

that just two students from 20 students have good score (passed) in writing test. The minimum mastery criterion (KKM) for English in senior high school of Trimurjo is 70. We can see that there are 18 students included into failed level for the score < 70, based on the pre survey result; only 2 students can do well. It means 20 students in X.1 class are low in writing.

## B. Problem Identification

1. The student fined difficulties to write because the student has little vocabulary.
2. The student has lack motivation to write.

## C. Problem Limitation

Based on the identification of the problems above the writer would like focus on "The Use of Diary in Teaching Recount Text to Improve Students' Writing Ability at the Tenth Grade of SMAN 1 Trimurjo".

## D. Problem Formulation

The writer uses diary as teaching writing recount text focus on the problem, as follow:

1. Can the use of diary improve the students' writing recount text at the tenth grade of SMAN 1 Trimurjo?
2. Can the use of diary increase the students' motivation to write in teaching learning recount text?

## E. Objective of the study

The writer is aimed to:

1. To improve the students' writing recount text through diary, so the students have high motivation in learning English.
2. To increase the students' participation in the process of learning writing recount text, the students can be more active in the classroom.

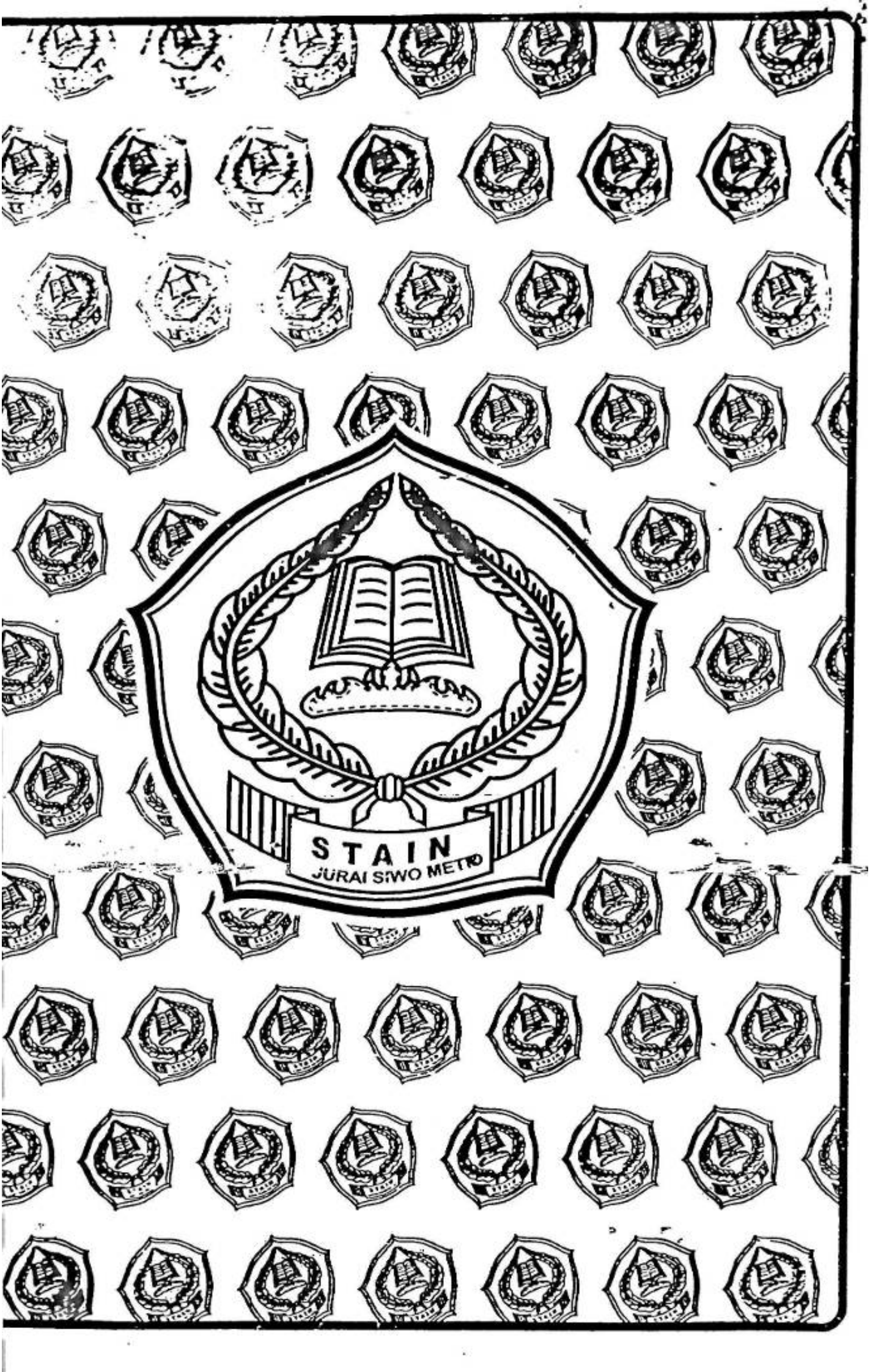
## F. Benefits of the Studies

1. For the student

   By using a diary in writing recount text, the teacher hopes the student will be more motivated in learning writing.

2. For the Teacher

   It can be used as information to improve learning English activity in the future.


STAIN
JURAI SIWO METRO

# CHAPTER II

# REVIEW OF THE LITERATURE

## A. Theoretical Review

### 1. Concept of Writing and Writing Ability

#### a. Concept of Writing

Writing is one of language skills and productive skill that will be learnt by students in Junior High School, Senior High School, and University. Students will be able to express their idea and feeling by English writing. Learning writing as a foreign language is not easy as learning native language; they will meet all of learning problems dealing vocabulary, sound system, and grammar or structure. Many learner think of writing as the fact of picking up a pencil and forming letters either by printing or writing them in cursive they could think about the fact composing a piece of text. Writing is very important as part of a man's culture and speech sound. Because it can be use to maintain thoughts, ideas, and speech sounds. Someone can produce the sequence of speech sounds produced by original speaker. There are two main types of writing; first, writing in which each character is picture of an object or idea, called picture writing or ideographic writing such as the hieroglyphs of the ancient Egyptians; second, writing in which each character represents speech sound called alphabetic writing. Most language, including English

and Indonesian, use alphabetic writing to represent their speech sound, which is use by public in books, papers, magazines, and writing letters.[1]

According to Make Sharples that writing is solitary task, but a writer is immersed in a world of social and cultural influences. Writing is both solitary and collaborative, in that writer often work alone, but with language that has involved in society, drawing on the ideas and texts of other.[2]

Mark Treddincik argues that writing is the art of making an utterance perfectly natural through the perfectly unnatural process of making every word and phrase again and again, cutting here and adding there, until it is just so.[3]

According to Glencoe that Writing is a journey that is seldom smooth often it is an exploration of your thoughts and ideas.[4]

Moreover, Meyers defines that:

> ....Writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper-or on a computer screen. Writing is also an action a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them.[5]

Based on the statement above the writer can assumes that writing is one of language skills which combine to process and productive skill

---

[1] Ramelan, *English*, p.9

[2] Make Sharples, *How We Write*, (New York: 1999), p.11

[3] Mark Tredinncik, *Writing Well The Essential Guide*, (Cambridge: 2008), p.10

[4] Glencoe, *Writer's Choice*, (New York: 2005), p.49

[5] Vita Ningrum, Ferry Rita, Hastini, *"Improving Writing Skill in Writing Recount Text Through Diary Writing"*, Vol.1No.1(2013): 2331-18841

that can be used to preserves thoughts, ideas, and speech sounds which is use by public books, papers, magazines, and writing letters.

**b. Concept of Writing Ability**

Oxford Advances Learner's Dictionary defines the word of ability as a level of skill or intelligence.[6] Another definition of it is as follows:

1) The quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something.
2) A natural or acquired skill or talent.
3) The quality of being suitable for receptive to a specified treatment; capacity: the ability of a computer to be configured for use as a file server.[7]

Based on the statement above, it can be inferred that ability is the level of skill to do something, especially the power to perform, whether physical, mental, financial, and intellectual to accomplish something.

Thus, by writing ability means the level of skill of mental activity to produce or reproduce useful written texts which is the result in a text able to convey message between writer and reader in good communication.

**c. Types of Writing**

1) Description

Description is reproducing the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness,

[6] A.S. Hornby, p.2
[7] http://www.thefreedictionary.com/ability

or fear; it used to create a visual image of people, places, even of units of time-days, times of day, or seasons.[8] It means that description writing involves visualization of thing or person to be integrated with reader's interest.

2) Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition.[9] It illustrates that argumentation consist of several statement to be obtained the point of view.

3) Exposition

Exposition is used in giving information, making explanations, and interpreting meanings. It includes editorials, essays, and informative and instructional material.[10] It illustrates that exposition writing includes informative material and instructional meaning to be interpreted.

4) Narration

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to natural time sequence.[11] It means that chronological time is needed to form narration writing based on

---

[8] George E. Wishon and Julia M.Burks, *Let's Write English*, (New York: 1980), p.379
[9] *Ibid.*,p.383
[10] *Ibid.*,p.382
[11] *Ibid.*,p.378

story of facts or imagination. The type of texts at a glance, as follow:

1) Narrative

   Narrative is to tell a story.

2) Recount

   Recount is to tell about a series of events happening one after the other.

3) Report

   Report is to give information.

4) Review

   Review is to assess the value of an art work.

5) Exposition

   Exposition is to argue for a point of view.

6) Discussion

   Discussion is to discuss both sides of an argument.

7) Account

   Account is to write about event of the past.

8) Procedural recount

   Procedural recount is to record a procedure.[12]

[12] Kate Grenville, *Writing From Start To Finish*, (National Library of Australia: 2001), p.194

**d. Process of writing**

1) Prewriting

The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (describe below) are all ways to generate ideas.[13] It means that prewriting understands what the writer knows.

2) Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is a rambling, disconnected accumulation of ideas.[14] It means that drafting is moving thoughts and ideas into text.

3) Revising

Revising is where shape the blob adding parts, talking parts away, and continually molding and changing. Here flow and structure is looking. Reread of paragraphs and move things around.[15] It means that the revising is clarifying the message.

4) Editing

This is stage where grammar, spelling, and punctuation, errors are corrected.[16] It means that editing is the process of selecting and preparing written. The editing process can involve correction, condensation, organization, and many other modification

---

[13] Andrew P. Johnson, *Teaching Reading and Writing: a guidebook for tutoring and remediating student,* (United Kingdom: 2008), p.179

[14] *Ibid*

[15] *Ibid*

[16] *Ibid.*,p.180

performed with an intention of producing a correct, consistent, accurate and complete work.[17]

5) Publishing and Sharing

This is where students' writing is share with an audience.

Writing becomes real and alive at this point. Publishing can involve putting together class books, collection of writing, school or class newspaper, school or class magazine, or displaying short samples of writing in the hall or out in the community.

Writing experience become even more powerful by having students read their work out loud in small groups, to another classmate, on in large group setting.[18]

## 2. Diary Writing Recount Text

### a. Concept of Diary

Diary is thus a kind of critical and reflective autobiography of a subject as a learner that allows them to record their thoughts, feelings, achievements, hunches, problem and attitudes, as well as their impression about different elements and aspects that are part of learning of foreign languages such as methodology, materials, teachers, etc.[19]

A diary is a first-person account of language learning or teaching experience, documented through regular, candid entries in personal journal. A diary, then, is personal, with oneself as addressee, long-term,

---

[17] http://en.m.wikipedia.org/wiki/Editing. April 24, 2015

[18] *Ibid*

[19] Wolf Gewehr, *Aspect of Modern Language Teaching in Europe,* (London and New York: 1998), p.26

may also be relatively unbounded in the kinds of facets it records, at least within the broad area with which is concerned. As a same time, a diary is not only are creation of immediate experience but is also written record the act of writing itself is a way of structuring, formulating and reacting to that experience, which is then available for reflection and analyst.[20]

Oxford Learner's Dictionary defines the word of diary, as follows:

1) A book with spaces each day of the year in which you can write down things you to do in the future.
2) A book in which you can write down the experiences you have each day, you private thoughts.[21]

Based on statements above, it can be inferred that diary is a written record in which one keeps a daily record of events and experiences.

1) Structure of Diary
    a. Date
    b. Orientation: that outlines the main issue to be discussed in the entry.
    c. Paragraph: that begins with a topic sentence and provides further details to record what happened on the day. Events are described in the sequence in which they occurred.
    d. Personal Reflection: a sign-off.[22]

2) Language Futures of Diary
    a. Noun groups: that depicts the historical place and time.
    b. Proper nouns: to refer to specific people, places, time and events.
    c. Processes (verbs): to engage the audience.
    d. Text connectives: to link events and to indicate time sequence.
    e. Adverbial phrase: groups of words that are used to describe the verb. For example, phrases that describes the location, time and manner of the action and the reason for or with whom this may have happened.[23]

---

[20] Jo McDonough and Steven McDonough, *Research Method for English Language Teacher*, (Great Britain: 1997), p.67

[21] http://www.ofxorddictionaries.com/definition/english/diary.April 24, 2015

[22] Siobhan McHugh, *The Diary of Eva Fischer*, (Scholastic Press: 2003), p.1 of 2

[23] *Ibid*

3) Types of Diary

a. Pedagogic Diary

Pedagogic diary is used to be kept by learner in classroom or trainer.[24] It is very helpful for the learner in learning second language to add their vocabulary.

> ....By diary, the learner can record and reflect upon his experience as according to Donato, the information gathered can be rich. For each learner have their own personal history replete with value, beliefs, right and obligation and that history actively. Transform their world by choice and don't merely conform to some standard.

b. Expert Diary

Expert diary is used to be kept by language specialist, such as researcher and teacher who are learning a language. It is very helpful for them to avoid analyzing and interpreting the data and methodology which is suitable with the condition of the class that thought and make class more process oriented.[25]

**b. Concept of Recount**

1) Definition of Recount

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

---

[24] *Ibid*
[25] *Ibid*

There is no complication among the participants and that differentiates from narrative.[26] Moreover, Sudarwati and Eudia Grace state that, the purpose of recount text is to tell the readers what happened in the past through a sequence of events.[27]

2) Generic Structure of Personal Recount
   a) Orientation (who were involved in the story, when, and where).
   b) Events (tell what happened in a chronological order).
   c) Re-orientation/optional (the conclusion of the experience)[28]

3) Language features of recount
   a) Introducing personal participant; I, my group, etc.
   b) Using chronological connection; then, first, etc.
   c) Using linking verb; was, were, saw heard, etc.
   d) Using action verb; look, go, change, etc.
   e) Using simple past tense.[29]

**c. Using Diary in Teaching Learning Writing Recount Text**

One key aspect in the use of learner diaries is whether or not they should be read by teacher. There are different positions regarding this issue; my personal opinion is that learner diaries should be seen by teacher on a regular basis if they are to serve the purpose we are discussing. If the teacher has access to the learners' diaries he/she can obtain feedback on methodology used in the classroom and information on difficulties experienced by the different individuals. It would also give the teacher the opportunity to help the learner improve the entries in the diary, suggesting new areas of reflection, tasks the learner should

[26] http://understandingtext.blogspot.com, *what-is-recount*, (October 2015)
[27] Th. M. Sudarwati, Eudia Grace, *Look Ahead 1*, Erlangga, Jakarta, 2007, p.30
[28] *Ibid*
[29] http://understandingtext.blogspot.com/search/label/Recount

undertake to become more effective at language learning, and new strategies that the learner could try.

Example of Diary Writing in Writing Recount Text

Sunday, March 5th 2013

At evening, I and my mother went to my Grandma's home in Sidoarjo. I went there by taxi. And then, I was shocked, because the Taxi Driver was sleepy. I was so scared, and then my mother warned the Taxi Driver. Finally we arrived to destination safely.[30]

**d. The Purpose of Diary Writing in Writing Recount text**

The purpose of diary writing is to make the development of learners' awareness possible by enabling them to identify areas of potential difficulty, conflict or success, and by making explicit their own personal construct.

Thus gradually assuming conscious control of the process.

It cannot be overstressed that it is only when the learners know what they are actually doing that they can be become autonomous and learning can take place.[31]

---

[30] http://Iromadlon.blogspot.co.id/2013/04/contoh-tugas-bahasa-Inggris,(31 Oktober 2015)

[31] *Ibid*., p.27

**e. Procedure of Writing Recount through Diary**

Recount is the most common type of non-fiction writing and includes regular 'news' or diary writing; accounts of outings and holiday activities; 'true stories' of events in history and accurate reporting of classroom activities in science or other curriculum areas.[32]

1) The student often needs considerable help in organizing information into chronological order. They often omit or confuse events, especially if facts or experiences are new to them. Preliminary organization of the content as notes or pictures on a can help children recognize which events are significant and see them as a visual sequence.
2) Refer to notes as 'memory-joggers', which will help them when they come to write. Then ask them to 'turn each memory-jogger into a sentence'.
3) Sometimes, it may not be necessary to turn memory-joggers into sentences-the timeline may be all that's needed to record understanding.
4) The completed timeline may also be used as a paragraph planner. Before they start to write ask them to draw red line through the timeline to show where there is a natural break in the story. The writer can then suggest: 'when you come to a red line, miss a line in your book and start a new sentence'.

[32] David Fulton, *How to Teach Writing Across the Curriculum at Key Stage 1*, (New York: 2003), p.42

**f. Advantages of Diary Writing in Writing Recount Text**

The advantages of diary writing in teaching writing recount text, as follows:

a. The student can apply the use of simple past tense in context.
b. They can organize their ideas by using correct grammar, in this case simple past tense, good mechanics, and rich vocabulary.
c. Diary writing has a lot of fun, and can be adapted to a variety of writing experience.[33]

**g. Relating of Diary Writing in Writing Recount Text**

Relating to recount text, diary writing is one of media in teaching writing. By diary writing, the students as free to express their ideas, experiences, activities, that have happened in their life.[34]

**h. English Syllabus of Writing for SMA**

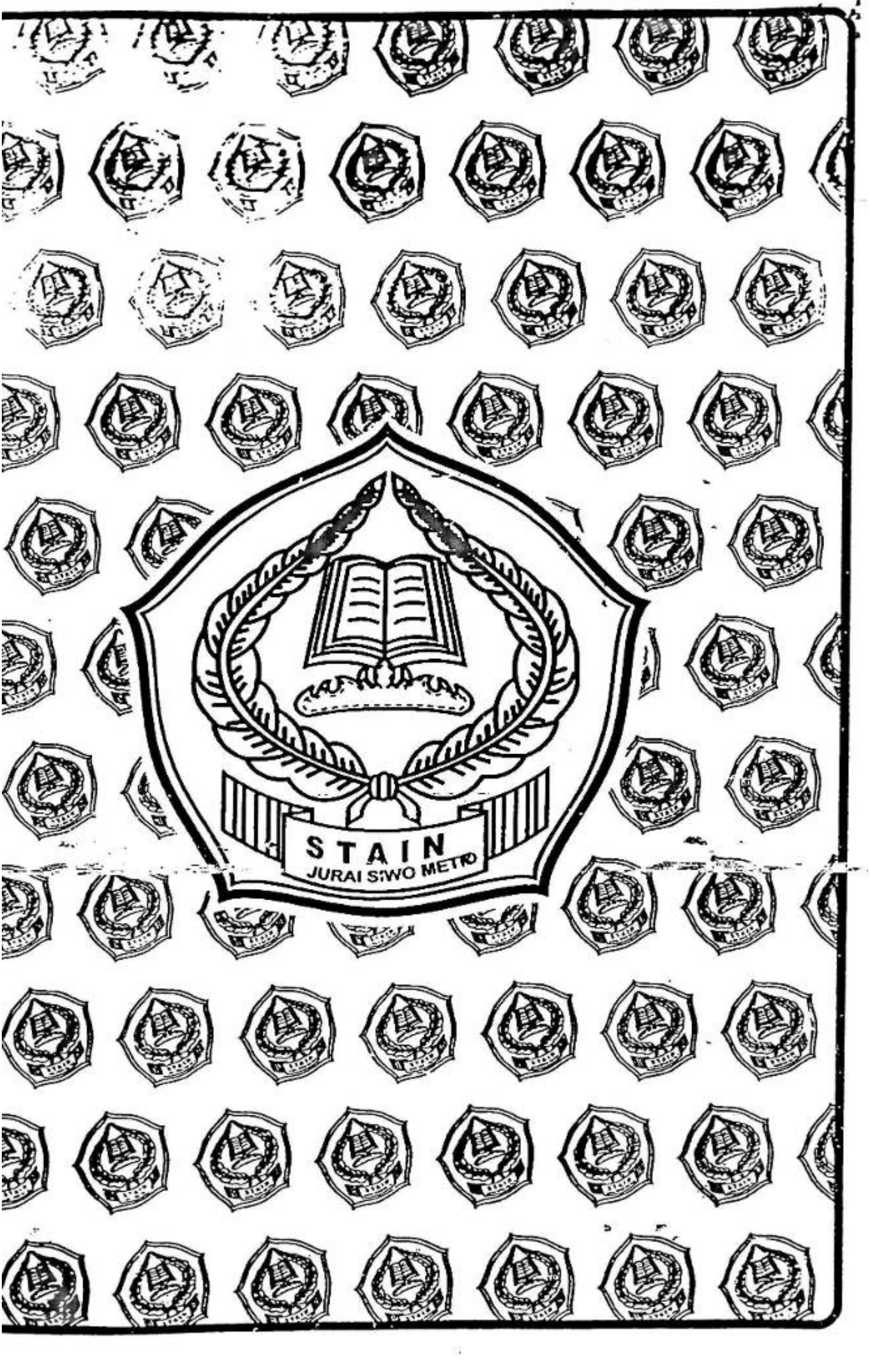
Based on competence of writing at SMA Negeri 1 Trimurjo English syllabus the students must be able to expressing the meaning and theoretical step of simple short essay by using kind of written language, accurately, fluently, and acceptable to interact with the environment in recount. In indicator the students asked to write the short and simple text in recount text with the right theoretical step. So teaching learning process can be done by review the characteristic of recount text and making

[33] *Ibid.*,
[34] *Ibid.*,

simple sentence which correlates to recount text that focus on the text essay, the characteristic and theoretical steps of recount text material. The written test is the suitable media to improve the students' recount paragraph. Therefore, the writer use diary as the suitable media to improve the students' writing recount text.

**B. Action Hypothesis**

Based on the frame of theories and assumption the writer formulates the hypothesis is by using Diary as media, the students will be able to improve their writing ability.


STAIN
JURAI SIWO METRO

# CHAPTER III

# RESEARCH METHODOLOGY

## A. Research Design

This research is Classroom Action Research (CAR) that was done together with collaborative research. It is caused because the writer as a new researcher. Moreover, Arikunto defines that collaborative research is "*a research which be done by helping a friend*".[35] According to Mc. Niff, that action research is a name given to particular way of researching your own learning.[36] It means that classroom action research is the action research which the aim is to solve the problem in teaching learning process in the class. In this research the writer asks to Mrs. Devi Emsa Nurdina, S.Pd as a collaborator. She is an English teacher in SMA Negeri 1 Trimurjo Central Lampung.

## B. Setting of the Study

The research was conducted at SMAN 1 Trimurjo Central Lampung in the Academic Year 2015/2016. SMAN 1 Trimurjo establishes at October 30, 2001, and it is located at Karang Bolong 11F street, Simbawaringin, Trimurjo Central Lampung. The subject in this research is the tenth grade at the second semester. There were 20 students in the class X.1.

---

[35] Suharsimi Arikunto, *Penelitian Tindakan Kelas*, Jakarta: Bumi Aksara, 2007, p.22

[36] Jean Mc. Niff, *Action Research: Participles and practice*, (London and New York, 2002), Second Edition, p. 15.

**Table 2**
The Total of Tenth Grade Students of SMA NEGERI 1 TTRIMURJO Central Lampung

| No. | Class | Gender | | Total |
|---|---|---|---|---|
| | | Male | Female | |
| 1. | X.1 | 6 | 14 | 20 |
| Total | | 20 | 20 | 20 |

Source: Documents of SMA NEGERI 1 TTRIMURJO Central Lampung

## C. Object of the Study

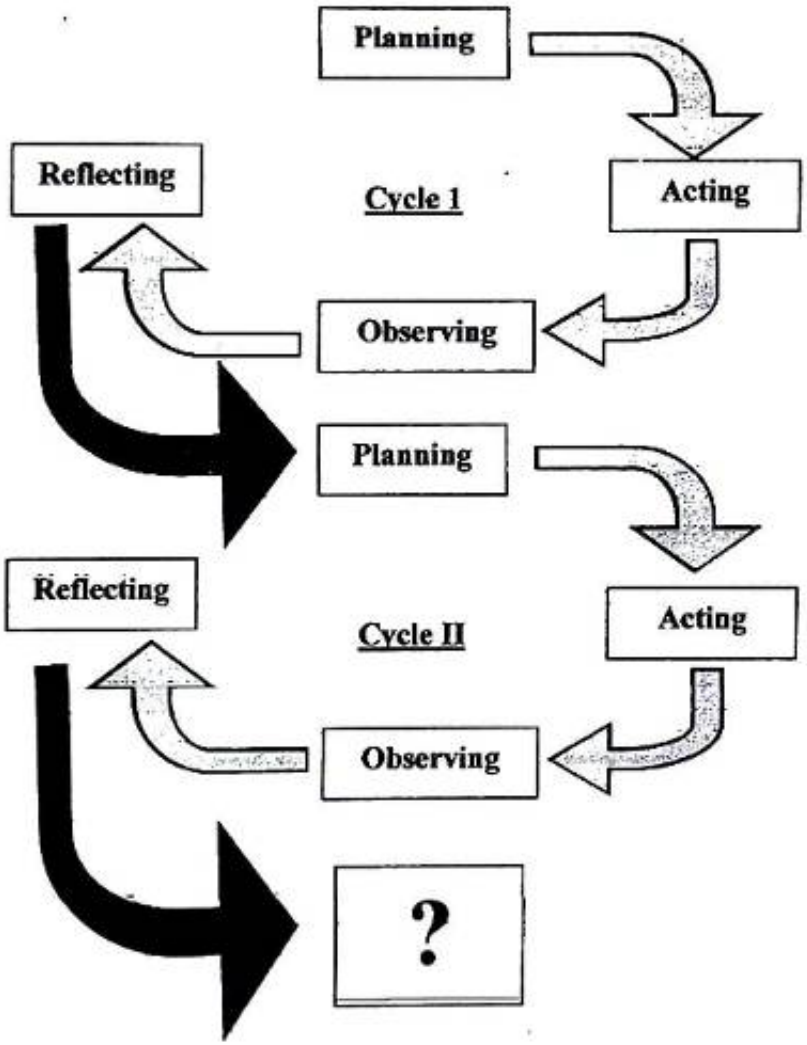
In this research, the researcher will apply classroom action research (CAR), because the researcher wants to know whether the use of diary can improve the students' ability in writing recount text. The subject of classroom action research is students of tenth grade of SMA Negeri 1 Trimurjo Central Lampung. The researcher has chosen this class because most of the students were low ability especially in writing, so the researcher wants to improve the students' writing recount text through diary.

## D. Action Plan

Action research is a process in which participants their own educational practice systematically and carefully using the techniques of research.[37] It means that action research is a way to investigate our learning process in the class. While according to Suharsimi Arikunto that "action research is a precision about teaching and learning process in class actions,

[37] Heidi Watt (2007:1) in Nizar Alam Hamdani and Dody Hermana, *Classroom Action Research*, Rahayasa, 2008, p.44

which deliberately raised and occur together in a classroom."[38] It means that a study conducted by the teacher in his own class through self-reflection, in order to improve its performance as a teacher, so that student learning outcomes to be improved. In the classroom action research, the researcher would like to hold the research in two cycle. Between one cycle with the other has relationship. They are including planning, acting, observing, and reflecting. Such as:




The cycle of CAR (classroom action research) are:

[38] *Ibid, p.3*

**1. Planning**

In the first step of CAR here, the writer and the collaborator will discuss the planning of action that will be applied in teaching writing.

The writer and the collaborator will identify the problem in teaching writing and find the problem solving. Based on the problem, the writer will do some preparations, as follow:

a. prepare the lesson planning;

b. prepare the source of learning;

c. prepare the observation sheet;

d. prepare the instrument of evaluation.

**2. Acting**

Action is the second step in every cycle. "Action is the realization from the planning that the researcher has made."[39] In other words, action is the implementation that doing in the class after the writer makes the planning. The writer tries to implementing the use of diary writing in the teaching learning process.

Here are the steps that the researcher does in the class:

a) The writer makes the situation of class more relax.

b) The writer asks to the students about the update news now.

c) The writer gives explanation about diary and procedure of writing recount text through diary.

d) The students start to write.

[39] *Ibid*, p.18

### 3. Observing

Observation is the activity of recording the event and action. Based on the observation, the writer determines whether is there anything that the writer has to be improving soon in order that action achieves the aim of the writer wants. The writer observes them in every activity.

### 4. Reflecting

"The reflection is the last step that the writer done. The writer will try to see and muse again something that the writer has done. It is also to know whether there is effect to the students' learning process."[40] By reflection, the writer will know the strength and the weakness from the action that the writer has been done.

After comparing the score distribution of pre-test and post-test, the writer review and reflect on the attitude and teacher performance whether is positive or negative.

## E. Data Collection Technique

In order to collecting the data, the writer will use the following techniques:

[40] *Ibid*,. P. 19

**1. Test**

According to Douglas Brown test is a method of measuring a person's ability or knowledge in a given domain.[41] The writer will use test in form pre-test and post-test.

**a. Pre-test**

The writer administered pre test in the first meeting of the research in order to find out the initial differences between the individual who have similar level. The pre-test used in this research is in the form of writing skill test.

**b. Post-test**

This step will be done after the treatment to know the influence of the technique whether it is able to improve the students writing skill.

It will be held after they have gotten the treatment. Both of pre-test and post-test are different.

**2. Observation**

According to Seltiz in Edi, observation can be defined as election, modification, registration, and coding of behavior circumstance which is connected with organism based on the empiric purpose.[42]

In this research, observation is used to know the teacher's performance (in teaching by oral drill) and the student's participation in learning process.

---

[41] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, Second Edition , San Fransisco State University, 2001,p.384

[42] Edi Kusnadi, *Metodologi Penelitian.* (Metro: Ramayana Pers dan STAIN Jurai Siwo Metro, 2008), p.98

### 3. Documentation

The writer uses the documentation method to get detail information about writing skill and to get data of how many teachers and students at school.

## F. Data Analysis Method

The data will conduct in each test by taking the average score of the pre-test and post-test furthermore to know the gain. After it, the result is matched by the minimum standard of writing skills in this class at least 70.

If the result score of the students have been fulfilled more that 70 and 90% of the students have been passed, so the writer can stop the research. But if there are some students not successful, and it's about less than 90% of the total students, so the writer must continue in cycle II. The minimum cycle in Classroom research Action is two cycles.

The analysis of learning result will be conducted by taking the average score of the pre test and post test. The formula is:

$$\frac{}{x} = \frac{\sum x}{n}$$

note:

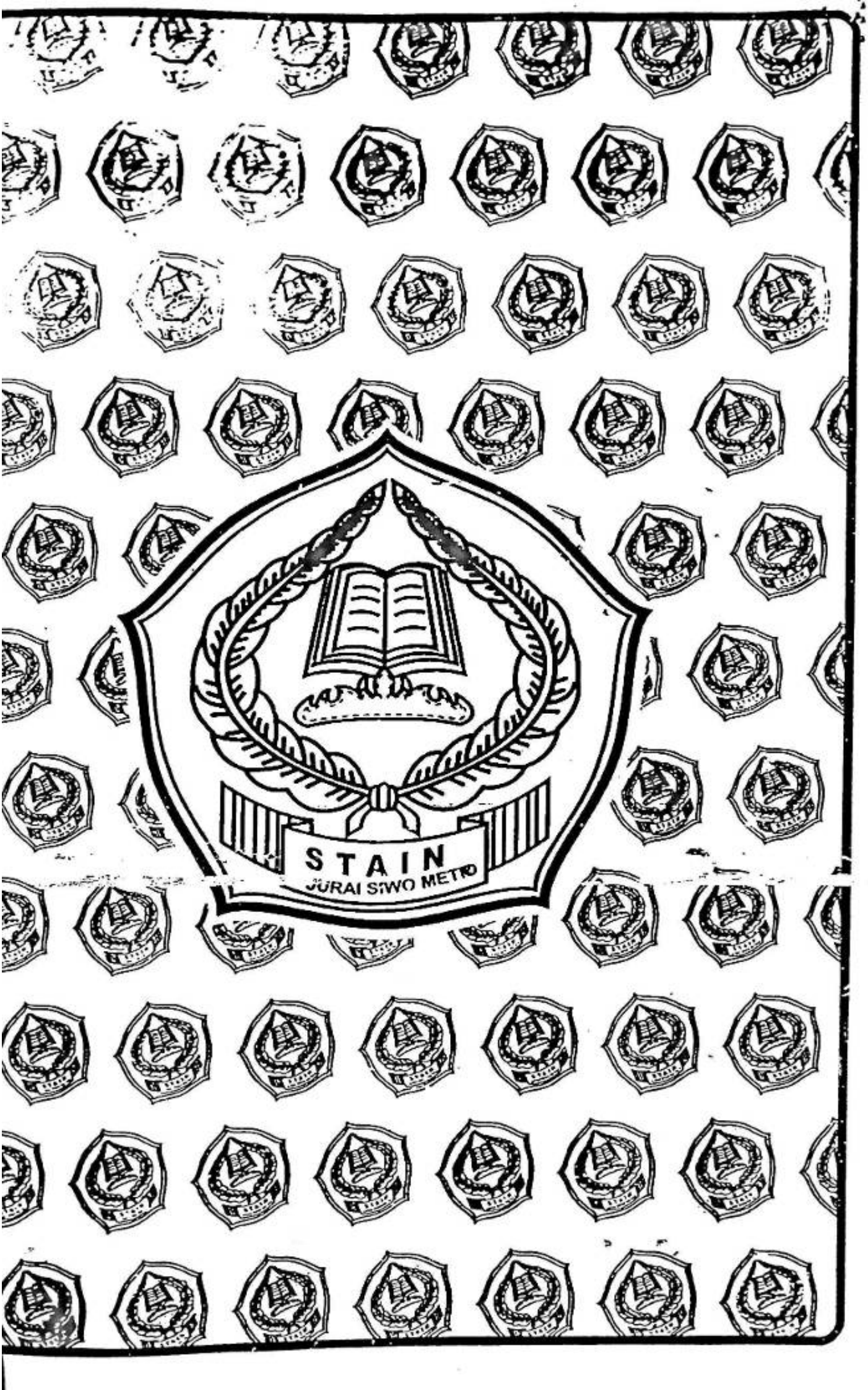
$\overline{X}$ : average

$\sum x$ : total of score

$n$ : total of students[43]

[43] Burhan, Gunawan, Marzuki, *Statistik Terapan*, Gajah Mada University, Yogyakarta, 1999, p. 64

Furthermore, to know the students achievement after the test, the researcher will compare between pre-test and post- test. If 75 % of the students get score at least 70 in the post-test, it means that improve the students' writing ability. Then, the result is matched by minimum standard criteria (MSC) at the school at least 70. If from the cycle 1, there are some students are not successful so researcher conduct cycle 2. The minimum cycle in Classroom Action Research (CAR) is two cycles, if from cycle 2 all of the students are success; the cycle is able to stop until cycle 2.


STAIN
JURAI SIWO METRO

# BAB IV

# RESULT OF THE RESEARCH

## A. The Description of Data

### 1. Research Setting

SMA Negeri 1 Trimurjo is the only one SMA Negeri in subdistrict of the Central Lampung regency, which was builded in 2001 based on the decision of the regent of the Central Lampung Number:307.A/KTSP/04/2001, the 30th Oktober 2001. This school is the pride school the society of Trimurjo. This located in Jl. Karang Bolong 11 F, Simbarwaringin, Trimurjo Central Lampung. The learning process began in the academic year 2008/2009 until now.

The teacher and staff in SMA Negeri 1 Trimurjo who are active are 67 people. The human sorces in SMA Negeri 1 Trimurjo have been good for learning process. SMAN 1 Trimurjo has some infrastructure and facilities in SMAN 1 Trimurjo are sufficient and the conditions of students of SMA Negeri 1 Trimurjo who are registered on academic year 2014/2015 from grade X until XII are 410 students.

### 2. Description of Finding

In this research, the researcher as a teacher and Mrs. Devi Emsa Nurdina, S.Pd as a collaborator. This research was conduct two cycles and consisting of planning, acting, observing, and reflecting. It seen the

first cycle performed on the date, January 14, 2016, and the second cycle conducted on January 21, 2016.

## 1. Action and Learning at Pre-test

### a. Pre- test activity

This learning was conducted on Wednesday, January 13, 2016 for 2x45 minutes. In this meeting the researcher was being a teacher and the collaborator was being observer. The collaborator opened the class by greeting, praying, and checking attendance, and asking the students' condition. The researcher told the students that the researcher would conduct the research in their class to know the ability of the students before giving an action, in the first meeting was used as the pre-test. The kind of test is writing test in the form essay, the researcher gives an answer sheet and then the students answer the question individually. In around 10 minutes the researcher gave a little explanation about material that would be discussed in the next meeting.

The pre-test was done for 60 minutes to measure how far the students have mastered the material which have given. Based on the pre-test, the student seemed difficult to answer the questions.

**Table 3**

Table of the result score of Students' Pre-test

| No | Name | Students' Score |
|---|---|---|
| 1. | AS | 56 |
| 2. | ADA | 66 |
| 3. | AH | 48 |
| 4. | DSP | 68 |
| 5. | DC | 65 |
| 6. | DAS | 68 |
| 7. | EL | 65 |
| 8. | FP | 40 |
| 9. | FAP | 60 |
| 10. | IWR | 50 |
| 11. | IDP | 68 |
| 12. | MFA | 45 |
| 13. | MS | 63 |
| 14. | NK | 50 |
| 15. | NF | 73 |
| 16. | RIF | 56 |
| 17. | SA | 58 |
| 18. | TDP | 50 |
| 19. | UA | 67 |
| 20. | WA | 70 |
| | **Total** | **1186** |
| | **Average** | **59.3** |

Based on the result of pre-test scores in the table above, the researcher receive a total score of pre-test with a score summarizes the questions to get the total score of the students. After that, to determine average value, the researcher summarizes the total score of all students and divided by total students. In the pre-test, the total score was divided 1186, so the average score of 59.3. The highest score was 73 and the lowest score was 40. Based on the standard KKM (Criteria Mastering Material), there are 2 students passed in the exam with the score 70.

## 2. Cycle I

### a) Planning

Before doing the implementation in cycle I, the researcher with the teachers' English subject (collaborator) Mrs. Devi Emsa Nurdina, S.Pd to plan the things that to be prepared, among others, lesson planning and implementation, evaluation sheets, and sheets of observation.

### b) Acting

1) The first meeting

The first meeting was used as the implementation the action in the cycle 1. The first meeting conducted on Thursday, January 14, 2016. The meeting was started by praying, greeting, checking the attendance list, and asking the students condition, give an idea to the students about materials, and make sure to the students are ready to learn.

Than, researcher explains about the recount text and diary, give explain about the application writing recount text through diary writing, and discuses together with the students about this material. After that the researcher gives the student booklet. The researcher guides the students in identifying what text is about. In this stage, the condition of the class was not effective because there many students who were noisy, students were less active in teaching and learning process. In the end of meeting, researcher asks the students about the difficulties experienced by students

during the learning process, along with some reflection have been studied to determine the impression and suggestion for improvement in an effort to motivate students to work hard to accomplish the task given. The bell rang and the teacher told the students to continue the next meeting and the teacher closed the meeting with greeting.

2) The second meeting

The second meeting was conducted on Wednesday, January 20, 2016 for 2x45 minutes. This meeting used to post-test after the students given action. The meeting starts by praying, greeting, checking the attendance list, and asking the students' condition. Before continue the material, the researcher asked students about the last material to know how far the materials that have been taught can be accepted by the students. In the end of meeting, the researcher gave post-test to the students. The kind of test is writing test in the form essay, the researcher gives an answer sheet and then the students answer the question individually. The researcher gave a text related with the previous material. In the post-test 1 only 9 students who got good score, but the result of the students' test was better than the students' test before giving treatment.

**Table 4**

Table of the result score of Students' Post-test 1

| No | Name | Students' Score |
|---|---|---|
| 1. | AS | 56 |
| 2. | ADA | 75 |

| | | |
|---|---|---|
| 3. | AH | 50 |
| 4. | DSP | 73 |
| 5. | DC | 69 |
| 6. | DAS | 70 |
| 7. | EL | 69 |
| 8. | FP | 72 |
| 9. | FAP | 68 |
| 10. | IWR | 56 |
| 11. | IDP | 71 |
| 12. | MFA | 68 |
| 13. | MS | 73 |
| 14. | NK | 65 |
| 15. | NF | 74 |
| 16. | RIF | 56 |
| 17. | SA | 62 |
| 18. | TDP | 50 |
| 19. | UA | 72 |
| 20. | WA | 73 |
| | **Total** | **1322** |
| | **Average** | **66.1** |

Based on the result of post-test 1 scores in the table above, the researcher receive a total score of post-test 1 with a score summarizes the questions to get the total score of the students. After that, to determine average value, the researcher summarizes the total score of all students and divided by total students. In the post-test 1, the total score was divided 1322, so the average score of 66.1. Researcher is the highest score was 75 and the lowest score was 50. Based on the standard KKM (Criteria Mastering Material), there are 9 students to pass in the exam with the score 70 or more.

**3) Observing**

In observing the research presented in two meetings in cycle I implementation of writing recount text through diary writing. Observation can be seen in the table:

**Table 5**

The result of the students' score of pre-test and post-test cycle I

| No | Name | Score | |
|---|---|---|---|
| | | Pre-test | Post-test 1 |
| 1. | AS | 56 | 56 |
| 2. | ADA | 66 | 75 |
| 3. | AH | 48 | 50 |
| 4. | DSP | 68 | 73 |
| 5. | DC | 65 | 69 |
| 6. | DAS | 68 | 70 |
| 7. | EL | 65 | 69 |
| 8. | FP | 40 | 72 |
| 9. | FAP | 60 | 68 |
| 10. | IWR | 50 | 56 |
| 11. | IDP | 68 | 71 |
| 12. | MFA | 45 | 68 |
| 13. | MS | 63 | 73 |
| 14. | NK | 50 | 65 |
| 15. | NF | 73 | 74 |
| 16. | RIF | 56 | 56 |
| 17. | SA | 58 | 62 |
| 18. | TDP | 50 | 50 |
| 19. | UA | 67 | 72 |
| 20. | WA | 70 | 73 |
| **Total score** | | **1186** | **1322** |
| **Average** | | **59.3** | **66.1** |

Based on the table above, it can be seen that the process of assessment of English language teaching and learning activities undertaken by students with the application of the writing recount text through diary writing the students who got score 70 or more in pre test

only 2 students of 20 students. In the first meeting in cycle I the students began be active and interested in teaching learning process. In the post-test 1 in of cycle I only 9 students who got 70 or more. It can conclude that the application of the writing recount text through diary writing in the learning process shows sufficient qualification.

**Table 6**

The Students' activity cycle I

| No | Name | Score of the students' activity | Percentages |
|---|---|---|---|
| 1. | AS | 3 | 80% |
| 2. | ADA | 3 | 80% |
| 3. | AH | 3 | 80% |
| 4. | DSP | 3 | 80% |
| 5. | DC | 2 | 60% |
| 6. | DAS | 3 | 80% |
| 7. | EL | 3 | 80% |
| 8. | FP | 1 | 40% |
| 9. | FAP | 3 | 80% |
| 10. | IWR | 2 | 60% |
| 11. | IDP | 3 | 80% |
| 12. | MFA | 1 | 40% |
| 13. | MS | 3 | 80% |
| 14. | NK | 2 | 60% |
| 15. | NF | 4 | 100% |
| 16. | RIF | 2 | 60% |
| 17. | SA | 2 | 60% |
| 18. | TDP | 2 | 60% |
| 19. | UA | 4 | 100% |
| 20. | WA | 4 | 100% |
| **Total** | | **53** | |

Indicators of the students' activities that observed are:

1. Paying attention to the teachers' explanation.
2. Asking –answering the question.

3. Doing the task.

4. Making note from the material.

Scoring:

Score 1, with percentage 40%

Score 2, with percentage 60%

Score 3, with percentage 80%

Score 4, with percentage 100%

Based on the table above, it can be inferred that the learning process has done well.

**4) Reflecting**

Based on the result of the first meeting, it can be said that of most of the student got tough in the learning process. This happen because the students have not used in the application diary writing learning system, but by using different methods are expected to facilitated to the students in expressing idea difficult to understand by students.

Result of the second meeting, we can use a media learned of the diary with the material being taught at the time. We can see the difference in the students understanding of the ability to express and an idea into a paragraph on the first meeting and the second meeting.

We can see and increase in students' understanding of English language learning.

Although there are differences in learning between the first meeting and the second meeting but is expected the students will be better able to accept and understand the material delivered. It can be seen from the increasing value of the students between the first meeting and the second meeting.

**3. Cycle II**

Cycle II is similar to the cycle I, consisting of planning, acting, observing, and reflecting. This will explain in more details as follows:

**1) Planning**

In planning, researcher and collaborator discuss the media that will be given to students. Because researcher will use diary as media with the materials for classroom teaching.

**2) Acting**

1) The first meeting

The first meeting on January, Thursday 21, 2016. Implementation of the cycle 2 is a reflection of cycle I. The material covered in the learning cycle 2 remains the same as cycle II. The acting of the cycle 2 before the teacher begins the lesson, the researcher friendly greeting to the students, checking students' attendance list, giving an overview material and make sure the student are ready to learn.

Than, researcher explains about the recount text and diary, give explain about the application writing recount text through diary writing, and discuses together with the students about this material. After that the researcher gives the students booklet. The researcher guides the students in identifying what text is about. In the end of meeting, researcher asks the student about the difficulties experienced by students during the learning process, along with some reflection have been studied to determine the impression and suggestion for improvement in an effort to motivate students to work hard to accomplish the task given. The bell rang and the teacher told the students to continue the next meeting and the teacher closed the meeting with greeting.

2) The Second Meeting

The second meeting was conducted on Wednesday, January 27, 2016 for 2x45 minutes. The researcher began the lesson by praying, greeting, checking the attendance list and asking the students condition. In this meeting the researcher gave post-test for cycle II to the students. Most of the students could answer the question correctly. It can be seen from the result of post-test 2.

**Table 7**

Table of the result score of Students' Post-test II

| No | Name | Students' Score |
|---|---|---|
| 1. | AS | 77 |
| 2. | ADA | 83 |
| 3. | AH | 70 |
| 4. | DSP | 75 |
| 5. | DC | 79 |

| | | |
|---|---|---|
| 6. | DAS | 79 |
| 7. | EL | 73 |
| 8. | FP | 70 |
| 9. | FAP | 70 |
| 10. | IWR | 66 |
| 11. | IDP | 74 |
| 12. | MFA | 70 |
| 13. | MS | 79 |
| 14. | NK | 75 |
| 15. | NF | 83 |
| 16. | RIF | 70 |
| 17. | SA | 75 |
| 18. | TDP | 70 |
| 19. | UA | 81 |
| 20. | WA | 85 |
| | **Total** | **1498** |
| | **Average** | **74.9** |

After the treatment, the students could develop their writing skill, it seen from the result score of post-test II, the researcher were the highest score was 85 and the lowest score was 66, while the average score in X.1 grader was 74.9. Based on the standard of KKM (Criteria of Mastering the Material), there were 19 students that passed the exam with score >70 with percentages 85% in post-test II. It means that cycle 2 is success.

**Table 8**

The Students' activity cycle II

| No | Name | Score of the students' activity | Percentages |
|---|---|---|---|
| 1. | AS | 4 | 100% |
| 2. | ADA | 3 | 80% |
| 3. | AH | 3 | 80% |
| 4. | DSP | 3 | 80% |

| | | | |
|---|---|---|---|
| 5. | DC | 2 | 60% |
| 6. | DAS | 3 | 80% |
| 7. | EL | 3 | 80% |
| 8. | FP | 2 | 60% |
| 9. | FAP | 3 | 80% |
| 10. | IWR | 2 | 60% |
| 11. | IDP | 3 | 80% |
| 12. | MFA | 1 | 40% |
| 13. | MS | 3 | 80% |
| 14. | NK | 3 | 80% |
| 15. | NF | 4 | 100% |
| 16. | RIF | 2 | 60% |
| 17. | SA | 2 | 60% |
| 18. | TDP | 2 | 60% |
| 19. | UA | 4 | 100% |
| 20. | WA | 4 | 100% |
| **Total** | | **55** | |

Based on table above, it can be inferred that learning process has done well. It looked on there were 5% of the student on good categories, and 75% on very good categories, then 20% on excellent categories.

**3) Observing**

In observing the research presented in two meetings in cycle II implementation of writing recount text through diary writing.

In observation the researcher presented two meeting in cycle 2 of learning to find out the information in learning process. The researcher explained the material about recount text and diary writing as a media. The students who got score more than 70 in post-test 1 only 9 students of 20 students. In the first meeting in cycle 2 the students began be active

and interested in teaching learning process. In the post-test 1 of cycle 2, 19 students who got 70 or more.

**4) Reflecting**

Based on the observation of learning process in cycle II, it can be said that learning process with the application of writing recount text through diary writing shows a good qualification. This success is due researcher have revised and improved teaching and learning process in cycle I.

In cycle II, the students are more active, more eager to express their ideas into an easy and interesting writing in accordance with what has been instructed by the teacher, the student more motivated in learning English.

## B. Interpretation

### 1. Interpretation and Learning Result at Cycle I

**Table 9**

The students' score at cycle I

| No | Name | Pre-test score | Post-test I score | Increasing | Explanation |
|---|---|---|---|---|---|
| 1. | AS | 56 | 56 | 0 | Constant |
| 2. | ADA | 66 | 75 | 9 | Increased |
| 3. | AH | 48 | 50 | 2 | Increased |
| 4. | DSP | 68 | 73 | 7 | Increased |

| | | | | | |
|---|---|---|---|---|---|
| 5. | DC | 65 | 69 | 4 | Increased |
| 6. | DAS | 68 | 70 | 2 | Increased |
| 7. | EL | 65 | 69 | 4 | Increased |
| 8. | FP | 40 | 72 | 32 | Increased |
| 9. | FAP | 60 | 68 | 8 | Increased |
| 10. | IWR | 50 | 56 | 6 | Increased |
| 11. | IDP | 68 | 71 | 4 | Increased |
| 12. | MFA | 45 | 68 | 23 | Increased |
| 13. | MS | 63 | 73 | 10 | Increased |
| 14. | NK | 50 | 65 | 15 | Increased |
| 15. | NF | 73 | 74 | 1 | Increased |
| 16. | RIF | 56 | 56 | 0 | Constant |
| 17. | SA | 58 | 62 | 4 | Increased |
| 18. | TDP | 50 | 50 | 0 | Constant |
| 19. | UA | 67 | 72 | 5 | Increased |
| 20. | WA | 70 | 73 | 3 | Increased |
| **Total** | | **1186** | **1322** | | Increased |
| **Average** | | **59.3** | **66.1** | | Increased |

In this research pre-test and post-test was done individually, it aims to determine the ability of students before and after treatment.

From the pre-test and post-test in cycle I, it can be concluded that there is an increase of the score result of students. It can be seen from average 59.3 becomes 66.1.

**2. Interpretations and Learning Result at Cycle II**

**Table 10**

The students' score at cycle II

| No | Name | Post-test I score | Post-test II score | Increasing | Explanation |
|---|---|---|---|---|---|
| 1. | AS | 56 | 77 | 21 | Increased |
| 2. | ADA | 75 | 83 | 8 | Increased |
| 3. | AH | 50 | 70 | 20 | Increased |
| 4. | DSP | 73 | 75 | 2 | Increased |

| | | | | | |
|---|---|---|---|---|---|
| 5. | DC | 69 | 79 | 10 | Increased |
| 6. | DAS | 70 | 79 | 9 | Increased |
| 7. | EL | 69 | 73 | 4 | Increased |
| 8. | FP | 72 | 72 | 0 | Constant |
| 9. | FAP | 68 | 70 | 2 | Increased |
| 10. | IWR | 56 | 66 | 10 | Increased |
| 11. | IDP | 71 | 74 | 3 | Increased |
| 12. | MFA | 68 | 70 | 2 | Increased |
| 13. | MS | 73 | 79 | 6 | Increased |
| 14. | NK | 65 | 75 | 10 | Increased |
| 15. | NF | 74 | 83 | 9 | Increased |
| 16. | RIF | 56 | 70 | 14 | Increased |
| 17. | SA | 62 | 75 | 13 | Increased |
| 18. | TDP | 50 | 70 | 20 | Increased |
| 19. | UA | 72 | 81 | 9 | Increased |
| 20. | WA | 73 | 85 | 12 | Increased |
| **Total** | | **1322** | **1498** | | |
| **Average** | | **66.1** | **74.9** | | |

Based on the result post-test on the cycle I and post-test on the cycle II, it can be concluded that the application of writing recount text through diary writing as a media in the classroom can improve students' writing skill. The students can write with easy. All students attending class from the first treatment until the last treatment. The students feel comfortable in the classroom during the learning process. They are able to understand and accept the new learning with good. The students' score in cycle II have increase it can be seen from average score that increase from 66.1 becomes 74.9. This means that the students can achieve the target value has been determined by KKM.

### 3. Interpretations and Learning Result at Cycle I and Cycle II

**Table 11**

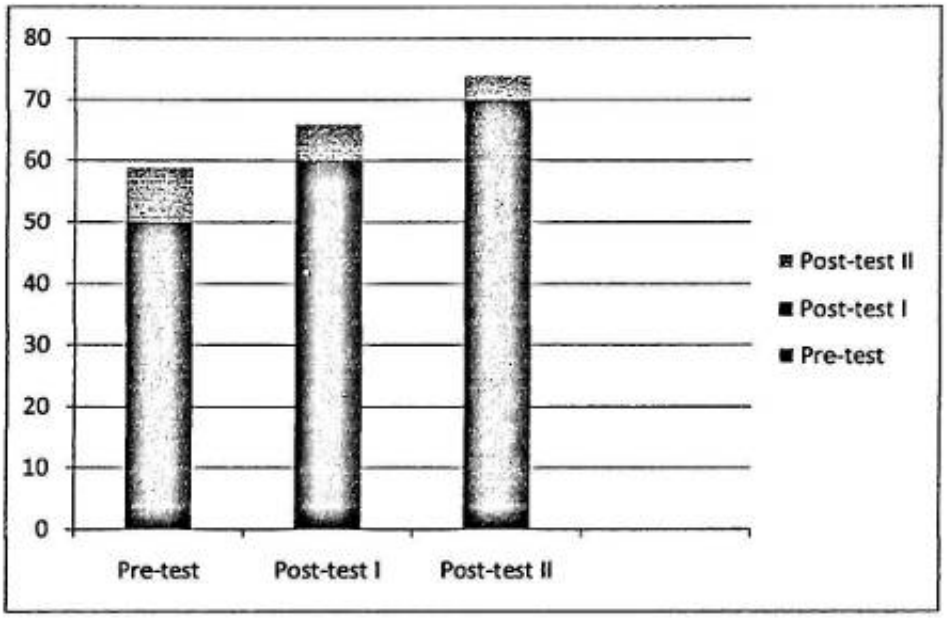
The students' score at cycle II

| No | Name | Pre-test score | Post-test I score | Post-test II score | Explanation |
|---|---|---|---|---|---|
| 1. | AS | 56 | 56 | 77 | Increased |
| 2. | ADA | 66 | 75 | 83 | Increased |
| 3. | AH | 48 | 50 | 70 | Increased |
| 4. | DSP | 68 | 73 | 75 | Increased |
| 5. | DC | 65 | 69 | 79 | Increased |
| 6. | DAS | 68 | 70 | 79 | Increased |
| 7. | EL | 65 | 69 | 73 | Increased |
| 8. | FP | 40 | 72 | 72 | Constant |
| 9. | FAP | 60 | 68 | 70 | Increased |
| 10. | IWR | 50 | 56 | 66 | Increased |
| 11. | IDP | 68 | 71 | 74 | Increased |
| 12. | MFA | 45 | 68 | 70 | Increased |
| 13. | MS | 63 | 73 | 79 | Increased |
| 14. | NK | 50 | 65 | 75 | Increased |
| 15. | NF | 73 | 74 | 83 | Increased |
| 16. | RIF | 56 | 56 | 70 | Increased |
| 17. | SA | 58 | 62 | 75 | Increased |
| 18. | TDP | 50 | 50 | 70 | Increased |
| 19. | UA | 67 | 72 | 81 | Increased |
| 20. | WA | 70 | 73 | 85 | Increased |
| **Total** | | **1186** | **1322** | **1498** | |
| **Average** | | **59.3** | **66.1** | **74.9** | |

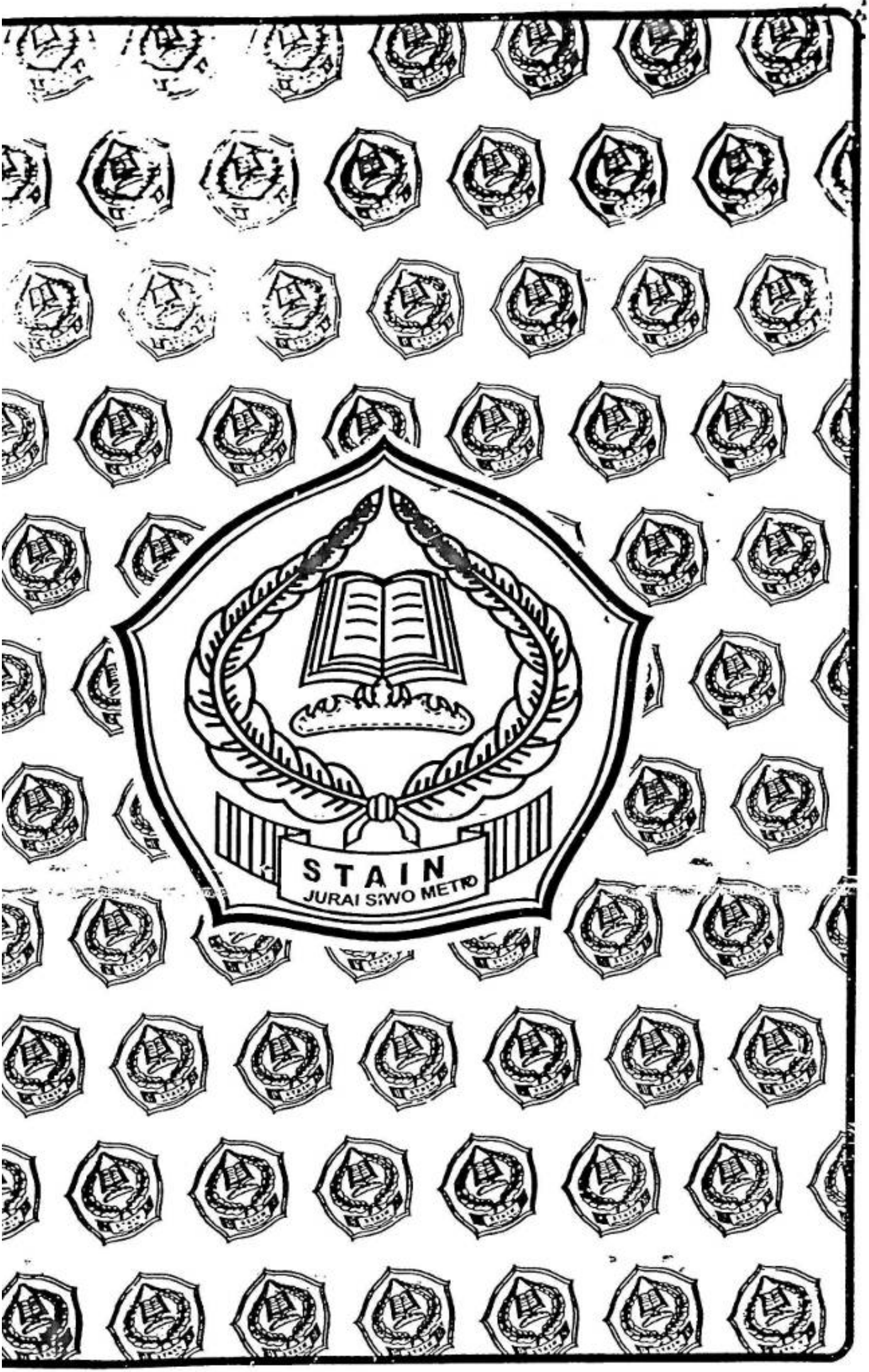
Based on the increase in every cycle, it can be seen that the application writing recount text through diary writing able to improve students' writing skill. The students understand the material and they are enthusiastic in following the lesson learned from the cycle I to cycle II. The students' writing skill has increased, for clear explanation; scores increased each cycle can be seen in the graph bellow:

**Graph I**

**Graph of the Result of Pre-test and Post-test**




Based on the explanation above, it can be inferred that there was increasing of implementation the use of diary writing in writing recount text. There were progress from 59.3 to 66.1 and 74.9. It means that students can achieve the target, the target 95% students gain score 70 or more.


STAIN
JURAI SIWO METRO

# BAB V

# CONCLUSION AND SUGGESTION

## A. CONCLUSION

After doing research in the process of the use diary writing in writing recount text to improve students' writing ability at the tenth grade students' of SMAN 1 Trimurjo, the researcher found the following conclusion:

1. The use of diary writing can improve students' writing ability in recount text. It means that diary writing is an effective media of teaching recount text paragraph. This can show that's more than 74.9 students got score of >70.
2. The use of diary writing can increase students' motivation to write. By implementation diary writing as a media in teaching learning recount text, students feel enjoy doing assignments. This is shown by the reaction of the students when they are given the second treatment in the second cycle.

## B. SUGGESTION

Given the result of the study, the researcher would like to share the suggestions as follows:

1. The students should be given more exercise concerning to the material about past tense. Furthermore, they can write in the form of recount text paragraph using varied words in good construction.

2. The teacher should provide the students a good medium so that the students feel much comfortable when they are asked to write in English.

# CURRICULUM VITAE



Nur Annisa Rahmawati was born in Punggur Central Lampung on May 10, she is the first daughter of happy couple namely Ratman and Sri Lestari. She has one brother. She lives in Punggur Central Lampung.

She graduated from TK Pertiwi. Then she took her elementary school in SDN 1 Punggur. She entered Junior High School in SMPN 1 Punggur, and then she continued her study at Senior High School in MAN 1 Metro. After finishing her study, she continued to S-1 English Education Program in STAIN Jurai Siwo Metro.

