

**UNDERGRADUATE THESIS**

**THE INFLUENCE OF WRITING DIARY ON THE STUDENTS' ABILITY  
IN WRITING RECOUNT TEXT AT THE ELEVENTH GRADE OF  
VOCATIONAL HIGH SCHOOL KARTIKATAMA I METRO**

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**STATE ISLAMIC COLLEGE (STAIN)  
OF JURAI SIWO METRO**

**2012**

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in English Education Study Program**

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**ABSTRACT**

**By:  
SABARUDIN**

This research was aimed at detecting the influence of applying diary (X) toward the students' ability in writing recount text (Y) at the eleventh grade of Vocational High School Kartikatama I Metro. The problems identified was the students found difficulties in writing recount text because of not having ideas. Diary helps the students in finding the ideas. From Diaries the students found many information and illustration. In this case, the writer tried to investigate whether there was influence of Writing Diary toward the students' ability in writing recount text.

The population of the research was the eleventh grade students and the sample of the research was 40 students. The writer conducted quasi experimental design, by applying pretest and post-test as the instrument. In accordance with the method in present research, experimental design, the data was analyzed by using *t-test* that enable to investigate the differences between the result of pre-test before treatment and the result of post-test after treatment.

Moreover, the result of data analysis illustrates that  $t_{observed} = 9.631$  and is categorized into high influence. Next,  $t_{observed}$  is consulted to  $t_{table}$  at the significant level of 5% = 2,030 and 1% = 2,725. Finally, the data confirms  $t_{observed}$  is higher than  $t_{table}$ . Thus, it can be inferred that the Alternative Hypothesis ( $H_a$ ) is accepted. There is positive and significant influence between the result of pre-test and post-test at the eleventh grade of Vocational High School Kartikatama I Metro.

From the explanation above the writer concludes that there is positive and significant influence of writing diary toward the student's ability in writing recount text.

# **PENGARUH MENULIS DIARY TERHADAP KEMAMPUAN MENULIS RECOUNT TEXT PADA SISWA KELAS XI DI SMK KARTIKATAMA I METRO**

**ABSTRAK**  
**By:**  
**SABARUDIN**

Tujuan utama dari penelitian ini adalah mencari pengaruh penggunaan Diary (X) terhadap kemampuan menulis recount text siswa (Y) pada kelas XI SMK Kartikatama I Metro tahun ajaran 2011/2012. Permasalahan yang ditemukan bahwa para siswa mengalami kesulitan dalam penulisan teks recount karena tidak mempunyai ide. Melalui Diary siswa dapat menemukan ide dalam penulisan teks Recount. Karena dengan Diary siswa mendapatkan informasi dan ilustrasi melalui tulisan-tulisan yang ada di Diary tersebut.

Populasi penelitian ini adalah siswa kelas XI dan sampel penelitian ini berjumlah 40 siswa, Dalam hal ini, penulis mencoba meneliti apakah ada pengaruh dari penggunaan Diary terhadap kemampuan menulis recount siswa. Penulis melaksanakan *Quasi Experimental Design* (Penelitian Eksperimen Semu) dengan menerapkan *pre-test* dan *post-test* sebagai instrumen. Sesuai dengan metode penelitian ini, maka data di analisis dengan menggunakan *t-test* yang memungkinkan untuk mengetahui perbedaan antara hasil *pre-test* yang diberikan sebelum treatment dan hasil *post-test* yang diberikan setelah treatment.

Akhirnya, data hasil penelitian menunjukkann bahwa  $t_{observasi} = 9.631$  dan ini masuk dalam kategori pengaruh yang tinggi. Selanjutnya,  $t_{observasi}$  konsultasikan dengan  $t_{table}$  dengan taraf signifikan 5% = 2,030 dan 1% = 2,725, data tersebut menyatakan bahwa  $t_{observasi}$  lebih besar dari pada  $t_{table}$ , ini dapat di artikan bahwa  $H_0$  diterima. Dan dapat di artikan bahwa ada pengaruh yang positif dan signifikan diantara hasil *pre-test* dan hasil *post-test* siswa pada kelas XI SMK Kartikatama I Metro

Dari penjelasan diatas penulismenyimpulkan bahwa ada pengaruh positif dan signifikan dari menulis diary terhadap kemampuan menulis recount text siswa.

## MOTTO

ولو أنما في الأرض من شجرة أقلام والبحر يمده من بعده سبعة أبحر ما نفدت كلمات الله إن الله عزيز حكيم

‘And if all the trees on the earth were pens and the sea (were ink wherewith to write), with seven seas behind it to add to its (supply), yet the words of Allah would not be exhausted. Verily, Allah is All-mighty, All-wise”

(Qs. Al- Luqman: 27)

“Yakin Usaha Sampai (Yakusa)”

## **DEDICATION**

This piece of work is dedicated to:

- ❖ My small world in my mind given by God, Allah SWT, the gracious and the wonderful. My world is a better place because of You.
- ❖ My beloved mother, Salamah and my careful father, Abdul Roni for the deeper prayer, the endless loving and the great support and hope to finish this paper.
- ❖ My lovely families, my brothers Muhammad Ali, Arafat and Ridho Kurniawan , my sister Yulia Wiraprana and my uncle and my aunt, Darwis Agung and Nursiyah, miss you all and thank for the prayer and the supporter.
- ❖ My beloved friends, Haris Setiawan, Januri and Maulana M Yusuf, you all have been my inspiration, certainly, without you all I feel alone.
- ❖ I'll be forever thankful to my teachers in SMK Kartikatama I Metro, for all those educations, experiences and sciences you gave to me, especially for Mr. Sutarno, and for all my “naughty students”, you are my best inspiration.
- ❖ My beloved Almamater State Islamic College of Jurai Siwo Metro.

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In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, the Lord of the worlds whom without His Mercy and Blessing, none of these would be possible. The writer is very grateful for the chances He has given to accomplish this undergraduate thesis entitled “The Influence of Writing Diary toward the Ability in Writing Recount Text at the Eleventh grade of Vocational High School Kartikatama 1 Metro”.

First, I would also like to thank to Prof. Dr. Edi Kusnadi, M.Pd as the principal of State Islamic College (STAIN) of Jurai Siwo Metro, who has given support and approval in order that the writer was able to conduct this research. The writer would like to extend her gratitude to the sponsors, Dr. Mahrus As’ad, M.Ag and Yusti Arini, M.Pd who have constantly given their endorsement, time, and guidance so that the writer could finish the thesis. There is nothing she could do to return their deeds.

Finally, the writer hopes that this little piece of work can be useful for her and for all the readers and also this paper can contribute soothing to the betterment of English teaching and learning in general.

Metro, July 2012  
The writer,

SABARUDIN  
St. Number. 0846297

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

Language is a means that has some important rules in human life. Language is not only for communicating ideas to another but also for thinking and negotiating with others. As a set of means, language is not an inheritance but it is acquired through a long process of learning.

English is as the international language. It has become an international language that is almost used by all countries as the first, the second or the foreign language. Moreover English has been declared as a formal language on International communication for a long time ago.

Our country has Indonesian language as our national language. But English is the first foreign language. English in Indonesia is as the foreign language, it means that English is a compulsory learning subject where must be taught for the students in the school from the elementary school until university.

The Competency-based Curriculum has developed in School Level-based Curriculum in Indonesia. In the curriculum, the students that have graduated from Vocational High School are expected to master the four skills of language such as listening, speaking, reading and writing. Therefore, English in Vocational High School is aimed at developing the four skills in order that the students can communicate in English language on the certain literary.

Writing is one of the four skills that are very important to learn. Writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation. In the second year of Vocational High School, the basic competency that should be achieved in writing English subject is the students have the ability to develop and produce written simple function text in recount text, narrative text, and exposition text, report text. Etc

Recount text is difficult enough to be learned by the students, Recount text is a type of text that usually use to report an event or someone experience. The students can use simple past tense in writing recount text. The techniques which are usually used to teach writing in the class are guided writing and individual writing. In guided writing technique the students' activity is to write out grammar exercise while in individual writing the students' activity is to write paragraph individually. Those techniques do not influence the students' writing ability, the problems are the students still feel strange and face some difficulties with English lesson especially in writing, and they seldom writing in their life or activity. Beside that the other problem is the students bore with the techniques that use by teacher in teaching writing.

Teaching by using new media is necessary to improve skill in teaching learning process. The teacher should choose a media that can attract students' interest and encourage their involvement. By encouraging the students' participation by using media, the students will not be bored and will be more creative during the lesson.

Based on the problems above, in motivating students to write, teachers should find out some media that can help students raising their interest in writing. As we know, if the students interested in learning that is given by teacher, they can understand the material easily.

To give a proof about the problems above, the writer has done a pre-survey at the eleventh grade of students in Vocational High School 1 Metro. Learning process begin by giving the task to the students to make a recount text based on the topic that has given by the teacher. The writer examines the students' worksheet to find out the results of the text.

Based on the learning process, the result of writing daily examination at the first semester is shown in the table below. The Minimum Mastery Criteria (KKM) to past English subject is 65.

Table 1

Data of Pre-survey  
at the Vocational High School Kartikatama 1 Metro  
at the First Semester

No	Grade	Explanation	Frequencies
1.	<6,5	Failed	34
2.	>6,5	Passed	6
Total			40

From the result of pre-survey above, there is proof that more than a half of the students still have poor skill in writing a recount text. The major problem that students faced was the students still feel strange and face some difficulties with



English lesson especially in developing paragraph or text, because cannot find interesting media in English subject especially writing.

To overcome the problem, one of the alternative media to help the students increasing their ability in writing a recount text is using diary. Diary is something popular in the student activity. Many students use diary to put the information about what they have done. Diary also can use in the learning process. Because the diary can make us remember some experience at the past time and the other function of diary is to help us develop an idea. The correlation between diary and the writing ability is student can develop their idea by using diary, because in the diary there are some reports of their experience that they can use to develop idea in the writing activity. So the writer chooses this media with an expectation that diary can help students in writing activity.

## **B. Problem Identification**

Referring to the background above, the problems can be identified as follows:

1. The students has less motivation in writing recount text
2. The students has difficulty in making the start of writing recount text
3. The students has difficulty in writing in terms of generating ideas
4. The students has difficulty in making the writing relevant to the topic
5. The students has difficulty in choosing the words

### **C. Problem Limitation**

The writer realized that it is not possible to investigate all of the problems concerned with the writing ability. Therefore, the writer limits the problems only to “the influence of writing diary toward the students’ ability in writing recount text at the eleventh grade of Vocational High School Kartikatama 1 Metro.

#### 1. Variables

a) Independent variable : X ( writing diary)

b) Dependent variable : Y (the students’ ability in writing  
recount text)

#### 2. Subject

The subject of this research was The Eleventh Grade of High School  
Kartikatama 1 Metro.

#### 3. Location

This research conducted at High School Kartikatama 1 Metro.

#### 4. Time

This research conducted in the academic year of 2011/2012

### **D. Problem Formulation**

Based on the background above, the problem that the writer wants to know is as follows:

Is there any positive and significant influence of writing a diary toward recount text writing ability?

## **E. Objectives and Benefits of the Study**

### 1. Objectives of the Study

The objective of study is the writer want to know weather there any positive and significant influence of writing a diary toward recount text writing ability

### 2. Benefits of the Study

#### a. For the Students

By writing diary, it is expected that the students will be more interested and motivated in learning English, especially writing.

#### b. For the Teacher

This study is hopefully be able to overcome the problems faced by the English teachers in writing subject. The teacher is expected writing diary to help their teaching writing activity.

#### c. For the School

The headmaster can convey to the teachers that they should know about students' problem in order to conduct learning process effectively.

#### d. For other Researchers

The researchers will know about the students' writing ability especially through using Diary and the researchers can use Diary as a media to increase student's ability not only in writing but also for other skills.

## CHAPTER II

### THE REVIEW OF RELATED THEORIES

#### A. Theoretical Review

##### 1. Writing Ability

###### a. Concept of Writing Ability

The word ability can be defined as, the quality of being able to do something, especially the physical, mental, financial, or legal power to accomplish something, a natural or acquired skill or talent and the quality of being suitable for or receptive to a specified treatment; capacity: the ability of a computer to be configured for use as a file server.<sup>1</sup> While, based on Oxford Advanced Learner's Dictionary, "ability is the fact that somebody or something is able to do something".<sup>2</sup>

Based on the definition above, the writer can conclude that ability is a talent or skill which is owned by a person to do activities in her or his life.

According to Sanggam siahaan, writing is a psychological activity of the language user to put information in the written text.<sup>3</sup> There are many

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<sup>1</sup> <http://www.thefreedictionary.com/ability>, *Ability*, 20-10-2010

<sup>2</sup> As Hornby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, New York, 2000, p.2

<sup>3</sup> Sanggam Siahaan, *Issues in Linguistics*, Graha Ilmu, Yogyakarta, 2008, p. 215

definitions of writing, but the writer will take several definitions according to the experts as follow:

Paul Davies states that writing is the language skill used least by most people. It is also a skill usually learn formally at school, and not handled well by many people, even in their first language. It involves low-level skills (handwriting or typing, spelling, constructing grammatical sentence, punctuating) and high-level cognitive skills (gathering ideas, organizing and sequencing, structuring, drafting, and editing).<sup>4</sup>

“Writing as a process of expressing ideas or thoughts in word should be done at our leisure”.<sup>5</sup> Furthermore, Sanggam Siahaan in his book *The English Paragraph* states that the written productive language skill is called writing.<sup>6</sup>

Based on the statement above, it can be concluded that writing ability is the capacity to write correct and appropriate sentences. Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

## **b. Process of Writing**

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<sup>4</sup> Paul Davies, *Success in English Teaching*, Oxford University Press, New York, 2010, p. 101

<sup>5</sup> Sutanto Leo dkk, *English for Academic Purpose: Essay Writing*, Andi, Yogyakarta, 2007, p. 1

<sup>6</sup> Sanggam Siahaan, *The English Paragraph*, Graha Ilmu, Yogyakarta, 2008, p. 2

There are three processes of writing based on Mc. Crimmon explanation in his book *Writing with a Purpose*. They are:

1. Planning

To make a planning, there are three sources to help you locate and produce information on writing, they are: (1) memory (something we knew), (2) observation (something we had seen), or (3) research (something we had heard someone say).<sup>7</sup>

2. Drafting

Drafting is a series of strategies designed to organize and develop a sustained piece of writing or procedure for determining whether the information you discovered during planning can be shaped into a successful piece of writing.<sup>8</sup>

3. Revising

Revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing.<sup>9</sup>

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<sup>7</sup> Mc. Crimmon, *Writing with a Purpose*, Houghton Mifflin, New York, 1983, p. 36

<sup>8</sup> *Ibid.*, p. 10

<sup>9</sup> *Ibid.*, p. 11

Based on the statement above, it can be concluded that there are three processes of writing. The first one is planning, then drafting, and the last one is revising.

**c. Components of Writing Ability**

According to Raimes there are eight writing components that should be considered by writer in order to produce good writing. The components are

1. Grammar: rules of verbs, agreement, pronouns.
2. Mechanics: handwriting, spelling, punctuation
3. Organization: paragraphs, topics, and supports, cohesion and unity.
4. Word choice: vocabulary and idiom.
5. Purpose: reason for writing
6. Audience: reader(s).
7. The writer's purposes: getting ideas, getting started, writing drafts, revising
8. Content: relevance, clarity, originality, logic. In order to get good result of writing, the writer should consider them in writing a paragraph or an essay.<sup>10</sup>

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<sup>10</sup> <http://everypageispageone.com/2011/09/15/three-components-of-writing-skill/>



## 2. Writing Diary

### a. Definition of Diary

According to Oxford Learner's Dictionary the word "diary" is defined as:<sup>11</sup> (book for) daily record of event, thought, etc. In Wikipedia, a diary is record (originally in written format) with discrete entries arranged by date reporting on what happens over the course of a day or other period.<sup>12</sup> Both theories appear that a diary is a personal document about experience with discrete entries arranged by date, time, what and when it happens a day.

Diaries are highly varied, from business notations, to listing of weather and daily personal events, to expressions of one's deepest self, to record of thoughts and ideas. Other forms of diary are travel journals, diet journals, workout journals, self diaries etc. The word "journal" may be used for "diary" but generally one writes daily in a diary.

The learning journal offers many useful benefits to both the teacher and the learner. It has been welcomed as a learning tool and a tool to promote learning skills of actively engaging students in learning. And then it can be a way of improving knowledge and learning and a way of developing effectively.

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<sup>11</sup> <http://www.socialresearchmethods.net>

<sup>12</sup> <http://en.Wikipedia.org/wiki/diary>, nov 2 2011

## **b. The Benefit of Writing Diary**

Marianne Rapheal convinced that dairy can benefit writers in any field such as:<sup>13</sup>

1. A diary helps to begin writing
2. Experiment with various writing style
3. A diary aids memory
4. Sharpen all your sense
5. The diary is a key to the past and offers a glimpse into the meaning of life

Some statement about diary above show us that diary have some benefit. Diary help to begin writing .In diary someone can find idea to write something because they can write as their experience in a day. Something that correlate by self person is most interesting to written freely. They can write anything what they thought, try with various writing style and choose the best of them.

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<sup>13</sup> The liang Gie, Terampil mengarang, Andi offset, Yogyakarta, 2002. P. 163

By diary intensively also able to strengthen the memory. Reading diary can remember something that was happened, moreover can remember detail of happen because in diary arrange with date.

### **c. The Usage of Diary in Developing Writing Ability**

Writing daily experience is a good start to develop students' writing ability. Students like to write things that happen in their daily lives in a diary. When students are accustomed to writing, they might write easily. Beside that if the students write on a daily routine, theory writing increases rapidly.<sup>14</sup> There are some usages of diary like can be solution of the stress, as a note of target, as an inspiration, and as a place to save memory.<sup>15</sup> Writing diary can help the writer to let the problem out. He suggest some tips to let the problem out : 1) writing down anything which burst in mind;2) Spending time at least an hour in a day to write down the recent activities ; 3) sitting in a silent place or a favorite place ; 4) listening favorite music; 5) relaxing and taking a breath ; 6) starting to write the problems.<sup>16</sup>

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<sup>14</sup> <http://www.macmillan dictionary.com>

<sup>15</sup> <http://ada-akbar.com/2011/08/manfaat-menulis-buku-harian/>

<sup>16</sup> <http://en.Wikipedia.org/wiki/diary>, nov 17 2011

Building students' habit in writing is not easy. Teacher should choose the right writing activity to encourage students to write. A diary is related or close to student's life, it can be effective for those who do not like writing. Beside that, when the students write a diary, it means they have to recall their memory about what happened in their daily lives.<sup>17</sup>

From some theory of the diary above the writer conclude that dairy is book that use to report daily event that has benefit to begin writing. Because by writing diary we can remember event that we have done and this writing can use to develop an idea or inspiration in writing the other text like recount text.

### **3. Concept of Recount Text**

#### **a. Definition of Recount text**

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<sup>17</sup> Alazewski, *using diary for social research*, sage publication, New Delhi, 2006, p. 25

Recount text is a kind of text that is usually used to report an event or someone experience.<sup>18</sup> This function of this text use to give information and to entertain. The generic structures of recount text are orientation, list of events, and reorientation. In the orientation step the writer mentions people and things that are involved, time of the event, the place, and the situation. In the list of events, the writer tells the events happen chronologically. In the reorientation, the writer concludes the story by giving comment.<sup>19</sup>

According to Hornby recount is to tell somebody about something, especially something that someone has experienced. A recount text is a text that tells about something that happened or retells past events or activities and has a purpose to give detailed information about what and when of that events.<sup>20</sup> Recount is defined as: to describe how something happened and to tell a story. Recount can easily be found in any kind of writer text such as newspaper articles, description of a soccer match,

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<sup>18</sup> Otong Setiawan Djuharie, *Teknik dan panduan menulis melalui eksplorasi model latihan*, Yrama Widya, Bandung, 2009, p. 171

<sup>19</sup> Marta Yuliani, *Detik-detik UN Bahasa Inggris*, Intan Pariwara, Klaten, 2007, p. 28

<sup>20</sup> As Hornby, *Oxford Advanced Learner's Dictionary*, Oxford University Press, New York, 2000, p.1106

events before and after the occurrence of natural disasters, Police Reports, Biographies, Autobiographies, Diary, Entries, and Historical Records.<sup>21</sup>

Based on the statements above, it can be concluded that recount text is the text that is usually used to report an event or someone experience and has function to give information and to entertain. The generic structure of recount text is orientation, list of events, and reorientation.

#### **d. The Characteristics of Recount Text**

According to Otong setiawan Djuharie, there are some characteristic of recount text such as:

1. Use pronoun to show the people like: Otong setiawan, Seanu prabu, Ratu Kadita, Eha, Djuharie.Etc
2. Individual participant, it means that the story is focus in one subject.
3. Use simple past tense
4. Use connective and conjunction like after, before, soon, then, after that. Etc
5. Use action verb like stayed, climbed, killed.etc

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<sup>21</sup> *Cambridge Advanced Learner's Dictionary*, Cambridge University Press, New York, 2004, P.1383

6. Use adverb and adverb phrase to show the time, place, and manner.<sup>22</sup>

Based on the statement above, it can be concluded that there are some characteristic of recount text like: pronoun, simple past tense, conjunction, action verb, and adverb.

### **c. The Usage of Recount Text**

This text usually uses to tell the past event like wonderful stories, diary, history, personal letter, biography and autobiography.<sup>23</sup>

Beside that the recount usually use in a text, article, newspaper, daily record and soon. Text historical recount is use to tell some event in the last time,. The example of historical recount is the story of Pangeran diponegoro, RA Kartini, or Thomas Alfa Edison . Meanwhile, The factual recount is use to tell about someone experience.

Based on the quotation above, the writer can infer that recount text is the text that uses to report an event or someone experience. Recount is

not only a text which has functioned to report an event or someone experience. Recount text can also use to entertain. Beside that the recount

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<sup>22</sup> Otong setiawan, Loc, Cit

<sup>23</sup> <http://peperonity.com/go/sites/mview/recount>.

text usually use in a text like article, newspaper, daily record and soon. From the some statements above we know there is some correlation between diary and recount text. Diary is book for daily record and recount text is the text form that usually uses to write a diary.

## **B. The English Syllabus of the Eleventh Grade of Vocational High School**

### **Kartikatama I Metro**

The standard competency of the eighth grade in this vocational high school is communicated with English equal elementary level. And the basic competency is giving expression of emotions with one of indicators is the expressions to show the opinion in recount text. The content of material are expressing opinions with recount text, building the knowledge, grammar review, etc.

Moreover, the teaching learning writing activity of the syllabus are reading Television and How It Affect Us, writing the dialogs and the teacher give the explanation about recount text.



## **C. Theoretical Framework and Paradigm**

### **1. Theoretical Framework**

Writing is one important activity in learning English. Some people seem to find writing easy. But, actually writing is not as easy people think. Although writing is hard work, writing is also opportunity to convey something about ourselves, to communicate ideas to others, to learn something we did not know. Unfortunately, all writers have trouble getting started. Many writers feel hard to generate and develop their ideas in starting.

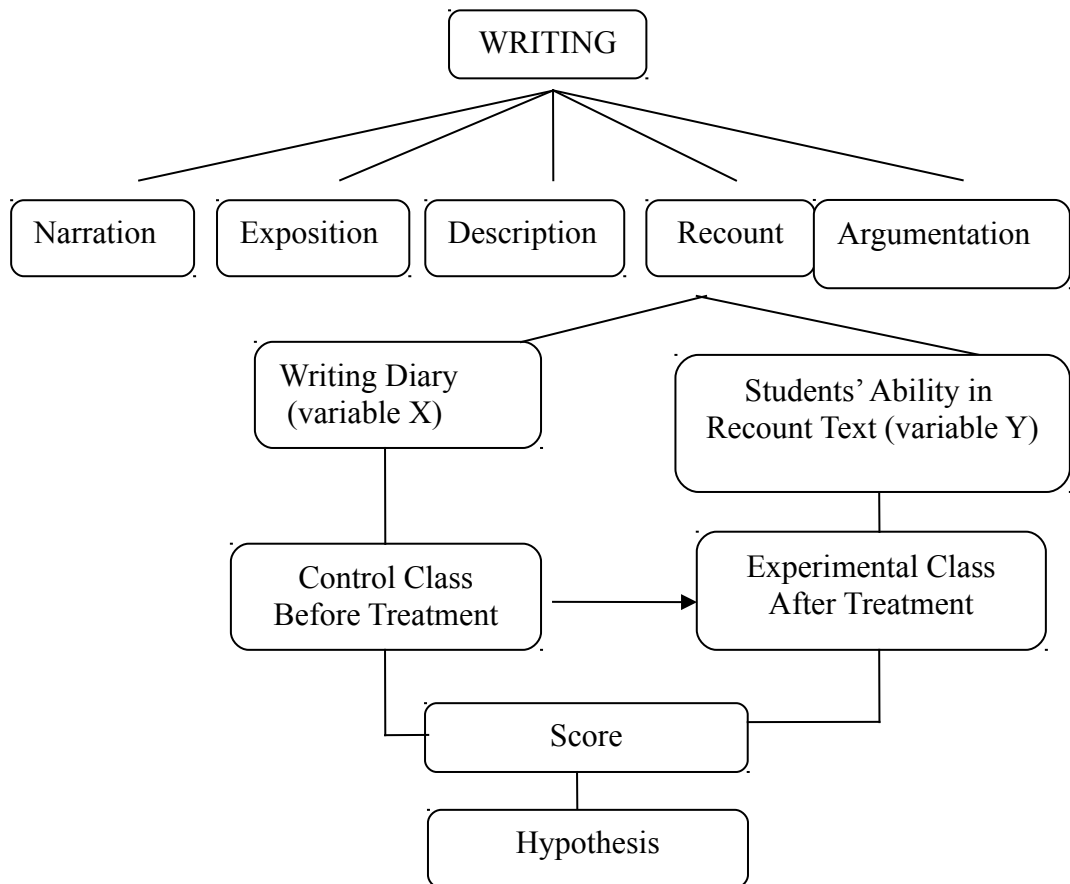
Moreover, the best way to start writing is writing first. Writers tend to think that start writing is essentially a thinking activity. Writing diary can help students to increase their ability in writing since this media helps them to generate ideas, develop it, and relate it to each other. It helps students focus on their own topic and make them doing their writing activity clearly and logically. Fortunately, diary as a media can guide the students in order to be capable of writing with a minimum of error. Because diary is a fun media and writing diary intensively also able to strengthen your memory. Beside that in the diary we can write freely.

Furthermore, diary will enable the students to solve the difficulties in starting to write a recount text and have many ideas that will be written on

their diary. With writing diary, they not only know it in greater detail but also begin to see how they can convert their ideas into words. This is some usages of diary

## 2. Paradigm

Figure 1  
The Influence of Writing Diary  
toward Students' Recount Text Writing Ability



Based on the figure above, one of the English skills is writing. There are narration, exposition, description, recount, and argumentation text in writing. The writer chooses recount text in this research, because there are many students have low ability in writing recount text. The writer will use diary to increase the students' recount text writing ability. There is one class as control class and experimental class. It will be given the same pre-test and post-test. The pre-test give before treatment and the post-test will be given after treatment. The writer will compare the score before treatment and after treatment.

The writer uses content validity based on the syllabus and materials at the eleventh grade of TKJ Vocational High School Kartikatama I Metro. In writing, there are indicators that can be used to know the students' writing score<sup>24</sup>:

Table 2  
The Standard Score for Writing Ability

<b>Writing A</b>	<b>Score</b>	<b>Level</b>	<b>Indicator</b>
	27-30	Excellent	Complete information, substantive, complete thesis developing, Suitable with the problem (title) and complete.
	22-26	Good	Enough information, enough substantive, Limited thesis developing, Suitable with the

<sup>24</sup> Burhan Nurgiyantoro, *Penilaian Dalam Pengajaran Bahasa dan Sastra*, BPFE Yogyakarta, 2001, p.307-308

CONTENT			problem (title) but not complete.
	17-21	Fair	Less information, less substantive, uncompleted thesis developing and problem.
	13-16	Poor	Have not content, have not substantive, have not thesis developing and have not problem.
ORGANIZATION	18-20	Excellent	Fluent expression, Clear ideas, complete, good organized the sequence is very logic and cohesive.
	14-17	High	Fluent enough, quite enough organized, but much has ideas, the sequence is logic, cohesive.
	10-13	Fair	The writing is less organized and neat, it is less clear, less ideas, and sequence is less logic
	7-9	Poor	Less communicative, less organized.
VOCABULARY	18-20	Excellent	Selecting words are excellent, choosing the word and idiom are appropriate, master in word formation
	14-17	High	Selecting words are excellent, choosing the word and idiom sometimes are less appropriate, but the meaning can be understood.
	10-13	Fair	Less in selecting potential words, sometime wrong in using vocabulary so it can be broken the meaning.
	7-9	Poor	Perfunctorily in selecting potential words, less in mastering vocabulary.

GRAMMAR	22-25	Excellent	Complex constructions and effective, just there is a little wrong in using language form.
	18-21	High	Simple construction but effective, wrong in complexity construction, the meaning can be understood.
	11-17	Fair	There are serious wrong in sentences construction and confused in meaning.
	5-10	Poor	Does not master in syntax rule, there are many mistakes, not communicative.
MECHANICS	5	Excellent	Master mechanic in writing, just there are some mistake in spelling
	4	High	Sometime there are mistake in spelling, but the meaning can be understood.
	3	Fair	Seldom there are mistake in spelling, the meaning make confused.
	2	Poor	Do not master in mechanics writing, many wrong in spelling, the meaning cannot be understood.

#### D. Hypothesis Formulation

Based on the theoretical framework and paradigm above, the writer formulates the hypothesis that : There is any positive and

significant influence of writing diary toward the student's ability in writing recount text at the eleventh grade of Vocational High School Kartikatama I Metro in the academic year of 2011/2012

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, the writer used the quantitative research, in the form of quasi experimental design. Therefore, in this research the writer used one class as the control class and the experimental class. The pretest given before treatment is as control class and the posttest given after treatment is as experimental class.

According to Sumadi Suryabrata, the design is follows:

T1	X	T2
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T1 : The result before the treatment called *Pretest*

X : Treatment

T2 : The result after treatment called *Posttest*.<sup>1</sup>

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<sup>1</sup>Sumadi Suryabrata, *Metodologi Penelitian*, PT raja Grafindo Persada, Jakarta, 2008, P.117

## B. Population and Sampling Technique

### 1. Population

Muijs defined, “population is the group of people we want generalize to”.<sup>2</sup> It means that population is the object of the research which will be observed. Whereas, the population of this research is the students at the eleventh grade of Vocational High School Kartikatama I Metro in academic year 2011/2012. There are two classes which consist of 74 students and the total of students in each class is presented as bellows:

Table 3  
Population of the Research

Class	Sex		Total
	Male	Female	
AK	6	28	34
TKJ	14	26	40

### 2. Sample

According to Kusnadi the sample is —a part or vise of population that will observe.<sup>3</sup> The sample of this research was the student at the eleventh grade of TKJ Vocational High School Kartikatama I Metro which consists of 40 students.

### 3. Sampling Technique

The sampling technique applied in this research is purposive sampling; “The sample selection based on specific purpose.”<sup>4</sup> The student ability is homogeneous, so that the writer use the purposive sampling.

## C. The Operational Definitions of Variables

<sup>22</sup> Daniel Muijs, *Doing Quantitative Research In Education*, London, Sage Publications: 2004, p.15

<sup>3</sup> Edi Kusnadi, *Metodologi Penelitian*, Ramayana Pers and STAIN Metro, Lampung, 2008, p. 84

<sup>4</sup> Edi Kusnadi, *Metodologi Penelitian*, Ramayana Pers and STAIN Metro, Lampung, 2008, p. 84



The operational definition of this research variable as follows:

1. Independent variable

Independent variable of this research is writing diary. Writing diary is a psychological activity of the language user to put information in the diary (book for) daily record of even and thought.

Moreover, writing diary has some indicators involve the competence of using simple text, the competence of using tenses, the competence of using word or vocabulary.

2. Dependent variable

Dependent variable of this research is the writing ability defined as the capacity to write correct and appropriate sentences. Writing ability in recount text that defined as is the text that uses to report an event or someone experience. Recount is not only a text which has functioned to report an event or someone experience. Recount text can also use to entertain. It means that e writing ability in recount text is the capacity to write correct and appropriate sentences or text that uses to report an event or someone experience.

Moreover, writing ability in recount text has some indicators involve the competence of using structure, diction, cohesion, organization, and content of writing.

## **D. Data Collection Method**

### **1. Documentation**

Edi Kusnadi defines documentation as the method which is used to get information from written language or documents (for example: books, magazine, note, and others).<sup>5</sup> The writer used the documentation as the data collection method to get detail information about diary and writing ability in recount text.

### **2. Test**

The valid data can be reached through several techniques of data collection technique, one of them is test in this research use quasi experiment design research with applying one group time series design. So, the writer uses test as data collection technique to measure both of variable. The writer measures teaching recount text writing through writing diary by pre-test, treatment, and post-test

The pre-test was given to the students in the first meeting in order to find out students' ability in the beginning before using diary in their writing activity. Whereas, the post-test was given in the last meeting after treatment as an experimental group.

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<sup>5</sup> Edi Kusnadi, *Loc. Cit.*

## **B. Research Instrument**

The research instrument in this research held the test which has explained follows:

### **1. Instrument Blueprint**

The writer used Pre-test before treatment as a control and Post-test instrument after treatment as an experimental. The research about ability in recount text, so the research instrument which is used in present research is in the form of writing test or composing recount text writing. Here is the blue print:

The indicator of writing diary (X) is the students understand about diary, the students know about the function of writing diary into recount text. The indicator of Student's Ability in Recount Text(Y) the students can write a good recount text, the students can identify the social function and generic structure of recount text. And the test is given in essay form.

### **2. Instrument Calibration**

Instrument calibration use to know the validity and reliability instrument degree.<sup>6</sup>Validity has three distinct aspects; they are content validity, criterion validity and construct validity. Content validity refers to whether or not the content of the manifest variable is right to measure the talent concept that the writer tries measure.<sup>7</sup> The writer uses content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research. Therefore, the writer uses content validity based on the syllabus and materials at the Eleventh Grade of Vocational High School Kartikatama 1 Metro in The Academic Year of 2011/2012.

### **C. Data Analysis Technique**

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<sup>6</sup> Ibid, p.123

<sup>7</sup> Daniel Muijs, op.cit, p.66

To investigate whether the influence of writing diary toward students' ability in writing recount text at the eleventh grade of TKJ Vocational High School Kartikatama I Metro the writer uses the quasi experiment and here is the formulation of t-test:

$$t = \frac{Md}{\sqrt{\left(\frac{\sum X^2 d}{N(N-1)}\right)}}$$

Md : Average from the differences score of Pretest and Posttest

Xd : The deviation from each subject

$\sum X^2 d$  : Total of quadrate deviation

N : The subject of sample.<sup>8</sup>

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<sup>8</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, PT.Rineka Cipta, Jakarta, 2006, p.306-307

## CHAPTER IV

### RESULT OF THE RESEARCH

#### 1. Description of the Data

##### a. A Brief of History of Vocational High School Kartikatama 1 Metro

The name of “Kartika” in vocational high school means as “star” the chosen of name Kartika is hoped that this school is able to be the biggest star which are there and able to make this city be more beautiful by this star.

Kartikatama Vocational High School was established by Krida Kartikatama Foundation with notary public certificate NO.01/IX/1984 on September, 1986. This foundation consist of Kindergarten, SMP, SMA, SMK 1 and SMK 2. The owner of this foundation is Mr. Mardi. And now Vocational High School Kartikatama 1 Metro led by Mr. Sutarno.

##### b. The Building

This school has fifteen classrooms, two computer laboratories, one school service room, one principal’s room, one teacher’s room, one administration’s room, two teacher toilet, four student toilet, one store room and one OSIS’s room.

c. The Data of Teacher and Staff

The Data of Teacher and Staff employers in Vocational High School Kartikatama 1 Metro in the academic year of 2011/2012 are as follows:

Table 5  
The Condition of Teacher and the Staff 1 Employers  
at Vocational High School In the Academic Year of 2011/2012

No	Name	Sex	Occupation
1.	Sutarno, S.Pd	Male	Principal
2.	Dra. Sri Hartati	Female	Teacher of moral
3.	Dra. Tati Hendriyani	Female	Teacher of mathematic
4.	Drs, bardiana	Male	PROD of TKJ
5.	Dra. Suliwati	Female	Teacher of accountant
6.	Heri istiyowati	Female	Teacher of Indonesia
7.	Drs. Abdul Baharudin	Male	Teacher of Indonesia
8.	Unida S.Ag	Female	Teacher of religion
9.	Bonita Serpriana SE.	Female	Teacher of accountant
10	Anna Fitriana S.Pd	Female	Teacher of mathematic
11	Tri Kuswati	Female	Teacher of English
12	Kustriani Indarsih S.Pd	Female	Teacher of English
13	Winardi	Male	Teacher of sport
14	Drs, Tri Basuki	Male	Teacher of biology
15	Mirani SE.	Female	Teacher of accountant
16	Drs. Purwoko	Male	Teacher of social
17	Sareh	Male	Teacher of computer
18	Drs. Sujono	Male	Teacher of economic
19	Dwi Harmanto S.Pd.	Male	Teacher of entrepreneur
20	Agustina S.Pd.	Female	Teacher of mathematic

21 .	Muhalim S.Pd	Male	Teacher of entrepreneur
22 .	Ali Imron.	Male	Staff
23 .	Erni Safitri	Female	Staff
24 .	Fuad Mardi A	Male	Staff

d. The Quantity of the Student

The Quantity of the Student in Vocational High School Vocational High School Kartikatama 1 Metro in the academic year of 2011/2012 can be identified as follows:

Table 6  
The Quantity of Student in Vocational High School Kartikatama 1 Metro  
in the Academic year 2011/2012

Class	Program	Sex		Amount
		Male	Female	
X	AK1	5	33	38
	AK2	11	29	40
	TKJ	16	23	39
XI	AK	6	28	34
	TKJ	14	26	40
XII	AK	9	31	40
	TKJ	30	12	42
TOTAL		71	182	253

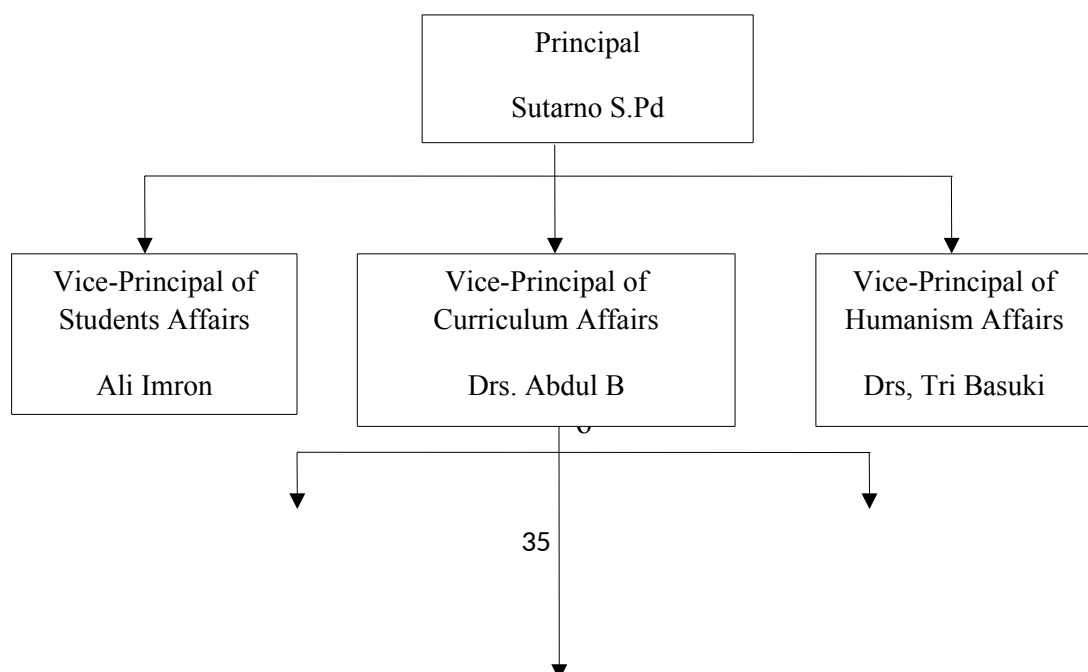


e. Organization

The Organization of Vocational High School Kartikatama 1 Metro in the academic year of 2010/2011 can be shown in the figure as follows:

Figure 2

The Organization of Vocational High School Kartikatama 1 Metro In the Academic year 2011/2012



Prod of Accountant  
Drs. Sutarno

Prod of TKJ  
Drs. Bardiana

Member  
Teachers and staffs

## 2. The Research Data

### a. The Result of the Students' Pre-test

The writer conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The pre-test used in this research is in the form of writing test. The result of pre-test can be identified as follows:

Table 7

The Result of the Students' Pre-test

NO	NAME	CO	OR	VO	GR	M	SCORE
1	YDI	19	17	11	18	3	68
2	DBI	19	20	12	12	3	66
3	DIA	20	15	11	20	4	70
4	DDI	16	19	2	15	3	55
5	SDK	17	14	17	16	4	68
6	GEO	15	13	12	11	4	55
7	HAR	18	18	16	12	3	67
8	HAV	11	16	11	13	4	55
9	HEN	15	15	14	13	3	60
10	PUT	14	14	15	13	4	60
11	DAH	13	14	14	16	3	60
12	LIA	14	11	11	12	4	52
13	SAN	13	11	12	11	3	50
14	NOV	12	11	10	11	4	48

15	OPI	16	14	7	15	3	55
16	PUT	12	17	14	18	4	65
17	RAH	18	9	12	17	4	60
18	REV	19	16	15	17	3	70
19	RIK	22	17	12	17	3	71
20	SAF	16	15	10	7	2	50
21	STI	21	15	14	12	3	65
22	SUR	20	13	14	10	3	60
23	TIK	20	13	14	10	3	60
24	LEN	20	13	14	10	3	60
25	MEG	20	13	14	10	3	60
26	NAN	19	16	13	17	3	68
27	LEN	17	17	11	8	2	55
28	YUS	20	15	15	12	3	65
29	REN	18	18	13	9	2	60
30	RAH	16	13	10	9	2	50
31	SUN	18	13	10	7	2	50
32	OGI	17	18	14	9	2	60
33	IVA	21	15	14	12	3	65
34	FRE	18	13	10	7	2	50
35	JER	19	16	13	13	4	65
36	MAU	21	15	14	12	3	65
37	VEN	21	15	14	12	3	65
38	YUD	20	16	13	9	2	60
39	YUN	17	13	10	12	3	55
40	YUL	19	15	12	16	3	65
	Total						2408
	Highest score						71
	Lowest score						48
	Average						58.73171
	Student pass						33%

Based on the table above, it can be known that: the highest score is 71, the lowest score is 48, and average is 58.73, Student pass 33%. So, it can be inferred that there are many students don't get score more than the minimum mastery criteria (6.5). Therefore, it can be inferred that the students' recount writing ability is very low.

a. The Result of the Students' Post-test

The writer conducted post-test in the last meeting of the research in order to find out the initial different between the classes who have similar level. The post-test used in this research is in the form of writing test. The result of pre-test can be identified as follows:

Table 8  
The Result of the Students' Post-test

NO	NAME	CO	OR	VO	GR	M	SCORE
1	YDI	24	16	17	19	4	80
2	DBI	20	16	15	16	3	70
3	DIA	21	17	15	18	4	75
4	DDI	24	16	17	19	4	80
5	SDK	24	16	17	19	4	80
6	GEO	20	15	14	13	3	65
7	HAR	20	16	15	16	3	70
8	HAV	20	16	15	16	3	70
9	HEN	25	19	18	19	4	85

10	PUT	25	19	18	19	4	85
11	DAH	20	16	15	16	3	70
12	LIA	20	15	14	13	3	65
13	SAN	21	17	15	18	4	75
14	NOV	20	15	14	19	3	71
15	OPI	20	15	15	17	3	70
16	PUT	24	16	17	19	4	80
17	RAH	20	13	16	18	3	70
18	REV	21	17	15	18	4	75
19	RIK	22	18	16	18	4	78
20	SAF	21	17	15	16	3	72
21	STI	20	16	15	14	3	68
22	SUR	20	17	14	13	3	67
23	TIK	20	16	15	16	3	70
24	LEN	20	14	18	15	3	70
25	MEG	20	15	18	16	3	72
26	NAN	21	17	15	16	3	72
27	LEN	20	15	14	19	3	71
28	YUS	20	16	15	16	3	70
29	REN	20	13	14	16	3	66
30	RAH	20	15	18	15	3	71
31	SUN	20	16	15	16	3	70
32	OGI	20	16	15	16	3	70
33	IVA	20	16	15	16	3	70
34	FRE	20	15	14	15	4	68
35	JER	20	16	15	16	3	70
36	MAU	20	16	15	16	3	70
37	VEN	20	16	15	16	3	70
38	YUD	20	16	15	16	3	70
39	YUN	20	13	17	10	3	63
40	YUL	20	19	15	16	3	73
	Total						2877
	Highest score						85
	Lowest score						63
	Average						70.17073
	Student pass						97.5%

Based on the table above, it can be known that: the highest score is 85, the lowest score is 63, and average is 70.17, Student pass 97.5%. So, it can be inferred that there are many students get score more than the minimum mastery criteria (6.5). Therefore, it can be inferred that the students' recount writing ability is good.

#### **A. Hypothesis Testing**

After applying test method, the writer analyzed the data by using t-test in order to prove whether there is any difference between the result of pre test (before treatment of applying diary in learning recount text writing ability) and the result of post test (after treatment of applying diary in learning recount text writing ability) at the eleventh grade of Vocational High School Kartikatama 1 Metro as follows:

- a. Preparing the table in order to proved whether there is any difference between the result of pre test and post test at the eleventh grade of

Vocational High School Vocational High School Kartikatama 1  
Metro.

Based in the table above, the writer measured t-test formulation  
as follows:

Table 9

The Table as the Authentication of the Differences between the Result of  
Student's pre-test and post-test

NO	NAME	PRE-TEST	POST-TEST	Gain (d)	Xd(d-Md)	Xd2	Percentage (%)
1	YDI	68	80	12	0.35	0.1225	18
2	DBI	66	70	4	-7.65	58.5225	6
3	DIA	70	75	5	-6.65	44.2225	7
4	DDI	55	80	25	13.35	178.2225	45
5	SDK	68	80	12	0.35	0.1225	18
18	GEO	55	65	10	-1.65	2.7225	18
7	HAR	67	70	3	-8.65	74.8225	4
8	HAV	55	70	15	3.35	11.2225	27
9	HEN	60	85	25	13.35	178.2225	42
10	PUT	60	85	25	13.35	178.2225	42
11	DAH	60	70	10	-1.65	2.7225	17
12	LIA	52	65	13	1.35	1.8225	25
13	SAN	50	75	25	13.35	178.2225	50
14	NOV	48	71	23	11.35	128.8225	48
15	OPI	55	70	15	3.35	11.2225	27
16	PUT	65	80	15	3.35	11.2225	23

17	RAH	60	70	10	-1.65	2.7225	17
18	REV	70	75	5	-6.65	44.2225	7
19	RIK	71	78	7	-4.65	21.6225	10
20	SAF	50	72	22	10.35	107.1225	44
21	STI	65	68	3	-8.65	74.8225	5
22	SUR	60	67	7	-4.65	21.6225	12
23	TIK	60	70	10	-1.65	2.7225	17
24	LEN	60	70	10	-1.65	2.7225	17
25	MEG	60	72	12	0.35	0.1225	20
26	NAN	68	72	4	-7.65	58.5225	6
27	LEN	55	71	16	4.35	18.9225	29
28	YUS	65	70	5	-6.65	44.2225	8
29	REN	60	66	6	-5.65	31.9225	10
30	RAH	50	71	21	9.35	87.4225	42
31	SUN	50	70	20	8.35	69.7225	40
32	OGI	60	70	10	-1.65	2.7225	17
33	IVA	65	70	5	-6.65	44.2225	8
34	FRE	50	68	18	6.35	40.3225	36
35	JER	65	70	5	-6.65	44.2225	8
36	MAU	65	70	5	-6.65	44.2225	8
37	VEN	65	70	5	-6.65	44.2225	8
38	YUD	60	70	10	-1.65	2.7225	17
39	YUN	55	63	8	-3.65	13.3225	15
40	YUL	65	73	8	-3.65	13.3225	12
	Total	2408	2877	469	3	1898.2	

Based on the table above, it can be known that: pre-test total score is 2408, post-test total score is 2877, and gain is 469. And Student pass in the pre-test 33% Student pass in the post-test 97.5%.

The writer put the data into formula t-test in order to get  $t_{\text{observed}}$ :

$$Md = \frac{\sum d}{N} = \frac{469}{40} = 11.72$$

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

$$= \frac{11.72}{\sqrt{1898.2}}$$



$$\begin{aligned}
& 40 \times 39 \\
= & 11.72 \\
& \frac{\quad}{1.216795} \\
& = 9.631
\end{aligned}$$

Moreover, after putting the data above into formula t-test, the writer got  $t_{\text{observed}}$  is 9.631

## B. Interpretation

After applying the treatment the writer found  $t_{\text{observed}}$  is 9.631, whereas, the determined of hypothesis testing is, if the  $t_{\text{observed}}$  higher than  $t_{\text{table}}$ ,  $H_a$  is accepted and  $H_0$  is rejected and on the other way  $t_{\text{observed}}$  lower than  $t_{\text{table}}$ ,  $H_a$  is rejected and  $H_0$  is accepted.

### 1. Interpretation of $t_{\text{observed}}$

If  $t_{\text{observed}} > t_{\text{table}}$ ,  $H_a$  is accepted and  $H_0$  is rejected

If  $t_{\text{observed}} < t_{\text{table}}$ ,  $H_a$  is rejected and  $H_0$  is accepted

The critical value of t-observed was 9.631 and  $t_{\text{table}}$  are 2,030 (5%) and 2,725 (1%). It means that  $t_{\text{observed}}$  higher than  $t_{\text{table}}$ . the researcher interpret it based on the quotation above. It can be know that there is significant influence of

applying diary toward the students' recount text writing ability at the eleventh grade of Vocational High Vocational High School Kartikatama 1 Metro.

## 2. Statistical Significance

To know the critical value of t-test ( $t_{\text{observed}}$ ), the writer firstly counted degree of freedom (db). The formulation of  $db = N-1$ .

$$db = N-1$$

$$= 40-1$$

$$= 39$$

After considering the  $t_{\text{table}}$  by using db 39, the researcher not found it in the table. So, it is done interpolation because 39 are higher than 30 and lower than 40

Table 10  
Critical Value of table

	5%	1%
db 30	2,04	2,75
db 40	2,02	2,70

	5%	1%
$\frac{db\ 30 + db\ 40}{2}$	$\frac{2,04 + 2,02}{2}$	$\frac{2,75 + 2,70}{2}$
	= 2,03	2,725

From all data analysis above, it can be known that:

$$t_{\text{observed}} = 9.631$$

$$t_{\text{table}} = 2,030 (5\%) \text{ and } 2,725 (1\%)$$

The data confirm that  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$ . Therefore, it can be inferred that  $H_a$  is accepted and  $H_o$  is rejected. Base on the theory, diary help student in the process of writing and using diary can help student to memorize something and as an inspiration. From the fact in the class room we know that the diary is a good media that make student enjoy their learning process especially in writing. Because they can develop their idea, and after using diary the student have positive attitude during the teaching and learning process because they like with the media, and they thing this media can improved their writing ability. And the result of the using of diary we can see from the increasing of the writing score of the student before and after using diary. It means that there is significant influence of applying diary toward the students' recount text writing ability at Vocational High School Vocational High School Kartikatama 1 Metro.

### **C. Limitation**

This research was conducted at the eleventh grade of Vocational High School Vocational High School Kartikatama 1 Metro, so the result was limited only to this class. Moreover, this research was held on the

academic year of 2011/2012, and then the result of this research is only for that year.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After considering t-test by using db.39, the writer not found it in the table. So the writer do an interpolation because 39 is higher than 30 and lower than 40, and as the result, from interpolation by using db 39, it can be known that the critical value of  $t_{table}$  for the 5% level is 2,030, the critical value of  $t_{table}$  for the 0.01% level is 2,725. From those all of the data analysis, it can be seen that  $t_{observed}$  (9.631) is higher than t-table (5% = 2,030, 0.01% = 2,725).

The data confirm that  $t_{observed}$  is higher that  $t_{table}$ , therefore it can be concluded that  $H_i$  is accepted and  $H_o$  is rejected. It means that there is significant influence of applying diary toward the students' ability in writing recount text at the eleventh grade of Vocational High School Vocational High School Kartikatama 1 Metro .

In conclusion, using diary in prewriting stage is suitable to help the students to improve their writing ability. The implementation of diary in writing a recount text not only improved the students' writing ability, but also brought students' positive attitude during the teaching and learning process, which at the end improved the students' writing ability in class.

#### B. Suggestion

1. For the students
  - a. The students are suggested to increase their interesting in writing activity, so it can help for raising their ability in writing.
  - b. The students are suggested to add their vocabulary in order to help them in writing activity.
  - c. The students are suggested to improve their grammatical mastery for helping their activity in writing.
  - d. The students are suggested to increase their ability in generating idea well.
  
2. For the teacher
  - a. The teacher is recommended to apply diary for improving students' ability in writing the other text types, such as narrative, procedure, or recount.
  - b. The teacher is recommended to give full attention for students; problem in learning process not only in writing skill but also in others skill and find the interest method or strategy. So that, the students can be more creative.
  - c. The teacher is recommended to help the students increasing their interesting in writing and improving their vocabulary mastery.

3. For the school
  - a. The school should support the English learning process by preparing the facilitation and instrument completely.
  - b. The school is suggested to adapt and to improve the English Syllabus based on the real problems faced by the students.