THE EFFECTIVENESS OF DIARY WRITING
ON STUDENTS’ WRITING OF RECOUNT TEXT
(A Quasi-experimental Study at the Eighth Grade of SMPN 166 Jakarta
in the Academic Year 2015/2016)

A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the
Requirements for the Degree of S.Pd. (Strata One) in English Education

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Educational Sciences certifies that the "Skripsi" (Scientific Paper) entitled "THE EFFECTIVENESS OF DIARY WRITING ON STUDENTS’ WRITING OF RECOUNT TEXT" (A Quasi-Experimental Study at the Eighth Grade of SMP N 166 Jakarta in the Academic Year 2015/2016), written by Nur Millah Mutsliah. Student's registration number 1112014000018, was examined by the Committee on November 23rd, 2016. The "Skripsi" has been accepted and declared to have fulfilled one of the requirements for the degree of "S.Pd." (Strata-1) in the Department of English Education.

Jakarta, November 23rd, 2016

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ABSTRACT

Advisor I : Siti Nurul Azkiyah, Ph.D.
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The objectives of the research were to know whether or not diary writing is effective on students’ writing of recount text and to get empirical evidence of the effectiveness of diary writing on students’ writing of recount text at the eighth grade of SMPN 166 Jakarta. The research was carried out in a quantitative method with a pre- and posttest quasi-experimental design. The population of the research, moreover, was 252 students from the total of seven classes. The sample was obtained by using purposive sampling technique resulting in two classes with 36 students in each class. Those classes were then randomly assigned into the experimental and control class. The experimental class was taught by implementing diary writing while the control class was taught by implementing a conventional teaching technique or without implementing the diary writing. The research, furthermore, was conducted by following the procedure: giving pre-test, implementing the intervention, and giving posttest. The data was collected through tests and interview. The data of the tests were then calculated by using t-test in SPSS 21 with sig. 5% and the data of the interview was described. The t-test was done by calculating the posttest and gained scores in both classes showing that the t value in both posttest (2.094) and gained scores (2.703) are higher than the t table (1.667) with df=70 in the significance level of 0.05. Thus, t-test result > t-table which means that the H0 (null hypothesis) is rejected and Ha (alternative hypothesis) is accepted. Moreover, this finding is also in line with the interview result showing that diary writing is effective particularly in helping students find writing ideas, improving their writing fluency, and building their writing habit.

Keywords : Diary Writing, Writing Skill, Recount Text
ABSTRAK


Pembimbing I : Siti Nurul Azkiyah, Ph.D.
Pembimbing II : Dadan Nugraha, M.Pd.

Tujuan penelitian ini adalah untuk mengetahui apakah penulisan diary efektif terhadap kemampuan menulis teks recount siswa dan untuk mendapatkan bukti empiris keefektifan penulisan diary terhadap kemampuan menulis teks recount siswa kelas VIII SMPN 166 Jakarta. Penelitian ini dilakukan dengan metode kuantitatif dengan desain pre dan posttest kuasi-eksperimental. Populasi dalam penelitian ini berjumlah 252 siswa dari total tujuh kelas. Sampel diperoleh dengan menggunakan teknik purposive sampling yang menghasilkan dua kelas dengan jumlah 36 siswa di tiap kelas. Kedua kelas tersebut kemudian ditempatkan secara acak ke dalam kelas eksperimental dan kontrol. Kelas eksperimental diajarkan dengan menerapkan aktivitas penulisan diary sedangkan kelas kontrol diajarkan dengan menggunakan teknik mengajar biasa atau tanpa aktivitas penulisan diary. Penelitian ini, selanjutnya, dilakukan dengan melaksanakan prosedur berikut: pemberian pre-test, penerapan intervensi (aktivitas penulisan diary), dan pemberian posttest. Data didapatkan melalui tes dan wawancara. Data yang diperoleh melalui tes kemudian dihitung dengan menggunakan t-test di SPSS 21 dengan level signifikansi 5% dan data yang diperoleh melalui wawancara dideskripsikan. Penghitungan t-test dilakukan dengan menghitung skor posttest dan perolehan (gained) di dua kelas yang menunjukkan $t_{hitung}$ untuk skor posttest (2,094) dan gained (2,703) lebih tinggi dari $t_{ tabel}$ (1,667) dengan dk=70 pada level signifikansi 0,05. Dengan demikian, $t_{test} > t_{tabel}$ yang berarti bahwa $H_0$ ditolak dan $H_a$ diterima. Penemuan ini juga sejalan dengan hasil wawancara yang menunjukan bahwa penulisan diary itu efektif khususnya dalam membantu siswa menemukan ide tulisan, meningkatkan kelancaran menulis dan membentuk kebiasaan menulis mereka.

Kata Kunci : Penulisan Diary, Kemampuan Menulis, Teks Recount
ACKNOWLEDGEMENT

In the name of Allah, the Beneficent and the Merciful

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Finally, the writer realizes that this research paper is still far from being perfect. Therefore, she hopes for some suggestions and constructive critique from the readers for this research paper so it can be better. This research paper, hopefully, will be useful not only for the writer but also for the readers.

Jakarta, October 27th 2016

Nur Millah Mutsliah
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CHAPTER I

INTRODUCTION

This chapter covers the general preview of the present research. It consists of the background of the research, the identification of the problem, the limitation of the problem, the formulation of the problem, the objective of the research, and the significance of the research.

A. The Background of the Research

English in Indonesia has been widely taught and learned as a foreign language. The English curriculum in Indonesia itself is designed by the Ministry of Education and Culture. The curriculum, furthermore, cover the topics and the skills taught and learned at schools. In both junior and senior high school levels, for instance, English topics are ranging from English expressions to English texts. The topics are studied and integrated with the four English language skills namely listening, speaking, reading, and writing.

As mentioned earlier, Indonesian students not only learn English expressions, but they also learn English texts such as descriptive text, narrative text, and recount text, to name a few. There are a few competencies and learning objectives related to these texts. Students, therefore, need to be able to achieve the objectives by the end of their study. One of the objectives is that students are able to understand a text, a recount text, for instance. This research, moreover, will specifically focus on the recount text. Teachers, as a result, often have students read and write the text to measure their understanding.

Writing, in particular, is important to learn due to several reasons. First of all, writing is a communicative activity in which students can communicate their ideas, opinions, experiences, and feelings. Second, writing skill is one of the skills measured in the English curriculum in Indonesia. Writing texts is practiced in the classroom and the texts are graded by the teacher. It is obvious, therefore, that students need to be able to write well to achieve their full potential and
achievement. Moreover, writing can also sharpen our thinking skills. It will affect students’ thinking skills such as the abilities to question, analyze, evaluate, and make decisions.¹ As a result, writing is crucial for students to learn because it will contribute to their academic growth and success in the long run.

Writing or producing a text in a foreign language such as English, however, is not an easy task. As Brown says learning to write “well” is difficult in any language, even in our own native language.² This is proven by the writer’s experience during her teaching internship that showed how difficult it was for the eighth grade students to produce a recount text. Students clearly had some problems in crafting their written work.

In writing, furthermore, students have a problem in finding ideas quickly. Here, students will typically begin to write after five or ten minutes after they are being assigned. They will say that they do not know what to write about while ideas are the most important thing in writing as F. L. Lucas says, “Writing from an empty head is futile anguish.”³ When the writer asked her students to write, she heard some comments like, “I do not know what I should write. I do not have any ideas at the moment”, “Miss, please help me, I do not know what to write”, and “I have no inspiration at the moment”. Those expressions show that students sometimes could not find and organize ideas easily. This is also in line with a study conducted by Supriyanto showing that students got difficulties in “finding” their own ideas. The study further says that the students also got difficulties in expressing their ideas and organize them logically.⁴ The situation, moreover, seems to be what is known as writer’s block. Students experience the writer’s block in a situation where they cannot write even a single sentence after ten or

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⁴Supriyanto as cited in Adi Suyanto, The Effectiveness of Mind mapping in Improving Students’ Writing Skill Viewed from their IQ, *IJEE (Indonesian Journal of English Education)*, Volume 2, Number 2, 2015, pp. 103.
fifteen minutes. Here, they simply do not know where to start or what to write. This problem is caused by students’ inability to generate ideas and teachers’ inability to provide writing themes that will stimulate them.

Furthermore, students also have a problem in using the right tense or grammar structure in a text well. Having a good understanding of grammar is important in writing to ensure the writer’s intended meaning and to avoid communicative misunderstanding. In reality, however, writing in a foreign language like English can be difficult because of its grammar that is different from students’ grammar in their native language. Moreover, based on the writer’s experience during her teaching internship, students are still confused particularly with the use of irregular verbs and simple past tense. Some mistakes such as “buyed” instead of “bought” can be found in their texts. This particular problem may be caused by teachers’ unclear explanation about grammar, students’ little concentration and attention in studying grammar, and the lack of grammar exercises.

Aside from finding writing ideas and using correct grammar, students also have a problem in writing a full developed piece due to lack of vocabulary and writing practice. Unlike Bahasa Indonesia where the vocabulary is already common to students, English vocabulary is something that students are still not familiar with. Knowing and using good vocabulary will make our writing clear and understandable. Good vocabulary mastery supports mastery of each of the language skills including writing. Vocabulary, moreover, contributes to our writing compositions success up to 20% of the achievement level. This lack of vocabulary, as a result, limits students to write a full developed piece because they do not know many English words to use in their writing. Besides the lack of vocabulary, the inability to write a full developed piece is also caused by the lack of writing practice. Students cannot write a good piece because they are not

accustomed to writing it. Additionally, writing is a skill and it requires many and frequent practices to be good at it. Despite the importance of practice, students still have very few opportunities to practice their writing as they only write in their English classes for few hours in a week.

In addition to the importance of writing and the problems that students have related to it, it is also important to highlight the way teachers teach writing at a class. In teaching texts, particularly, many teachers usually use product-based approach. It is proven by Budi Setyono’s research findings to three high school English teachers saying that they tended to apply product-based approach that was characterized by the linear model of instruction. Teachers will typically explain the rules of writing first such as the tense and the grammar features used and then have students write a text. Another study, moreover, mentions the monotonous teaching strategy as one of the causes of students’ writing difficulties.

Considering the way teachers teach, then it is pivotal to provide and offer the necessary assistance and feedback to teachers, so they can improve their instruction techniques. This is important because teachers play an important role in forming the primary source of student learning in the classroom.

Considering the importance of writing, students’ problems in writing, and the way teachers teach writing, some changes can be made in order to help students overcome their problems and improve their writing skill. One change can be by using alternative writing strategies and techniques and variety of writing formats. Writing strategies such as brainstorming, writing with pictures, clustering, and more and recount writing formats such as letters and diaries can also be employed at the class. In relation to this, a study conducted by Yulianti reports, particularly, the use of diary in learning recount text.

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10Siti Nurul Azkiyah, “The Effects of Two Interventions on Teaching Quality and Student Outcome”, a dissertation at University of Groningen, 2013, pp. 35, unpublished.
The finding, furthermore, shows that writing a diary is effective in learning recount text particularly at a senior high school in Yogyakarta.\textsuperscript{11} The writer, then, is interested in doing a research about diary writing to junior high school students in Jakarta. Diary itself can be defined as, “a daily log that records the events that happen during the day. It is updated on a daily basis, private and written for an audience of one.”\textsuperscript{12} By writing a diary, moreover, students can hopefully find their writing ideas more quickly as they can write about their daily experiences and feelings and help them practice their writing inside and outside the class. A research on diary writing, therefore, is considered necessary to be done in order to know the effectiveness of diary writing in improving junior high school students’ writing of recount text particularly in Jakarta.

B. The Identification of the Problem

According to the background of the study, then the identification of the problems can be written as follows:

1. Students lack of ideas to write.
2. Students lack of understanding in grammar particularly in simple past tense.
3. Students lack of vocabulary.
4. Students lack of writing practice.
5. Teachers lack of varieties or ways in teaching writing.

C. The Limitation of the Problem

Through this research, the writer would like to limit the problems on the students lack of ideas to write, students lack of writing practice, and teachers lack of varieties or ways in teaching writing. The diary writing, hopefully, can solve those three particular problems. The research, moreover, will focus on getting

\textsuperscript{11}Nofi Yulianti, “Improving the Writing Skills through Diary Writing”, a thesis at Yogyakarta State University, 2014, pp. xiv, unpublished.
\textsuperscript{12}Taqi et al. The Effect of Diary Writing on EFL Students’ Writing and Language Abilities, \textit{British Journal of Education}, Volume 3, Number 2, February 2015, pp.76.
empirical evidence of the effectiveness of diary writing in improving students’ writing of recount text at the eighth grade of SMPN 166 Jakarta.

D. The Formulation of the Problem

The research is carried out in a quasi-experimental research with the formulation of the problem as follows:

“Is diary writing effective in improving students’ writing of recount text at the eighth grade of SMPN 166 Jakarta?”

E. The Objective of the Research

Based on the formulation of the problem stated above, then the objectives of the study are as follows:

1. To know whether or not diary writing is effective in improving students’ writing of recount text at the eighth grade of SMPN 166 Jakarta.
2. To get empirical evidence of the effectiveness of diary writing in improving students’ writing of recount text at the eighth grade of SMPN 166 Jakarta.

F. The Significance of the Research

The research is regarded as one of the ways for the writer to widen and deepen her knowledge particularly about teaching writing and the implementation of diary writing in the teaching learning process.

The research is expected to help English teachers in implementing diary writing in teaching writing, particularly in teaching writing recount text. The research can also help students to use diary writing in practicing their writing skill.

The research, furthermore, may be used as a reference for schools or institutions in dealing with teaching writing process and as a reference in implementing diary writing in class.

The research, finally, may be used as a reference by other researchers in conducting their research related to students’ recount writing skill and the implementation of diary writing in teaching recount writing skill.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter, some theories related to the research are described. The theories focus on five parts – recount text, diary, relevant previous studies, thinking framework, and theoretical hypotheses.

A. Recount Text

A text is something that we often write. We live in a world full of words. The words are then arranged into texts to communicate a meaning. We create texts when we speak or write and we interpret them for meaning when we listen and read. To create a good piece of text, we have to make the right choices of words, sentences, processes, and features. These choices, in addition, will reflect our purpose and context.

The purpose of a text, furthermore, might be to persuade or inform or a combination of both while the context might be influenced by our culture and situation. Text, according to Anderson and Anderson, can be categorized into two main categories – literary and factual. The former includes movie scripts, novels, and song lyrics, those that appeal to our imagination and emotions. The latter, on the other hand, includes advertisements, announcements, and recipes, those that present information and ideas to show, tell, or persuade us.1

In addition to text categories, text can be further divided into different text types such as descriptive text, narrative text, explanation text, recount text, and more. These text types, moreover, are used to communicate for a particular purpose. The research, however, will just focus on one of the texts, recount text.

1. The Definition of Recount Text

Recount text is one of the texts that the eighth grade students learn at school. Recounting itself is an activity where we are telling people about something that

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has happened in our lives. It might be about what we did at the weekend or about exciting things that happened on our holiday last year.

Anderson and Anderson define a recount text as a piece of text that retells past events, usually in the order in which they happened.\(^2\) From this definition, it can be seen that a recount text consists of past events that are ordered chronologically. It further means that we cannot write the events randomly as there are orders to follow that will make the text understandable.

Furthermore, recount text can also be defined as a text that is basically written to make a report about an experience of a series of related events.\(^3\) These events are then be sequenced completed with characters in a particular set of time and place. This shows that the information about characters, time, and place, are crucial in writing a good recount text.

Another definition, moreover, comes from Hyland defining a recount text as a kind of genre that has social function to retell event for the purpose of informing or entertaining.\(^4\) This definition supports other definitions that have been mentioned above showing that the recount text deals with events in the past to be retold.

Moreover, a recount text is written not only to retell past events, but it is also written to evaluate and interpret their meaning and significance in some way. It is, therefore, important to give audience a description of what happened and when it happened. The stories in recount, as a result, have expressions of attitude and feeling that are usually made by the writer about the events.\(^5\)

In relation to the definitions, a recount text is written to serve some purposes. Anderson and Anderson mention the purpose as to give a description of what


occurred and when it occurred to the audience. Another purpose is to tell the readers what happened in the past through a sequence of events. It is also done, furthermore, to reconstruct past experiences by retelling events in original sequence.

The text, in addition, is also written to retell an event as well as to further inform or entertain the readers. The readers, for instance, can be both informed about the characters, events, and places and also be entertained by the overall story. The readers then can enjoy the stories that are often the personal stories of the writer.

From the definitions and purposes stated above, it can be concluded that a recount text is a text that retells and describe past events in a sequenced order so the audience can know about the past events chronologically. In learning and understanding the recount text, there are three key points to remember – retelling stories, past events, and chronological order of past events.

Furthermore, the examples of recount text can be varied from newspaper reports, television interviews, speeches, letters, and diaries. If newspaper reports, for instance, are categorized into the factual recount then letters and diaries can be categorized into the personal recount. The paper, however, will be focused on one of the examples, diaries.

2. Types of Recount Text

There are several types of recount text namely personal, factual, imaginative, procedural, and literary recount. Those types of recount can be written in more details as follows:

a. Personal recount

Personal recount is retelling an event that the person or the writer himself has been involved personally. It further means that the experiences and actions of the writer did happen in reality. Moreover, it has specific audiences, including the writer and other people involved in the narrative. Personal recount is usually

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8Hyland, loc. cit.
written to inform and to entertain the audience. It is used, furthermore, to connect the writer and the reader such as done in a personal letter, diary entry, journal, and anecdote.

b. Factual recount

Factual text is a text written to communicate knowledge that is defined, classified, and constructed. Its purpose is to inform a particular incident by reconstructing real or factual recount such as done in a technical description, explanations, and procedure. Other examples of this text, in addition, are reviews, essays, and arguments that are usually written to persuading audience often by giving facts and information.

c. Imaginative recount

Imaginative recount is a recount that tells factual experience and imaginative ideas to interpret events related to real life.

d. Procedural recount

The procedural recount is a text where steps of investigation or experiment are arranged and sequenced to be used as a basis in reporting results.

e. Literary recount

Literary text reflects and interprets individual and social activities whether the story is real or imaginary. It can be related to people’s daily experience and it is done to entertain the audience. Literary texts include epics, novels, poems, dramas, and sagas.⁹

3. The Generic Structure of Recount Text

Just like any other texts, recount text also has its own generic structure that differentiates it from other texts. In most literatures, the generic structure or the organization of recount text is consisted of three parts namely orientation, events, and conclusion. The following information is the generic structure of the text in details:

1. Orientation

The first part of recount text is known as orientation. It provides the background information of a story about who, what, where, when, why, and how. This first paragraph is like an introduction that introduces the story to readers. This also gives the readers a glimpse of what the story will be about. Furthermore, as Barwick states in his book saying that mentioning the when, who, what and where, and sometimes why, is crucial to help the audience know what we want to retell.  

He further explains that the audience needs to know when the events occurred (time), who was involved (characters), what happened, where the activity or event took place (setting) and sometimes what the reason was for the event. 

In addition, the orientation part is also like an opening to the overall story. It sets the scene and supplies the necessary information in the story that is needed to fully understand the retelling. The orientation paragraph, finally, can consist of one sentence but will often consist of at least two to three sentences.

2. Events

After giving the readers the background information of the story, the text is then continued with a series of events in the second paragraph. As mentioned earlier, recounting is done when we want to retell our past events, activities, experiences, or stories and order them chronologically. So, a series of events is important to give the readers the details of our story so they get a clear picture and description of what happened. Writing a series of events, however, is not easy as it is the complex part of the recount text.

In this part, furthermore, the writer needs to focus on supplying details about the who, what, where, and when that make the events, characters, and settings in the story rich and complete. The events here should be sequenced in time order so the writer should not start off explaining what happened at the beginning of the day, then skip to the evening and back to the morning again.

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11 Ibid., pp. 5.
12 Ibid.
In this part, also, the writer sometimes can add personal comments or evaluative remarks about the events such as, ‘we were terrified’ or ‘I was delighted’. The events, finally, can be many and can be written in more than one paragraph. The common and simple recount text, however, usually has only one paragraph of the events.

3. Conclusion or re-orientation

The last section of the text is known as conclusion or re-orientation where writers conclude the overall text. Some recount texts might have a concluding paragraph while some other might not as it is not always necessary.

The section, moreover, is an optional stage and is often used to complete the writing by rounding off the series of events. It refers back to some of the information in the orientation paragraph which is why this section is called as re-orientation. However, for writers who make it, they often write about their feelings or impressions of the experience as the conclusion.

4. The Language Features of Recount Text

Besides from its generic structure, a text can also be recognized by its language features. These elements of a text – generic structure and language features, are different from one text to another. The recount text, moreover, has the following specific language features:

1. The use of nouns and pronouns

In general, nouns can be a person, a thing, and a place. Just like any other texts, the recount text is also composed with many nouns and pronouns. The proper nouns like the names of people and places such as Angga and Depok respectively are used frequently in the text. The examples of pronouns, moreover, are such as he, she, and they. These nouns and pronouns are used to identify the people and places involved in the story. These language features, furthermore, are crucial to inform the readers about the characters (people) and the settings (places) in the story.

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2. The use of adjectives

Adjectives such as beautiful, interesting, fun, are used to give details about who, what, when, where, why, and how, in the text. The details are important to give a vivid description of the story to the readers. The details will also enable the readers to feel the story personally and intimately whether it is about the writer’s fun holiday or the writer’s awful experience.

3. The use of simple past tense

Simple past tense is used to tell about the past events in the text. As Betty defines, “The simple past is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 1999).” Therefore, the correct use of simple past tense in recount is important because it shows that the experiences or activities have happened in the past which is the essence of the recount text. The simple past tense, moreover, is one language feature that distinguishes the recount text from other texts.

4. The use of action verbs

Recount text also uses many action verbs to describe the experiences or activities particularly in the events section. The action verbs like went, watched, played, are often found in the text. The words are, furthermore, written in the simple past tense and use either regular or irregular form.

5. The use of conjunctions and time connectives

Conjunctions are used to combine two sentences together while time connectives are used to show the sequence of events. They are used to inform readers what activity that happens first, next, and so on until the last one in a chronological order. These language features, additionally, are crucial in the text to show the chronological order in the events section that are like a guideline for the readers of what happens and when it happens. The examples or conjunctions are and, but, for and the examples of time connectives are first, second, next, finally.

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6. The use of adverbs and adverbs of phrases

Adverbs and adverbs of phrases can be used to give more detailed sentences. These language features are used, furthermore, to add more information and explanation so the readers can understand the story completely. The examples of adverbs are slowly, cheerfully, carefully and the examples of adverbs of phrases are in my house and two days ago.\(^\text{17}\)

5. The Example of Recount Text

As mentioned earlier, recount text can have several examples with different formats such as newspaper reports, television interviews, letters, diaries, and so on. The following example of recount text is taken from Anderson and Anderson in a form of a postcard.\(^\text{18}\)

### Table 2.1
The Example of Recount

<table>
<thead>
<tr>
<th>A postcard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st paragraph, the orientation</strong></td>
</tr>
<tr>
<td>Dear Nan,</td>
</tr>
<tr>
<td>We are having a great holiday here on the Gold Coast. Yesterday we went to Movie World.</td>
</tr>
<tr>
<td><strong>2nd – 4th paragraphs, the events</strong></td>
</tr>
<tr>
<td>When we got up in the morning it looked like rain. After a while the clouds disappeared and it became a sunny day. We then decided to go to Movie world. The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman. About one o’clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides followed by the studio tour.</td>
</tr>
<tr>
<td><strong>5th paragraph, the conclusion</strong></td>
</tr>
<tr>
<td>It was a top day. See you when we get back.</td>
</tr>
</tbody>
</table>

\(^{17}\)Sudarwati and Grace. *loc. cit.*

B. Diary

Recount writings can take many forms such as newspaper reports, letters, and even diaries. All of these are recounting the past events to the viewers or readers. Newspaper usually recounts events such as accidents and disasters while diaries recount personal events and experiences. Writing a diary, in particular, can be a good way for students to practice their recount text writing.

1. The Definition of Diary

The etymological origins of diary and journal reveal both to be daily records, but a journal may focus more exclusively on an individual’s ideas, emotions, and activities. Diary, journal, and notebook, may serve as a record of the past; as a storehouse of ideas; as a scientific record of both past and future experiments; or as a detailed account of a private world.

Notebooks, moreover, allow writers to record information for future use and to explore personal feelings and conflicts. They also enable writers to practice the craft of writing. The writers, then, will be the audience of the writing both at the moment and at some time in the future.\(^{19}\)

Diary can also be defined as “a daily log that records the events that happen during the day. It is updated on a daily basis, private and written for an audience of one.”\(^{20}\) A diary is usually handwritten that is used to express personal feelings, thoughts, and experiences on daily basis, arranged by date and it is not for publication.\(^{21}\) From the definitions, we can say that diary is like a book that we

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\(^{20}\)Taqi *et al.*, *The Effect of Diary Writing on EFL Students’ Writing and Language Abilities*, *British Journal of Education*, Volume 3, Number 2, February 2015, pp.76.

write with our hands (handwritten) where we share our feelings, thoughts, and experiences, on daily basis. It is, moreover, private and personal, that not many people can read it but the author.

The term diary and journal are often used interchangeably such as by Curtis and Bailey. But, in other literatures, diary and journal are referred to different things. Clouse states that a journal is not a diary because it is not a record of your daily activities. It is, however, an account of your thoughts and reactions to events.

2. The Structure and Language Features of a Diary Entry

A diary is usually written in a book with each page called as an entry. A diary entry, furthermore, typically has a structure like the following:

1. Date

As mentioned earlier, a diary is written on daily basis and arranged by date. A diarist—someone who writes a diary, usually begins an entry by writing the date such as Friday, 15th of August.

2. Orientation

After writing the date, diarists then continue with the orientation or introduction. Here, they will use a greeting like “Dear Diary” and followed by the first few sentences telling what the entry will be about.

3. Paragraphs

Next, the sequence of events will be presented along with the details and the writers’ feelings and reactions about them. In this part, moreover, the writers not only can write about the events or activities that happened in the day, but they can also write about their feelings, thoughts, and emotions, throughout the day.

4. Personal reflection

In this part, the writers will reflect upon their experiences or events that they had that day. It is also like a conclusion of what they think and feel about the day.

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22 Curtis and Bailey as cited in Nofi Yulianti, “Improving the Writing Skills through Diary Writing”, a thesis at Yogyakarta State University, 2014, pp. 18.
5. A sign-off

Lastly, some writers end their diary entry by giving their signature. This is optional, however, as some others might not include their signature in their entry.²⁴

Moreover, a diary entry also has its specific language features. They are:

1. The use of proper nouns
   Proper nouns are used to describe the specific people, places, times, and events.
2. The use of action verbs
   The action verbs are used to describe the activities or experiences that the writers did that day.
3. The use of simple past tense
   Since a diary entry is mostly about past events, therefore the tense used is simple past tense.
4. The use of adjectives
   Adjectives are used to describe the events and the feelings more vividly.
5. The use of time connectives
   Time connectives such as first, before, finally, are used to indicate the order of the events.
6. The use of adverbial phrases
   The adverbial phrases are used to show more details about the events and experiences.

3. The Example of Diary Entry

A diary entry can be long or short. The following piece is a diary entry written by a student during the research:

4. The Benefits of Diary Writing

Harmer writes that diary is similar to journal. Both journal and diary have similar purpose that is to reflect something happened in written form. He, moreover, states that there are several benefits of writing diary or journal.

By writing diary or journal, particularly for teaching and learning of writing, we can get the value of reflection, freedom of expression, development of writing skill, and student-teacher dialogue.

a. The value of reflection

Diary provides an opportunity for student to think both about how they are learning and also about what they are learning. This kind of introspection may well lead them to insights which will greatly enhance their progress.
b. Freedom of expression

Diary allows student to express feelings more freely than they might do in public.

c. Developing writing skill

Diary writing contributes to a student’s general writing improvement.

d. Student-teacher dialogue

Responsive diary writing provides an interface for the teacher and student to communicate regardless of language level. When a teacher writes to a class and says, ‘you can write to me on any subject and I will reply. But do not worry, I will not show it to anybody else’, the student knows he has a channel of communication that was not there before.25

Looking at the benefits explained above, it can be said that diary writing can be integrated into the recount writing activity at the class. The diary writing then hopefully can give both the students and the teacher the desired benefits.

5. The Implementation of Diary Writing at the Classroom

Being able to write a recount text is one of the learning objectives for the eighth grade students. The students, however, are still reluctant and unconfident when they are asked to write. It is because they think they have nothing to write. Harmer then recommends us to engage students with writing activities that are easy and enjoyable to take part in. By doing this, writing activities will not only be a normal part of classroom life but also present opportunities for students to achieve success.26

In teaching and learning recount text, writing a diary can be a good alternative technique to encourage and motivate students to practice their writing. In their diaries, moreover, students can write about anything that interests them. They can write comments on the classes they are experiencing, they can write about their

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personal lives, they can talk about politics or they can write stories. By doing this, students can also showcase their creativity.\(^\text{27}\)

Additionally, Ur writes personal story as one of the writing tasks that can be done at a class. Writing a diary which contains personal stories then can be categorized as a writing task that can be done at a class. Ur also adds that this can be done by giving students a brief sample of a personal story contributed by the teacher or a volunteer student.\(^\text{28}\) In another literature, diaries are included in expressive writing where the writer reveals feelings and opinions, often by recalling experience.\(^\text{29}\) Diary is also one of the examples of emotive writing tasks that is concerned with personal writing.\(^\text{30}\)

By writing a diary at the classroom, furthermore, students are allowed to express their feelings more freely and comfortably as they can write about their daily activities, love stories, recent interesting events, and more. This is also in line with what Raimes writes saying that people will worry less about being “correct” when they write about something that concerns them.\(^\text{31}\) Students or the writers will also give less attention to matters of grammar and mechanics and give more focus on sensations, emotions, images, and ideas.\(^\text{32}\) With this in mind, the diary then hopefully can give students the writing fluency, make diary writing as a part of their lives, and slowly help them build their writing habit.

6. Responding to Diaries

Just like any other written products, diaries also need to be checked and responded. In responding to students’ diaries, Raimes suggests letting this personal writing ungraded but still check them periodically.\(^\text{33}\) Harmer, furthermore, reminds teachers to treat diaries differently from other pieces of written work. They are not written primarily to be corrected, but rather to be


\(^{28}\) Ur., *op. cit.*, pp. 165.

\(^{29}\) Dietsch, *op. cit.*, pp. 7.

\(^{30}\) Olshtain, *op. cit.*, pp. 241.

\(^{31}\) Raimes, *op. cit.*, pp. 90.

\(^{32}\) Penfield and Wicker, *loc. cit.*

\(^{33}\) Raimes, *op. cit.*, pp. 91.
reacted to. He also adds that the content feedback is more important than form feedback. Teachers can write short reactions to what they read and respond to the spirit of the journal. Language areas can also be corrected, but it is done in a written conversational way and not in a ‘marking’ way.  

7. Issues in Diary Writing

There were some issues found during the implementation of diary writing. In her study about diary writing in 2014, Yulianti found some problems in introducing and implementing the diary writing to her students. The first problem was related to the students’ attitudes that seemed uninterested and unmotivated in joining the lesson. The students, however, began to look interested and motivated after the researcher explained about the diary writing further as the topic was new and unique for them.

She further stated that other problems were related to the students’ concentration in writing the diary as they could be easily distracted by unimportant things around them such as the other students’ disturbance. The schedule, moreover, was also a problem because the class started in the afternoon which made it less conducive. The researcher, therefore, had to work hard to manage the class situation.

Similarly with Yulianti’s experiences, the writer also faced some problems in implementing the diary writing. First of all, the students did not seem interested with the idea of diary writing at first. It began to change, however, as the activities continued. Another problem, moreover, was related to the students’ concentration and discipline. The writer found it pretty difficult to make the students focus on their diary entries because they tended to chat with their peers after five or ten minutes of writing. The students, furthermore, lacked of discipline particularly when it came to bringing their diary books to the class. In a few occasions, the writer found some of the students forgot to bring their diary so they wrote their entry in their English exercise book instead.

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35Yulianti, op. cit., pp. 51—52.
Finally, the last problem was related to the diary entries submissions and feedback. The writer faced some difficulties in checking and giving the written feedback for the submitted entries due to the numbers of them and the limited time available. To solve those problems, the writer made students submit their entries at the end of each meeting and then she would check and comment the entries in her break time. She would then return the diaries to the students before they went home. By doing this, as a result, the diary writing activity could be both managed and controlled well.

C. Relevant Previous Studies

There are some previous studies that are relevant to this research. The first relevant study was done by Taufiq Hidayat titled *The Use of Diary Writing Method to Improve Students’ Writing Recount Text Ability* as his thesis in 2012. The study was conducted at SMA N 12 Semarang and it aimed at examining the use of diary writing method in improving students’ writing recount ability. The study, moreover, was an experimental research with two classes (X-7 as the experimental group and X-6 as the control group). The study revealed that diary writing was effective to be applied on the tenth grade students of SMA N 12 Semarang.36

Another study on diary writing was also conducted by Nofi Yulianti titled *Improving the Writing Skills through Diary Writing* as her thesis in 2014. The study was conducted at SMA N 1 Ngemplak and it aimed at implementing diary writing as a medium to improve the writing skills. The study was a classroom action research with 31 students of grade X.D as the participants. The study, furthermore, used both qualitative (interview and observation) and quantitative data (pre and post tests). The study showed that there were improvements on the students’ writing skills in five aspects – content, organization, vocabulary, language use, and mechanics.37

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36Taufiq Hidayat, “The Use of Diary Writing Method to Improve Students’ Writing Recount Text Ability”, *thesis* at Semarang State University, Semarang, 2012, pp. v—vi, unpublished.
The last study that is relevant to this research is the one conducted by Hanan A. Taqi, Rahima S. Akbar, Nowreyah A. Al-Nouh, and Abdulmohsen A. Dahsti titled *The Effect of Diary Writing on EFL Students’ Writing and Language Abilities* in 2015. The study aimed at investigating the influence of diary writing on the students’ writing and language abilities. It used open-ended questionnaire and students’ essays to obtain the data. The participants, moreover, were 52 student participants enrolled in two Advanced Writing classes. The study revealed that diary writing improved the students’ language abilities particularly in grammar and vocabulary. It also showed the students’ satisfaction as they could learn more on self-expression and organization of ideas.\(^{38}\)

Referring to the three previous studies stated above, it can be seen that diary writing can be implemented in practicing and improving writing skill. It can be seen, moreover, that the participants in those studies are both senior high school students and college students and none of them has junior high school students. The difference between those previous studies and this present research, as a result, is the research site which was conducted at a junior high school with the eighth grade students as the participants and it was done to know the effectiveness of diary writing in improving their writing of recount text.

**D. Thinking Framework**

Based on the literature about recount text and diary and also based on the previous studies stated above, it can be seen that diary writing can be used as an alternative way in teaching and learning recount text. Even though diary is one of the types of recounts, it is still rarely studied and used at the classroom. Teachers fail to see this as a new variety in teaching and learning recount text.

Diary writing can be an alternative way in learning recount text because it has the same characteristics as recount such as it talks about past events and experiences, therefore the use of diary writing will help students in understanding the recount text more deeply. Students can also have an authentic recount writing experience that is closely related to their daily lives. Diary writing, moreover,

\(^{38}\)Taqi et al., *op. cit.*, pp. 75.
helps students find their recount ideas more quickly as they can write about what happen in their days. It is also a fun and suitable activity for teenagers like them whose age between 11-16 and writing level between intermediate-advanced.39

The writer, finally, believes that by writing a diary at the class, students can be more accustomed to writing a recount text. It also allows them to express their ideas, thoughts, and feelings, more freely which will make their writing more creative and fluent.

E. Theoretical Hypotheses

Based on the theories that have been explained above, then theoretical hypotheses can be proposed. The theoretical hypotheses in this research are as follows:

$H_0$ (null hypothesis): Diary writing is not effective in improving students’ writing of recount text.

$H_a$ (alternative hypothesis): Diary writing is effective in improving students’ writing of recount text.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the place and time of the research, the research design, the population and sample of the research, the content of the intervention, the instruments of the research, the technique of data collection, and the technique of data analysis.

A. The Place and Time of the Research

The research was conducted at SMPN 166 Jakarta located in Kedondong Street, Jagakarsa, South Jakarta. The consideration of conducting the research at this site was because of the accessibility and familiarity of the situation and the participants. The research was carried out for two months from April 1st to May 16th 2016.

B. The Design of the Research

The research was conducted in a quantitative research method. The quantitative research itself is an approach for testing objective theories by examining the relationship among variables. The variables, moreover, can be measured on instruments so the numbered data can be analyzed using statistical procedures.¹

The design used in the research was a quasi-experimental design with pretests and posttests. Experimental design, moreover, is used when the researcher determines the difference or impact that an activity or material may make to participants. The impact, furthermore, will be assessed by giving one group a set of activities called as an intervention and withholding the set from another one. As a result, experimental designs are also known as intervention studies or group comparison studies.²

The quasi-experimental design itself is used where the researchers need to use intact groups. Quasi-experiments, moreover, is used when the researchers cannot artificially create groups for the experiment due to the availability of the participants and the setting that makes it impossible to form an artificial group.

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²Ibid., pp. 21.
The researcher may use the existing classes and designate one as an experimental group and one as the control group. This present research, therefore, used quasi-experimental design based on that consideration because the researcher did not randomly assign the participants as in true experimental. In a typical quasi-experimental design, furthermore, the procedure begins with the researcher assigning the intact groups the experimental and control, giving a pretest to both groups, conducting experimental treatment activities only to the experimental group, and then giving a posttest to assess the differences between the two groups. The following table shows the design of this study.\footnote{Ibid., pp. 309—310.}

### Table 3.1
**Pre- and Posttest Design**

<table>
<thead>
<tr>
<th>Selected experimental group</th>
<th>Pre-test</th>
<th>Experimental treatment or writing a diary at the class</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected control group</td>
<td>Pre-test</td>
<td>No experimental treatment or using conventional teaching technique</td>
<td>Posttest</td>
</tr>
</tbody>
</table>

Additionally, there are two variables in this research namely independent and dependent variable. The independent variable is the diary writing while the dependent variable is the recount text. Thus, the research was done to test and determine the impact or effectiveness of diary writing in improving students’ writing skill of recount text.
C. The Population and Sample of the Research

The population of the research was the eighth grade students of SMPN 166 Jakarta in academic year 2015/2016. There are seven classes in total from 8.1 to 8.7 with 36 students in each class. The total population then is 252 students.

The sample of the research, furthermore, was obtained by using purposive sampling technique with the recommendation from the English teacher at the school resulting two classes – 8.6 and 8.7 with 36 students in each class. Those classes were considered homogeneous which had the same knowledge and characteristics. The two classes, moreover, were then randomly assigned by using a dice into the control and experimental class. The result was 8.6 as the control class and 8.7 as the experimental one. Furthermore, the pre-test scores also show that 8.7 got lower score making the class a more appropriate sample for the experimental class.

D. The Content of the Intervention

The research was conducted in a pre-test posttest quasi-experimental research in which an intervention was done to observe the effects. The research measured the effectiveness of diary writing in improving students’ writing of recount text.

In this research, the intervention was aimed at improving students’ writing of recount text by using a diary as a new variety in learning and practicing recount text writing. Diary writing, furthermore, was an activity done in the experimental class. Teaching materials were developed to facilitate students learning about recount text in general and diary writing for the experimental class in particular. The teaching materials include the examples of recount text; the recount text reading exercise; the examples of diary writing; and the diary writing exercise.

The materials were implemented in 12 meetings (2 meetings / week) with the duration of more or less 40 minutes for each meeting. In addition, 4 meetings were used for the pre-tests and posttests for both classes. The following is the schedule for those total 16 meetings:
Table 3.2
Teaching Activities in the Experimental Class (8.7)

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Monday, April 4&lt;sup&gt;th&lt;/sup&gt; 2016</td>
<td>The teacher conducted a pilot study and pre-test</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Monday, April 11&lt;sup&gt;th&lt;/sup&gt; 2016</td>
<td>The teacher explained and reviewed recount text</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Wednesday, April 13&lt;sup&gt;th&lt;/sup&gt; 2016</td>
<td>The teacher explained about the diary writing, handed the students a hand-out about diary writing for their guideline, and asked them to prepare one book as their diary</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Monday, April 18&lt;sup&gt;th&lt;/sup&gt; 2016</td>
<td>The teacher showed and shared her diary entry as an example to discuss and analyze together, and then had the students write their first entry. After the class ended, the teacher read the submitted entries and gave feedback</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Wednesday, April 20&lt;sup&gt;th&lt;/sup&gt; 2016</td>
<td>The teacher reviewed and gave oral and general feedback about the students’ first entry; showed the students a diary of Anne Frank to motivate them and give them a real example of diary writing; and had them write their second entry. The teacher, moreover, also assigned the students to write two more entries at home as their homework</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Monday, April 25&lt;sup&gt;th&lt;/sup&gt;</td>
<td>The teacher and the students</td>
</tr>
</tbody>
</table>
discussed over the experience of writing the diary at the class; explained and connected the students’ diary writing experience to their recount text learning and their lives; and also encouraged them to keep writing their diary. After the encouragement, the students write the next entry at the class.

7th Wednesday, April 27th 2016 The teacher and the students discussed the students’ diary entries together and analyzed the entries based on the structure and the language features, and also generally and informally asked about their opinions regarding the implementation of diary writing at the class.

8th Monday, May 16th 2016 The teacher conducted a posttest.

Table 3.3

Teaching Activities in the Control Class (8.6)

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Tuesday, April 5th 2016</td>
<td>The teacher conducted a pilot study and pre-test</td>
</tr>
<tr>
<td>2nd</td>
<td>Thursday, April 7th 2016</td>
<td>The teacher explained and reviewed recount text</td>
</tr>
</tbody>
</table>
During the intervention, the researcher acted as the teacher and facilitator in both classes who taught, facilitated, explained, and reviewed, the materials. Here, she introduced the diary writing as an alternative way for the students to learn and practice the recount text in the experimental class. The diary writing was practiced and done at the class because the researcher would like to see the activity directly as well as to make sure that the students wrote the diary by themselves.

Writing the diary at the class was done, furthermore, in what Kroll calls as “timed” writing where assignments were written in a given time framework,
submitted, and responded to as final products.\textsuperscript{4} This was also done to minimize the possibility of students getting help from other people so their writing was not from their own thinking. This statement is in line with what Kroll states that teachers may be concerned about students receiving outside input from another writer or from textual material which makes their texts unrepresentative of his/her own writing.\textsuperscript{5} The researcher, however, also made the students write some diary entries at home, so they would continuously practice their writing.

E. The Instruments of the Research

The instruments in this research were a written test and an interview guideline. The written test was used in both pre-test and posttest. The pre-test itself was given to know the students’ condition before getting the intervention while the posttest was given to know whether there was any effect of the intervention or not. The written test, furthermore, was titled “My Weekend” which was consisted of three paragraphs with seven sentences each. The test was chosen because it could cover enough the indicators that would be tested to measure students’ writing skill. The title, moreover, was chosen considering the familiarity among students. The time bound for both tests were 30 minutes and the tests were done in a piece of paper prepared by the students.

The interview guideline, additionally, was also used to collect data about the students’ opinions regarding the implementation of diary writing at the class. The interview itself was categorized into a semi-structured interview which is useful in obtaining information to test the researcher’s specific hypothesis.\textsuperscript{6} The interview consisted of two questions given to two students from the experimental group. The students were selected by using purposive sampling technique where the researcher could use her personal judgment, assumption, and knowledge to select the sample.\textsuperscript{7} Here, the students were selected by considering the gained score

\textsuperscript{5}Ibid.
\textsuperscript{7}Ibid., pp. 100.
from their pre-test and posttest scores. By doing this procedure, moreover, the researcher could see who had the significant increasing mean score and who had not.

The questions are written as follows:

| Table 3.4 |
| Interview Questions |

<table>
<thead>
<tr>
<th>Questions for the student who got high gained score</th>
<th>Questions for the student who got low gained score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your score is increasing pretty high. Do you like writing the diary? And does diary writing help you in learning and writing recount text more easily? Why?</td>
<td>Your score is increasing just a little. Don’t you like writing the diary? And does diary writing not help you in learning and writing recount text more easily? Why?</td>
</tr>
</tbody>
</table>

Furthermore, a pilot study was done before the students did the pre-test. The pilot study itself was done to explain the writing test instruction so the students could perfectly understand what they were going and required to do. It was also done to make sure that the students understood their role and task during the research so the researcher could get the desired result.

In terms of the validity of the test, it can be said valid since it measures what it is intended to measure.\(^8\) It specifically and clearly measures the students’ writing skill of recount text. The test content constitutes a representative sample of writing skill and it also covers the targeted and specified elements assessed in the writing rubric such as text organization, content, grammar, and more. In addition, it also has the face validity because it looks like what it is supposed to measure. The test, moreover, is considered valid because it represents the learning objective in the school syllabus – being able to write a recount text.

---

Moreover, in relation to the validity of the test, some ways were also done to make the test more reliable by providing clear and explicit instructions. This is important to do in order to avoid any confusion and misinterpretation from the students.\textsuperscript{9} As mentioned earlier, explaining the writing test instruction is also important so the students know the task really well and the researcher can get the expected result.

In addition to providing clear and explicit instruction, the researcher also provides a detailed scoring key to enhance the reliability of the test.\textsuperscript{10} The students’ writing test is assessed by using a writing test rubric adapted from Brown and Bailey consisting of five elements – text organization, content, grammar, spelling and punctuation, and vocabulary. The rubric also has the score range ranging from 1 as the lowest score to 20 as the highest one.\textsuperscript{11} The complete rubric, moreover, is provided in the appendix 4. The following table is the scoring example of the test:

<table>
<thead>
<tr>
<th>Writing elements</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organization</td>
<td>16</td>
</tr>
<tr>
<td>2. Content</td>
<td>18</td>
</tr>
<tr>
<td>3. Grammar</td>
<td>15</td>
</tr>
<tr>
<td>4. Punctuation, spelling and mechanics</td>
<td>15</td>
</tr>
<tr>
<td>5. Vocabulary</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>79</strong></td>
</tr>
</tbody>
</table>

Table 3.5

The Scoring Example

F. The Technique of Data Collection

There were two techniques employed in this research – test and interview. There were pre-test and posttest which were done to collect data of students’

\textsuperscript{9}Ibid., pp. 39.
\textsuperscript{10}Ibid., pp. 41.
writing scores. The scores are crucial in order to see the difference between two groups and to determine the effectiveness of the intervention.

The interview, moreover, was also done to collect additional data about the use of diary writing from the students’ perspectives. It was used to find information whether the diary writing was effective for them or not. It was done, furthermore, after the scores in the experimental class were calculated to find the suitable interviewees. Finally, the result of the interview was useful to make a conclusion and suggestion of this research.

G. The Technique of Data Analysis

After collecting the data, the next thing to do is to analyze them. The data of the tests in this research were calculated and analyzed automatically by using software Microsoft Excel 2007 and SPSS 21 with the significance level of 0.05. The data analysis, moreover, consisted of several parts as follows:

1. Preliminary Analysis

   After collecting the data, the preliminary analysis was first done to see if the data were qualified for the t-test hypothesis testing. The preliminary analysis was consisted of two tests which were the normality and homogeneity test that were both done automatically by using SPSS 21. The data, moreover, can be said normally distributed and homogenous if the Sig. displayed is higher than 0.05.

a. Normality Test of the Pre-Test and Posttest in the Experimental Class

   The normality test here was done by using one-sample Kolmogorov-Smirnov test by following the steps that are provided in the appendix 7. The normality test of the pre-test shows that the Asymp. Sig. (2-tailed) is 0.112 which is higher than 0.05 or the significance level indicating that the sample has a normal distribution.

   The posttest result, in addition, shows that the Asymp. Sig. (2-tailed) is 0.081 which is also higher than 0.05 indicating that the sample also has a normal distribution. Thus, both of the pre-test and posttest in the experimental class have a normal distribution. Finally, the complete output of the normality test can be seen in the appendix 8.
b. Normality Test of the Pre-test and Posttest in the Control Class

After the experimental class, the normality test was also done to the pre-test and posttest in the control class by using the same test and following the same steps. The Asymp. Sig. (2-tailed) for the pre-test shows 0.110 while it shows 0.257 for the posttest. Those results are both higher than 0.05 indicating that both pre-test and posttest in the control class have a normal distribution as well. The complete output, furthermore, can also be seen in the appendix 8.

c. Homogeneity Test for Pre-Test and Posttest in both Classes

The homogeneity test was done by using One-Way ANOVA in SPSS 21. It was done by following the steps that are provided in the appendix 7. The followings are the results:

Table 3.6
Homogeneity of Pre-Test

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
<th>pretest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene Statistic</td>
<td>df1</td>
</tr>
<tr>
<td>.406</td>
<td>1</td>
</tr>
</tbody>
</table>

As shown in the table 3.6, the Sig. in Test of Homogeneity of Variances displayed above is 0.526 which is higher than 0.05 indicating that the data of pre-test are homogenous.

Table 3.7
Homogeneity of Posttest

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
<th>posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene Statistic</td>
<td>df1</td>
</tr>
<tr>
<td>2.499</td>
<td>1</td>
</tr>
</tbody>
</table>
For the posttest, furthermore, table 3.7 displayed above shows the Sig. in Test of Homogeneity of Variances is 0.118 and it is also higher than 0.05 which means that the data of posttest are also homogenous.

2. Descriptive Statistics

The scores of pre-test and posttest in both classes were calculated and analyzed to see the total, mean, and gained scores obtained. The data would be presented in the chapter four with the frequency, percentage, and mean scores displayed in the table. The complete scores, however, would be provided in the appendix 5 and 6.

3. Testing Statistical Hypotheses by Using T-Test

The t-test was performed in SPSS 21 to see and determine the effectiveness of diary writing as the intervention. The t-test itself was performed by following the steps that are completely provided in the appendix 7. Moreover, the t-test result was used to test the statistical hypotheses, answer the research question, and used as one consideration to conclude the research. The statistical hypotheses of the research, furthermore, can be written as follows:

$H_0$ (null hypothesis): Diary writing is not effective in improving students’ writing of recount text.

$H_a$ (alternative hypothesis): Diary writing is effective in improving students’ writing of recount text.

The criteria used to test the hypotheses are:

1. If t-test result $> t$-table with the significance level of 0.05 or if the Sig. (2-tailed) $< 0.05$, then $H_0$ (null hypothesis) is rejected. This means that the mean scores of the experimental group are higher than the mean scores of the control group indicating that diary writing is effective in improving students’ writing of recount text.

2. If t-test result $< t$-table with the significance level of 0.05 or if the Sig. (2-tailed) $> 0.05$, then $H_0$ (null hypothesis) is accepted. This means that the mean scores of the experimental group are the same or lower than the mean scores of the control group indicating that diary writing is not effective in improving students’ writing of recount text.
In addition, the degree of freedom (df) in this research is:

\[
Df = (N1+N2) - 2 \\
= (36+36) - 2 \\
= 72 - 2 \\
= 70
\]

The table of df 70 in the significance level of 0.05 is 1.667.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the description of the data in descriptive statistics, the t-test result as well as the hypotheses testing, the description of the interview data, and the interpretation.

A. Research Findings
1. Description of the Data in Descriptive Statistics
   a. The Students’ Pre-Test Scores in both Classes

The submitted tests were assessed by using a writing rubric adapted from Brown and Bailey consisted of five writing elements. The following table shows the students’ pre-test scores in both classes:

<table>
<thead>
<tr>
<th>Score</th>
<th>Experimental class</th>
<th>Control class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>F(%)</td>
</tr>
<tr>
<td>&lt; 60 = Low</td>
<td>17</td>
<td>47.22</td>
</tr>
<tr>
<td>60-70 = medium</td>
<td>13</td>
<td>36.11</td>
</tr>
<tr>
<td>71-80 = High</td>
<td>6</td>
<td>16.67</td>
</tr>
<tr>
<td>81-90 = very high</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>79</td>
<td></td>
</tr>
<tr>
<td>Min</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Mean Score</td>
<td>53.72</td>
<td></td>
</tr>
</tbody>
</table>

As can be seen in the table 4.1 above, the maximum scores in both experimental and control class are 79. The minimum score in the experimental class, furthermore, is 20 while the minimum score in the control class is 5. Additionally, both classes have quite high percentage in the low score range – 47.22% for the experimental class and 55.55% for the control one which means
that many students got low scores in their pre-test. This percentage shows that most of the students in both classes had initial poor knowledge and understanding of recount text which was needed to be improved. Furthermore, there were more students (36.11%) in the experimental class than in the control class (13.89%) who got medium scores ranging from 60-70 which means that they had standard knowledge and understanding but they still need to be improved. Moreover, the rest of the students – 16.67% in the experimental class and 30.56% in the control class fell into high score category with score range 71-80. This indicates that only few students already had good knowledge and understanding of recount text in both classes which means that an improvement should be made especially for the students in the low and medium score category.

Furthermore, there were no students in both classes who got scores above 79 which indicates that their best knowledge and understanding of the recount text in the pre-test fell into the score 79. In addition, the mean scores show that the experimental class gained lower mean scores (53.72) than the control one (55.30), but they were in the same score range category which was in the 50s or below 60 and therefore could be categorized as low. Thus, both classes had initial poor knowledge and understanding of recount text.

In relation to the pre-test, moreover, a t-test was done showing that $t(70)=0.356, p=0.723$ or $t_{value}(0.356) < t_{table}(1.667)$ revealed no significant difference between the experimental ($M=53.72, SD=17.75$) and control ($M=55.30, SD=19.90$) classes. This finding indicates that both the experimental and control classes started from the same point. Thus, both classes had equal ability before the intervention which was an important condition for an experimental study. Finally, the complete scores of pre-test and the t-test output are provided in the appendix 5, 6, and 8 respectively.
b. The Students’ Posttest Scores in both Classes

Table 4.2

The Score of Posttest

<table>
<thead>
<tr>
<th>Score</th>
<th>Experimental class</th>
<th></th>
<th>Control class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>F(%)</td>
<td>Freq.</td>
<td>F(%)</td>
</tr>
<tr>
<td>&lt; 60 = Low</td>
<td>9</td>
<td>25</td>
<td>21</td>
<td>58.33</td>
</tr>
<tr>
<td>60-70 = medium</td>
<td>18</td>
<td>50</td>
<td>6</td>
<td>16.67</td>
</tr>
<tr>
<td>71-80 = High</td>
<td>8</td>
<td>22.22</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>81-90 = very high</td>
<td>1</td>
<td>2.78</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Max</td>
<td>82</td>
<td></td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Min</td>
<td>25</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Mean Score</td>
<td>63.19</td>
<td></td>
<td>55.92</td>
<td></td>
</tr>
</tbody>
</table>

The posttest was done after the intervention ended and as indicated in the table 4.2 above, the maximum score in the experimental class is 82 while the maximum score in the control class is 78. The minimum score in the experimental class, furthermore, is 25 while the minimum score in the control class is 20. Moreover, there were fewer students (25%) in the experimental class who got low scores than the students in the control class (58.33%). This shows that many students in the experimental class improved their understanding of recount text from low to medium. Many students in the control class, however, still had poor understanding of recount text.

Furthermore, there were more students in the experimental class (50%) who fell into medium score category than those in the control class (16.67%) which means that there was not any significant improvement from low to medium category in the control class. The control class, however, has more students (25%) than the experimental ones (22.22%) in the high score category. Next, the table 4.2 also shows that there is one student (2.78%) in the experimental class who got very high score – above 80 while there is no student (0) in the control class.
From those percentages, therefore, it can be concluded that the students in the experimental class experienced an improvement of the knowledge and understanding in terms of less students who got low scores, more students gained medium scores, there were more students who got high scores in the posttest compared to the pre-test, and also there was one student who got very high score. In the control class, on the contrary, there was not much improvement or significance as many students still got low scores indicating that the knowledge and understanding remained the same. This is also proven by the mean scores of control class which is 55.92 that is not really different from the pre-test mean scores which is 55.30. The experimental class, on the other hand, experienced an improvement which is proven by the posttest mean scores (63.19) that is higher than the pre-test ones (53.72). Finally, the complete posttest scores are provided in the appendix 5 and 6.

c. The Students’ Gained Scores in both Classes

After calculating and analyzing the pre-test and posttest scores, the gained scores were also calculated and analyzed. The gained scores were obtained by subtracting the pre-test scores from the posttest ones. The following table shows the gained scores in both classes:

<table>
<thead>
<tr>
<th>Gained Score</th>
<th>Experimental class</th>
<th>Control class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>F(%)</td>
</tr>
<tr>
<td>= 0</td>
<td>12</td>
<td>33.33</td>
</tr>
<tr>
<td>1-10</td>
<td>8</td>
<td>22.22</td>
</tr>
<tr>
<td>11-20</td>
<td>8</td>
<td>22.22</td>
</tr>
<tr>
<td>21-30</td>
<td>4</td>
<td>11.11</td>
</tr>
<tr>
<td>31-40</td>
<td>4</td>
<td>11.11</td>
</tr>
<tr>
<td>Max</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Min</td>
<td>-22</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>9.47</td>
<td>0.61</td>
</tr>
</tbody>
</table>

As can be seen in the table 4.3 above, there were many students in both classes who got zero gained scores which means that their pre-test scores were higher than their posttest ones and thus there was not any improvement. In addition, the maximum gained score in the experimental class is 39 while the maximum gained score in the control class is 36. The minimum gained score in the experimental class, furthermore, is -22 while the minimum gained score in the control class is -21. Moreover, both classes have quite the same gained scores in the 1-10 category – 22.22% in the experimental class and 19.44% in the control one. There were more students in the experimental class (22.22%), however, who got gained scores in the 11-20 category than in the control one (11.11%). Furthermore, the experimental class also had more students in the 21-30 category with 11.11% and in the 31-40 category with 11.11% than the control one with 8.33% and 2.78% respectively.

From the percentages, therefore, it can be said that the gained scores in the experimental class is not very far different from the control one seen from every category. However, there is a quite significant difference in the mean gained scores which are 9.47 in the experimental class and 0.61 in the control one. This further concludes that the students in the experimental class had more gained scores than the control ones as a result from the implementation of diary writing that helped them improve their understanding of recount text. The complete scores, finally, can be seen in the appendix 5 and 6.

2. Testing Statistical Hypotheses – T-Test

After performing the normality and homogeneity test and having the normally distributed and homogenous data, the data now can be further analyzed by using the t-test in order to determine the effectiveness of diary writing as the intervention. The posttest and gained scores in both classes, furthermore, are used for the t-test.
The result of this t-test would then be used to test the statistical hypotheses, answer the research question, and as one consideration to conclude the research. The t-test result is as follows:

**Table 4.4**

**The T-Test Result of Posttest Scores**

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>36</td>
<td>63.1944</td>
<td>13.40324</td>
<td>2.23387</td>
</tr>
<tr>
<td>Control</td>
<td>36</td>
<td>55.9167</td>
<td>15.98102</td>
<td>2.66350</td>
</tr>
</tbody>
</table>

After the intervention, the t-test of the posttest scores show that t(70)=2.094, p=0.040, which means that there was significant difference between the experimental (M=63.19, SD=13.40) and the control (M=55.92, SD=15.98) groups.

As can be seen further from the table 4.4 above, the t-value displayed above is 2.094 and the Sig. (2-tailed) is 0.040 that needs to be compared to the t-table which shows 1.667 with 70 as the degree of freedom (df) in the significance level of 0.05.
or 0.95. This comparison shows that \( t_{\text{value}} (2.094) > t_{\text{table}} (1.667) \) and the Sig. (2-tailed) is 0.040 < 0.05 which means that the diary writing is effective in improving students’ writing of recount text.

Moreover, in addition to the posttest scores, the t-test was also done to the gained scores in both classes. The following table is the result:

**Table 4.5**

**The T-Test Result of Gained Scores**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gainedscores</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>36</td>
<td>9.4722</td>
<td>14.57686</td>
<td>2.42948</td>
</tr>
<tr>
<td>Control</td>
<td>36</td>
<td>.6111</td>
<td>13.20666</td>
<td>2.20111</td>
</tr>
</tbody>
</table>

**Independent Samples Test**

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>Sig.</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>gainedscores</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.712</td>
<td>.402</td>
<td>2.703</td>
<td>70</td>
<td>.009</td>
<td>8.86111</td>
<td>3.27830</td>
<td>2.32275 - 15.39947</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>2.703</td>
<td>69.329</td>
<td>.009</td>
<td>8.86111</td>
<td>3.27830</td>
<td>2.32164</td>
<td>15.40059</td>
<td></td>
</tr>
</tbody>
</table>

---

1Budi Susetyo, *Statistika untuk Analisis Data Penelitian*, (Bandung: PT Refika Aditama, 2010), pp. 323.
As shown in the table 4.5, the result is $t(70)=2.703$, $p=0.009$, which means that there was significant difference between the experimental ($M=9.47, SD=14.57$) and the control ($M=0.61, SD=13.20$) groups in terms of the gained scores.

Furthermore, the result also shows that $t_{value}(2.703) > t_{table}(1.667)$ and the Sig. (2-tailed) is $0.009 < 0.05$ which means that the diary writing is effective in improving students’ writing of recount text. In short, both of the posttest and gained scores displayed higher achievement of the experimental class.

In relation to the t-test result, two statistical hypotheses have been proposed for this research. The statistical hypotheses are:

$H_0$ (null hypothesis): Diary writing is not effective in improving students’ writing of recount text.

$H_a$ (alternative hypothesis): Diary writing is effective in improving students’ writing of recount text.

Furthermore, the criteria used to test the hypotheses are:

1. If t-test result $> t$-table with the significance level of 0.05 or if the Sig. (2-tailed) $< 0.05$, then $H_0$ (null hypothesis) is rejected. This means that the mean scores of the experimental group are higher than the mean scores of the control group indicating that diary writing is effective in improving students’ writing of recount text.

2. If t-test result $< t$-table with the significance level of 0.05 or if the Sig. (2-tailed) $> 0.05$, then $H_0$ (null hypothesis) is accepted. This means that the mean scores of the experimental group are the same or lower than the mean scores of the control group indicating that diary writing is not effective in improving students’ writing of recount text.

Thus, based on the t-test calculation explained earlier, $t_{value}$ in both posttest (2.094) and gained scores (2.703) are higher than the $t_{table}$ (1.667) in the significance level of 0.05 and based on the hypotheses testing criteria above, it can be concluded that the $t_{value} > t_{table}$ which means that $H_0$ (null hypothesis) is rejected and $H_a$ (alternative hypothesis) is accepted. This further means that the mean scores of the experimental group are higher than the mean scores of the control
group indicating that the diary writing is effective in improving students’ writing of recount text.

3. Description of the Interview Data

Besides the tests, this research also used the interview guideline to collect data particularly about the students’ opinions regarding the implementation of diary writing. Moreover, there were two students involved in the interview that were selected purposively.

From the first student – student with high gained score, it was found that the diary writing was effective for him because he could think about ideas more easily that helped him write the recount text more fluently because the ideas were just flowing. He further said that the reason for his writing fluency was because diary writing made him write more so he was accustomed to writing particularly the recount text. He, finally, said that the diary writing was good and necessary to be implemented at a class to help students like him in particular understand the recount text better and practice the writing more.

From the second student – student with low gained score, however, diary writing helped her very little. She stated that diary writing did help her build her writing habit, but it did not help her significantly in writing and learning the recount text. She, furthermore, claimed that her recount text knowledge and understanding remained the same and was not drastically changed. She, finally, admitted that the use of pictures or videos might help her better in writing as they could stimulate her creativity. The complete transcript for the interview, finally, can be seen in the appendix 9.

B. Interpretation

Based on the data and the process during the research, some information was obtained. First of all, the process of teaching and learning recount text in both classes went well. The teaching materials could be delivered and understood quite well. However, as can also be seen from the tests scores, the students still got very minimum scores for their recount writing. In the pre-test session, both the experimental and control class have relatively close mean scores. It was 53.72 and
55.30 respectively. Here, we can see that the experimental class got lower mean scores than the control ones; however, they are both in the 50s score range which is quite low. The t-test of the pre-test scores, moreover, shows that both classes started from the same point which was an important condition in the research.

Then, the intervention in a form of diary writing activity was done to the experimental class to help them improve their writing skill. It was done, moreover, for six meetings. During the intervention, the diary writing was introduced and taught as a new alternative in learning and practicing the recount text in the experimental class. In the control class, on the other hand, the lessons were taught conventionally with common exercise and practice.

In the experimental class, furthermore, the recount text was written in a form of a diary entry with the themes ranging from the students’ daily activities, feelings, to recent experiences, and more. They also had to write some more entries at home. From their diary entries, it was found that they could share their thoughts pretty well such as one student who wrote about her being angry with her friend and have not talked to her for days. In the control class, on the contrary, the recount text was written in its common form with the themes ranging from the students’ experiences to their holidays that happened a long time ago. From the activities in both classes, it could be said that the students in both classes had the same understanding of recount text and they also dealt with the same writing difficulties such as having a difficult time finding the writing ideas; using the correct grammar; and having limited vocabulary. It could also be seen, additionally, that the students did not really have interest and habit in writing.

Next, after the intervention was done, the posttest was conducted in both classes. From the posttest results, it can be seen that the experimental class had a significant change in understanding the recount text that made their scores improve. The mean score of the posttest in the class was 63.19 which was higher than its pre-test mean score which was 53.72. The mean gained score in the class, furthermore, was 9.47 which indicated that their understanding improved quite significantly. On the other hand, the students’ understanding and writing skill in the control class improved very little. It can be seen from the posttest mean score
which was 55.92 and was not so much different from the pre-test mean score which was 55.30. The mean gained score in the class, moreover, was 0.61 which showed that their understanding remained the same because there was very little improvement.

As can be seen from the test scores in both classes, additionally, the diary writing was effective in improving the students’ recount writing skill in the experimental class. This can be seen from the texts that the students wrote in the posttest that were better and more complete with their personal feelings and thoughts expressed compared to their pre-test. The example of the pre-test and posttest mentioned, furthermore, can be seen in the appendix. In the control class, on the contrary, the students’ texts in the posttest had more or less the same quality as the pre-test although some students did write better and more complete.

Also, from the result of the statistical calculation above, the normality and homogeneity tests showed that the data of pre-test and posttest in both classes were normally distributed and homogenous. The data then could be analyzed by using t-test. The t-test calculation shows that the $t_{\text{value}}$ in both posttest (2.094) and gained scores (2.703) are higher than the $t_{\text{table}}$ (1.667) in the significance level of 0.05 and based on the hypotheses testing criteria, it can be concluded that the $t_{\text{value}} > t_{\text{table}}$ which means that $H_0$ (null hypothesis) is rejected and $H_a$ (alternative hypothesis) is accepted. This further means that the mean scores of the experimental group are higher than the mean scores of the control group indicating that the diary writing is effective in improving students’ writing of recount text.

In conclusion, the diary writing is effective in improving students’ writing of recount text. This conclusion is also in line with the interview result stated earlier showing that the interviewee’s writing fluency was improved because of the diary writing. The conclusion also indicates that diary writing is effective in improving both junior and senior high school students’ writing skill as shown in a previous study conducted by Taufiq Hidayat in Semarang in 2012 which was also done in
an experimental research.\textsuperscript{2} Finally, in relation to the previous study, furthermore, the finding in this present research also supports the findings in another study which is the study by Yulianti in 2014 which was done in a classroom action research design to see how diary writing improved the tenth grade students’ writing skill. The result showed that the diary writing could improve the students’ writing skill proven by the significance level of the difference between means (0.000) which was lower than 0.05.\textsuperscript{3}

\textsuperscript{2}Taufiq Hidayat, “The Use of Diary Writing Method to Improve Students’ Writing Recount Text Ability”, a \textit{thesis} at Semarang State University, Semarang, 2012, pp. v—vi, unpublished.

\textsuperscript{3}Nofi Yulianti, “Improving the Writing Skills through Diary Writing”, a \textit{thesis} at Yogyakarta State University, 2014, pp. xiv, unpublished.
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research.

A. The Conclusion

This research was conducted in a quasi-experimental study with the purposes to know whether or not diary writing is effective in improving students’ writing of recount text and to get empirical evidence of the effectiveness of diary writing in improving students’ writing of recount text at the eighth grade of SMPN 166 Jakarta. Based on the data description, statistical calculation, and hypotheses testing, explained in the chapter four, it was found that the $t_{\text{value}}$ in both posttest (2.094) and gained scores (2.703) are higher than the $t_{\text{table}}$ (1.667) in the significance level of 0.05. Thus, $t_{\text{test result}} > t_{\text{table}}$ which means that the $H_0$ (null hypothesis) is rejected and $H_a$ (alternative hypothesis) is accepted. In other words, diary writing is effective in improving students’ writing of recount text. Moreover, this finding is also in line with the interview result showing that diary writing is effective particularly in helping students find writing ideas, improving their writing fluency, and building their writing habit.

B. The Suggestion

Based on the conclusion stated above, some suggestions can be made for those who are interested in this particular field:

1. Teachers should be more creative in teaching and delivering lessons by introducing new learning varieties and alternatives such as writing a diary in learning recount text so students become more interested and engaged.
2. Teachers should implement different techniques and strategies to help students improve their skills and create such activity that can help students practice and use the lesson learned at the classroom so they will have better understanding about it.
3. Future researchers who are interested in the use of diary writing in teaching writing can use this research as a reference in order to make a better research in the related field.
REFERENCES


Suyanto, Adi. The Effectiveness of Mind mapping in Improving Students’ Writing Skill Viewed from their IQ. *IJEE (Indonesian Journal of English Education)*, 2, 2015.


8. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Nilai-Nilai Karakter</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1. Merespon makna yang terdapat dalam teks lisian fungsional pendek sederhana secara akurat, lancar, dan berinteraksi dengan lingkungan sekitar.</td>
<td>- Dapat dipercaya (trustworthines)</td>
<td>- Rasa hormat dan perhatian (respect)</td>
<td>- Tekun (diligence)</td>
<td>1. Tanya jawab tentang berbagai hal menggunakan kosakata dan ungkapan yang telah dipelajari. 2. Review berbagai jenis teks fungsional pendek yang sering dijumpai 3. Mendengarkan teks fungsional pendek terkait tema / topik tertentu 4. Menjawab berbagai pertanyaan terkait informasi dalam teks fungsional yang didengar</td>
<td>- Mengidentifikasi berbagai informasi dalam teks fungsional pendek notices dan iklan.</td>
<td>- Tes tertulis</td>
<td>Melengkapi rumpang</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Buku teks yang relevan</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. Script teks fungsional pendek</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3. Contoh teks fungsional</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4. Gambar yang relevan</td>
</tr>
<tr>
<td>5. Menentukan tujuan komunikatif dari teks yang didengar</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Tanya jawab berbagai hal terkait tema / topik/jenis teks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Eliciting cerita yang dikenal siswa</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Mengidentifikasi tujuan komunikatif teks narrative / recount</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Tanya jawab tentang informasi dalam cerita yang didengar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Mendengarkan cerita terkait tema/topik dari guru / teman</td>
</tr>
<tr>
<td>- Tanya jawab tentang tujuan komunikatif dari teks yang didengar.</td>
</tr>
</tbody>
</table>

| 1. Buku teks yang relevan. |

| 2. Script teks fungsional pendek |

| 3. Cc. Contoh teks fungsional |

| 4. Gambar yang relevan |

**Tabel 1**

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dapat dipercaya (trustworthiness)</td>
<td>Rasa hormat dan perhatian (respect)</td>
<td>Tekun (diligence)</td>
<td>8.2. Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar dan berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount.</td>
</tr>
<tr>
<td>Teks monolog berbentuk :</td>
<td>Tujuan komunikatif teks berbentuk :</td>
<td>Nouns</td>
<td>- Simple past tense</td>
</tr>
<tr>
<td>- narrative</td>
<td>- narrative</td>
<td>- Adjective</td>
<td></td>
</tr>
<tr>
<td>- recount</td>
<td></td>
<td>- Adverbials</td>
<td>- Detailed noun phrase</td>
</tr>
<tr>
<td>- Action verbs</td>
<td>- Problem, solusi, akhir cerita</td>
<td>1.</td>
<td>Tanya jawab berbagai hal terkait tema / topik/jenis teks.</td>
</tr>
<tr>
<td>- Elicit cerita yang dikenal siswa</td>
<td>2.</td>
<td>Mengidentifikasi tujuan komunikatif teks narrative / recount</td>
<td></td>
</tr>
<tr>
<td>- Mengidentifikasi tujuan komunikatif teks tertulis</td>
<td>3.</td>
<td>4.</td>
<td>Mendengarkan cerita terkait tema/topik dari guru / teman</td>
</tr>
<tr>
<td>- Tanya jawab tentang informasi dalam cerita yang didengar.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Tes tertulis | Pilihan Ganda | Listen to the text and choose the right answer. | Listen to the expression and give your response to it |

**Catatan**

- X 40 menit
| 10.2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative. | - Dapat dipercaya (trustworthiness)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence) | • Teks monolog berbentuk recount/narrative
- Nouns
- Simple past tense
- Detailed noun phrase
- Action verb
- Adjectives
- Adverbials | 1. Review kosa kata dan tata bahasa terkait jenis teks recount/narrative dan terma yang dipilih
2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks recount/narrative
- Simple past
- Past continuous
- Temporal
- Conjunction
- Connective words
- Adverb
- Adjectives
3. Melakukan percakapan terkait cerita popular di kotanya menggunakan gambit-gambit yang sesuai. Contoh: really? That’s terrible, How then, First, then, finally
4. Menceritakan kembali teks recount/narrative yang pernah | - Melakukan monolog pendek sederhana dalam bentuk narrative dan recount
  - Perform ance
  - Bermonolog | 1. Retell a story that you know very well
  2. Tell a story based on the series of a pictures given
  3. Gambar yang relevan
  4. Benda sekitar
  4. Buku cerita dalam bahasa Inggris
  X 40 menit |
Standar Kompetensi: Membaca

11. Memahami makna dalam esai pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Nilai-Nilai Karakter</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kompetensi Dasar</td>
<td>Nilai-Nilai Karakter</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator Pencapaian Kompetensi</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
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<td>---------------------</td>
<td>----------------------</td>
<td>--------------------------------</td>
<td>-----------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>11.1. Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</td>
<td>- Dapat dipercaya (trustworthiness)</td>
<td>Teks esei berbentuk narrative / recount</td>
<td>1. Tanya jawab mengemmbangkan kosa kata berdasarkan gambar cerita popular</td>
<td>• Membaca nyaring dan bermakna teks esei pendek berbentuk narrative / recount</td>
<td>Unjuk kerja</td>
<td>X 40 menit</td>
<td>1. Buku teks yang relevan</td>
</tr>
<tr>
<td></td>
<td>- Rasa hormat dan perhatian (respect)</td>
<td>Ciri kebahasaan teks esei berbentuk narrative / recount</td>
<td>2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar</td>
<td>• Mengidentifikasi si berbagai makna teks narrative / recount</td>
<td>Membaca nyaring</td>
<td>2. Buku cerita bahasa inggris</td>
<td></td>
</tr>
</tbody>
</table>

Standar Kompetensi: Membaca

11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar
<table>
<thead>
<tr>
<th>Step</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Merespon makna dan arti retorika dalam esai pendek</td>
</tr>
<tr>
<td></td>
<td>- Dapat dipercaya (trustworthiness)</td>
</tr>
<tr>
<td></td>
<td>- Rasa hormat dan perhatian (respect)</td>
</tr>
<tr>
<td></td>
<td>- Tekun (diligence)</td>
</tr>
<tr>
<td>5</td>
<td>Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca</td>
</tr>
<tr>
<td>6</td>
<td>Menentukan tujuan komunikatif teks narrative / recount</td>
</tr>
<tr>
<td>1</td>
<td>Menentukan langkah retorika dari teks narrative / recount</td>
</tr>
<tr>
<td>2</td>
<td>Menentukan ciri kebahasaan teks narrative / recount</td>
</tr>
<tr>
<td>3</td>
<td>Membaca teks narrative / recount lainnya</td>
</tr>
<tr>
<td>4</td>
<td>Mengidentifikasi isi teks retorika dari teks cerita kebahasaan</td>
</tr>
</tbody>
</table>

**Teks Recount/Narrative**

**Pertanyaan Tertulis**

Answer the following questions based on the text.

**Peta Konteks**

1. Buku teks yang relevan
2. Buku cerita bahasa Inggris
3. Gambar terkait cerita
4. VCD player
**Standar Kompetensi : Menulis**

12. Mengungkapkan makna dalam teks tulis fungsional dan essai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Nilai-Nilai Karakter</th>
<th>Materi Pembeleajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Contoh Instrument</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-Rasa hormat dan perhatian (respect)</td>
<td></td>
<td>2. Menulis kalimat sederhana untuk tanda-tanda umum (notice) dan iklan</td>
<td></td>
<td></td>
<td>completio n</td>
<td>2. Complete the text using the suitable word/words</td>
<td></td>
<td>2. Contoh text fungsional</td>
</tr>
<tr>
<td></td>
<td>-Tekun (diligence)</td>
<td></td>
<td>3. Melengkapi teks fungsional pendek.</td>
<td></td>
<td></td>
<td></td>
<td>3. Write a text of advertisement</td>
<td></td>
<td>3. Gambar terkait materi</td>
</tr>
</tbody>
</table>

<p>| | | | | | | | | | 2. Buku cerita bahasa Inggris. |</p>
<table>
<thead>
<tr>
<th>Essai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative</th>
<th>- Rasa hormat dan perhatian (respect)</th>
<th>- Tekun (diligent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Langkah retorika teks narrative / recount</td>
<td>- Nouns</td>
<td>- Simple Present Tense</td>
</tr>
<tr>
<td>- Tujuan komunikatif Teks</td>
<td>- Detail noun phrase</td>
<td>- Actions verbs</td>
</tr>
<tr>
<td>- Adjective</td>
<td>- Adverbial</td>
<td></td>
</tr>
<tr>
<td>4. Membuat draft teks recount / narrative</td>
<td>5. Menulis teks recount / narrative</td>
<td></td>
</tr>
<tr>
<td>Recount dan narrative dengan langkah retorika yang benar</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>have ever read.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b Series of pictures given</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Gambar-gambar terkait cerita</td>
</tr>
</tbody>
</table>

Jakarta, Januari 2016
Guru Mata Pelajaran
Fatma Titiek Khodarsih, Spd
Nip: 197010122008012019
Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Kelas Eksperimental (8.7)

Sekolah : SMP N 166 Jakarta
Mata pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2

Standar Kompetensi : 1.1. Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar

1.2. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 11.1. Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

11.3. Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar, berterima dengan lingkungan sekitar dalam teks berbentuk recount dan narrative

12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks
Jenis teks : Recount

Aspek/skill : Reading dan writing

Alokasi waktu : 1x40 menit (1 pertemuan)

1. Tujuan pembelajaran

Pada akhir pembelajaran, peserta didik dapat:

1. Menentukan tujuan komunikatif teks recount yang dibaca

2. Menentukan langkah retorika dan struktur dari teks recount yang dibaca

3. Menentukan ciri kebahasaan teks recount yang dibaca

4. Membaca teks recount

5. Menjawab berbagai pertanyaan tentang informasi dalam teks recount yang dibaca

6. Menulis teks recount dalam bentuk diary entry di kelas

7. Menganalisa struktur dan unsur kebahasaan teks recount dalam diary entry yang dibuat

8. Menjawab berbagai pertanyaan tentang informasi dalam diary entry yang dibuat.
2. Materi pembelajaran

1. Teks esai berbentuk recount sebagai contoh

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Last week, my friends and I went to Jogja. We visited many places.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
<td>First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.</td>
</tr>
<tr>
<td>Reorientation</td>
<td>For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.</td>
</tr>
</tbody>
</table>

2. Definisi teks recount

Teks recount adalah salah satu jenis text dalam bahasa Inggris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau.

3. Ciri-ciri kebahasaan teks esai berbentuk recount

a. Penggunaan kata benda dan kata ganti
   Contoh: Angga, Depok, he, we

b. Penggunaan kata sifat
   Contoh: happy, bored, sad

c. Penggunaan simple past tense
   Contoh: was, went, enjoyed

d. Penggunaan kata kerja dalam bentuk lampau
   Contoh: go >> went, watch >> watched
e. Penggunaan kata sambung dan penghubung waktu
Contoh: and, but, then, finally

f. Penggunaan kata keterangan dan frasa kata keterangan
Contoh: slowly, a year ago, in my house

4. Langkah retorika dan struktur teks recount

1. Orientation
This first section of recount text gives the background information of a story about who, what, where, when, why, and how.

2. Events
We then retell our past events, activities, experiences, or stories and order them chronologically in the events paragraph.

3. Conclusion
Writers often write about their feelings or impressions of the experience in the conclusion.

5. Definisi dan contoh diary
Diary usually consists of experiences, daily activities, feelings, and any stories you want to share. In your diary, you can share about anything you want.

Dear Diary, 20th June
I've been dying to tell you what happened today! I suppose this is the best day of my life so far! I guess what... Robin came away from his friends when I entered the hall at Susan's birthday party, and walked straight to me. I was so nervous that I began sweating. I pretended not to notice him coming, of course. Tania and Sheila pinched me from both sides, and just wouldn't LEAVE! I was really irritated, I tell you! But thankfully Robin looked at neither of them. He came straight to me, said 'Hi' and then guess what?? He asked me for a DANCE!! Can you believe it?? The school star footballer asking ME for a dance?? But I could have slapped myself just then, I tell you, dear diary! Instead of the low tone and husky voice that I carefully rehearsed, for my words, I stammered, and stuttered and actually tripped over my dress... but thankfully he didn't seem to notice.......
6. Panduan menulis diary entry

**A. In your diary, you may share:**
- Your daily activities and your feelings about them
- What makes you happy and sad
- Your love stories
- Your friendship stories
- What makes you bored, angry, and disappointed
- Etc

**B. Start writing your diary with the date of the day and the greetings like “dear diary”, “hello”, “hi”**

**C. Diary is usually written in PAST TENSE form with VERB 2 because it tells about the things that have happened**

---

3. **Metode pembelajaran: Three phase technique**

4. **Teknik/strategi pembelajaran:** Menulis diary entry di kelas sebagai bentuk latihan teks recount

5. **Langkah-langkah kegiatan pembelajaran:**

**A. Kegiatan pendahuluan**
1. Tanya jawab tentang hal yang terkait dengan kondisi siswa
2. Memperkenalkan materi berupa teks recount dan mengaitkan materi tersebut dengan kehidupan siswa

**B. Kegiatan inti**
1. Membaca teks recount yang tersedia
2. Mendiskusikan tujuan dan struktur teks recount bersama-sama
3. Mengidentifikasi struktur teks recount
4. Menentukan unsur kebahasaan teks recount
5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca
6. Menghubungkan materi teks recount dengan kehidupan sehari-hari/hal di
| 6. Menulis diary entry sebagai bentuk latihan teks recount |
| 7. Menghubungkan kegiatan penulisan diary dengan pembelajaran teks recount dan kehidupan sehari-hari siswa |
| 8. Menganalisa struktur dan unsur kebahasaan teks recount dalam diary entry yang dibuat |
| 9. Menjawab berbagai pertanyaan tentang informasi dalam diary entry yang dibuat. |

**C. Kegiatan penutup**

1. Menanyakan pendapat peserta didik secara umum tentang kegiatan pembelajaran di kelas |
2. Menyimpulkan kegiatan dan materi pembelajaran pada pertemuan ini |
3. Menugaskan peserta didik untuk menulis diary entry di rumah agar mereka mempraktikkan kegiatan menulis teks recount. |

**6. Sumber belajar**

1. Buku teks yang relevan |
2. Teks recount dari Internet |
3. Diary entry guru sebagai contoh dan diary entry dari Internet |
4. Hand-out tentang diary writing |
5. Buku diary berisi diary entry siswa |
6. Buku Anne Frank sebagai contoh autentik diary untuk memotivasi siswa menulis diary.
7. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
</table>
| 1. Mengidentifikasi struktur/bagian dalam teks recount | Tes lisan dan tulis | Teks recount dari buku paket/Internet | - What is the first paragraph called?  
- Which paragraph are the events? |
| 2. Menentukan unsur kebahasaan dalam teks recount | Tes lisan dan tulis | Teks recount dari buku paket/Internet | - What is the grammar used in the recount text?  
What tense? |
| 3. Menulis teks recount sederhana dalam bentuk diary entry dengan tema hal yang terjadi sehari-hari (aktivitas, kejadian menyenangkan, perasaan pribadi) | Tes tulis | Diary entry peserta didik | - Make a diary entry in your diary. It can be about your daily activities, your feelings, etc. |
| 4. Menjawab pertanyaan yang berkaitan dengan teks recount yang ditulis dan dibaca | Tes tulis | Teks recount dari buku/Internet atau diary entry peserta didik | - What are the events in your diary entry/text?  
- How many events are there?  
- Is there an orientation?  
Where is it? |
8. Pedoman penilaian

1. Holistic scoring untuk tes tulis peserta didik

2. Skor 20 untuk setiap jawaban yang benar pada pertanyaan esai

3. Pemberian paraf dan written feedback/comments pada diary entry peserta didik.

Mengetahui,                     Jakarta, 13 April 2016
Kepala SMP N 166 Jakarta        Guru Mata Pelajaran
Muhamad Ermawan, S.Pd, MM.     Fatmi Titiek Khadarsih, S.Pd.
NIP: 196803051991031006         NIP: 197010122008012019
Appendix 3
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Kelas Kontrol (8.6)

Sekolah: SMP N 166 Jakarta
Mata pelajaran: Bahasa Inggris
Kelas/Semester: VIII/2

Standar Kompetensi:
1.1. Memahami makna dalam esai pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar
1.2. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk descriptive dan recount untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar:
11.1. Membaca nyaring bermakna teks fungsional dan esai pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
11.3. Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar, berterima dengan lingkungan sekitar dalam teks berbentuk recount dan narrative
12.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dalam konteks
kehidupan sehari-hari dalam teks berbentuk recount dan narrative.

**Jenis teks** : Recount

**Aspek/skill** : Reading dan writing

**Alokasi waktu** : 1x40 menit (1 pertemuan)

1. **Tujuan pembelajaran**

   Pada akhir pembelajaran, peserta didik dapat:

   1. Menentukan tujuan komunikatif teks recount yang dibaca
   2. Menentukan langkah retorika dan struktur dari teks recount yang dibaca
   3. Menentukan ciri kebahasaan teks recount yang dibaca
   4. Membaca teks recount
   5. Menjawab berbagai pertanyaan tentang informasi dalam teks recount yang dibaca
   6. Menulis teks recount paragraf per paragraf dengan tema seputar liburan
   7. Menganalisa struktur dan unsur kebahasaan teks recount dalam teks yang dibuat
   8. Menjawab berbagai pertanyaan tentang informasi dalam teks recount yang dibuat.

2. **Materi pembelajaran**

   1. Teks esai berbentuk recount sebagai contoh
2. Definisi teks recount

Teks recount adalah salah satu jenis text dalam bahasa Inggris yang menceritakan kembali tentang kejadian-kejadian atau pengalaman-pengalaman di masa lampau.

3. Ciri-ciri kebahasaan teks recount

a. Penggunaan kata benda dan kata ganti
   Contoh: Angga, Depok, he, we
b. Penggunaan kata sifat
   Contoh: happy, bored, sad
c. Penggunaan simple past tense
   Contoh: was, went, enjoyed
d. Penggunaan kata kerja dalam bentuk lampau
   Contoh: go >> went, watch >> watched
e. Penggunaan kata sambung dan penghubung waktu
   Contoh: and, but, then, finally
4. Langkah retorika dan struktur teks recount

1. Orientation
   This first section of recount text gives the background information of a story about who, what, where, when, why, and how.

2. Events
   We then retell our past events, activities, experiences, or stories and order them chronologically in the events paragraph.

3. Conclusion
   Writers often write about their feelings or impressions of the experience in the conclusion.

5. Latihan soal teks recount

A. ANSWER THESE FOLLOWING QUESTIONS BY CHOOSING A, B, C OR D!

I am so glad that today is over. So many things have gone wrong. For some reasons I didn’t sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

   I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

   I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

   After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

1. What is the purpose of the text?
   a. To explain about something wrong
   b. To inform about the writers activities
c. To entertain the readers about the funny story  
d. To discuss about how to overcome the problem  
e. To retell about the writer’s terrible day

2. The generic structure of the last paragraph is called ….. 
   a. reason  
   b. re-orientation  
   c. events  
   d. orientation  
   e. complication

3. What made everything went wrong? 
   a. He got up late in the morning  
   b. His came to school on time  
   c. His bag was left at home  
   d. He got punishment from his teacher  
   e. His father was late to ride him

3. Metode pembelajaran: Three phase technique

4. Langkah-langkah kegiatan pembelajaran:

   A. Kegiatan pendahuluan
   1. Tanya jawab tentang hal yang terkait dengan kondisi siswa  
   2. Memperkenalkan materi berupa teks recount dan mengaitkan materi tersebut dengan kehidupan siswa

   B. Kegiatan inti
   1. Membaca teks recount yang tersedia  
   2. Mendiskusikan tujuan dan struktur teks recount bersama-sama  
   3. Mengidentifikasi struktur teks recount  
   4. Menentukan unsur kebahasaan teks recount  
   5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca  
   6. Menghubungkan materi teks recount dengan kehidupan sehari-hari/hal di sekitar kita  
   7. Menulis paragraf orientation dan seterusnya sebagai bentuk latihan teks recount

   C. Kegiatan penutup
   1. Menanyakan pendapat peserta didik secara umum tentang kegiatan
pembelajaran di kelas

2. Menyimpulkan kegiatan dan materi pembelajaran pada pertemuan ini
3. Menugaskan peserta didik untuk mencari contoh teks recount lainnya dari Internet dan membacanya sebagai bentuk latihan dan penguatan.

6. Sumber belajar

1. Buku teks yang relevan
2. Teks recount dari Internet
3. Teks recount buatan peserta didik
4. Latihan soal pilihan ganda (PG) dan esai yang berkaitan dengan teks recount

7. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mengidentifikasi struktur/bagian dalam teks recount</td>
<td>Tes lisan dan tulis</td>
<td>Teks recount dari buku paket/Internet</td>
<td>- What is the first paragraph called? - Which paragraph are the events?</td>
</tr>
<tr>
<td>2. Menentukan unsur kebahasaan dalam teks recount</td>
<td>Tes lisan dan tulis</td>
<td>Teks recount dari buku paket/Internet</td>
<td>- What is the grammar used in the recount text? What tense?</td>
</tr>
<tr>
<td>3. Menulis teks recount sederhana paragraf per paragraf dengan tema seputar liburan</td>
<td>Tes tulis</td>
<td>Teks recount</td>
<td>- Make a simple recount text in your exercise book. It can be about your holidays, fun experiences, etc.</td>
</tr>
<tr>
<td><strong>Indikator Pencapaian</strong></td>
<td><strong>Teknik Penilaian</strong></td>
<td><strong>Bentuk Instrumen</strong></td>
<td><strong>Instrumen/Soal</strong></td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| 4. Menjawab pertanyaan yang berkaitan dengan teks recount yang ditulis dan dibaca | Tes tulis | Teks recount dari buku/Internet atau teks recount buatan peserta didik | - What are the events in your text?  
- How many events are there?  
- Is there an orientation? Where is it?  
- Answer the questions in the hand-out |

**8. Pedoman penilaian**

1. Holistic scoring untuk tes tulis peserta didik

2. Skor 20 untuk setiap jawaban yang benar pada pertanyaan esai

3. Pemberian paraf dan written feedback/comments pada latihan teks recount peserta didik.

Mengetahui,  
Jakarta, 13 April 2016

Kepala SMP N 166 Jakarta  
Guru Mata Pelajaran

Muhamad Ermawan, S.Pd, MM.  
NIP: 196803051991031006

Fatmi Titiek Khadarsih, S.Pd.  
NIP: 197010122008012019
# Appendix 4

## Writing Rubric for Analytic Scoring

Adapted from Brown and Bailey (1984)

<table>
<thead>
<tr>
<th>20-18 (Excellent-Good)</th>
<th>17-15 (Good-Adequate)</th>
<th>14-12 (Adequate-Fair)</th>
<th>11-6 (Unacceptable)</th>
<th>5-1 (Not Junior High School Level Work)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Organization</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Orientation</td>
<td>Title is coherent with the assigned topic; orientation paragraph consists of the studied points (5W); the events are sequenced clearly in a logical order; conclusion is made logically and coherently with the overall text.</td>
<td>Title is stated but not coherent with the assigned topic; orientation paragraph consists of some of the studied points; the events are sequenced clearly although some ideas are not fully developed; conclusion is made and it is quite coherent with the overall text.</td>
<td>Title is absent; orientation paragraph consists of only two of the studied points; problems with the order of ideas in the events; conclusion is made but it is not coherent with the overall text.</td>
<td>Title and orientation paragraph are absent; no apparent organization in the events; ideas are just written, not ordered; conclusion is not made.</td>
</tr>
<tr>
<td>• Events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Re-orientation/conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• My weekend</td>
<td>Text addresses the assigned topic; ideas are concrete and developed nicely.</td>
<td>Text addresses the assigned topic; ideas could be more fully developed.</td>
<td>Development of ideas is not complete or text is somewhat off the topic.</td>
<td>Ideas are incomplete; text seems to be hurriedly written.</td>
</tr>
<tr>
<td><strong>3. Grammar</strong></td>
<td>Correct use of</td>
<td>There are some</td>
<td>Ideas are stated,</td>
<td>Grammar problems are</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Readers cannot</td>
</tr>
<tr>
<td>Simple past tense and time conjunction</td>
<td>Simple past tense and time conjunction.</td>
<td>Problems with the use of simple past tense and time conjunction but they do not influence communication although the reader is aware of them.</td>
<td>Grammar problems are apparent in most sentences, but readers still can read and understand.</td>
<td>Apparent and they interfere with communication of the writer’s ideas.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4. Punctuation, spelling, and mechanics</td>
<td>Correct use of English spelling; correct use of capital letters; punctuation is very neat.</td>
<td>Problems with punctuation; occasional spelling errors; paper is neat and legible.</td>
<td>Spelling problems distract reader; punctuation errors interfere with ideas.</td>
<td>Parts of text are not legible; punctuation and spelling errors are almost in every sentence.</td>
</tr>
<tr>
<td>5. Vocabulary</td>
<td>Precise vocabulary usage; use variety of vocabulary.</td>
<td>Attempts variety; good vocabulary.</td>
<td>Attempts variety but some vocabulary misused.</td>
<td>Lacks variety of vocabulary; many vocabulary misused.</td>
</tr>
</tbody>
</table>
Appendix 5

The Complete Scores of Pre-Test, Posttest, and Gained Scores in the Experimental Class

<table>
<thead>
<tr>
<th>Number of the students</th>
<th>Pre-test</th>
<th>Posttest</th>
<th>Gained score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
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<tr>
<td>Number of the students</td>
<td>Pre-test</td>
<td>Posttest</td>
<td>Gained score</td>
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<tr>
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<td>MEAN</td>
<td>53.72222</td>
<td>63.19444</td>
<td>9.472222</td>
</tr>
</tbody>
</table>
Appendix 6
The Complete Scores of Pre-Test, Posttest, and Gained Scores in the Control Class

<table>
<thead>
<tr>
<th>Number of the students</th>
<th>Pre-test</th>
<th>Posttest</th>
<th>Gained score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>25</td>
<td>20</td>
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<td>73</td>
<td>54</td>
<td>-19</td>
</tr>
<tr>
<td>5</td>
<td>79</td>
<td>72</td>
<td>-7</td>
</tr>
<tr>
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<td>MEAN</td>
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</table>
Appendix 7

The Complete Steps in Performing the Normality Test, Homogeneity Test, and T-Test in SPSS 21

1. Normality test

1. Open SPSS 21
2. The data editor page will show up displaying the toolbars
3. Choose Variable View on the bottom to add the necessary information and give names to our numerical data as students’ numbers, pre-test control class, pre-test experimental class, etc
4. Next, move to the Data View also on the bottom next to the Variable View and input our data there
5. Our data will be displayed. To test the normality, click Analyze >> Nonparametric Tests >> Legacy Dialogs >> One Sample K-S >> move the intended data (pre-test control/experimental) to the test variable list >> tick the ‘normal’ option in test distribution >> click OK
6. The output will be displayed along with the normality test result. The data is considered normal if the Asymp. Sig. (2-tailed) displayed is higher than 0.05.

2. Homogeneity test

1. Open SPSS 21
2. Click Variable View
3. Input data information such as the name, label, value, etc
   Variable 1:
   Name: pre-test or posttest
   Variable 2:
   Name: class
   Values: 1=experimental
   2= control
4. Input the data in Data View
5. Click Analyze >> Compare Means >> One-Way ANOVA
6. Move Pre-test/posttest to the Dependent List and Class to the Factor List
7. Click Options >> tick Homogeneity of Variance Test >> Continue >> OK
8. The output will be displayed along with the normality test result.

The data is considered homogenous if the Sig. displayed is higher than 0.05.

3. T-test
1. Open SPSS 21
2. The data editor page will show up displaying the toolbars
3. Choose Variable View on the bottom to add the necessary information and give names to our numerical data as students’ numbers, pre-test control class, pre-test experimental class, etc. For this part, there were ‘kelompok’ and ‘posttest’ in the variables. The ‘kelompok’ name was used to make the data input process easier. Next, check Values >> type 1 in Value >> type experimental in Label >> click Add. Again, type 2 in Value >> type control in Label >> click Add >> click OK
4. Next, move to the DataView also on the bottom next to the Variable View and input our data there. Input 1 for the experimental class scores and 2 for the control ones
5. Our data will be displayed. To analyze using t-test, click Analyze >> Compare Means >> Independent-Samples T Test >> move posttest to Test Variable(s) >> move ‘kelompok’ to Grouping Variable >> click Define Groups >> type 1 for Group 1 >> type 2 for Group 2 >> click Continue >> click Options >> make sure the Confidence Interval Percentage is 95% >> click Continue >> click OK
6. The output will be displayed along with the t-test result.

The intervention is considered effective if the Sig. (2-tailed) displayed is lower than 0.05.
## Appendix 8

Normality Test Tables and T-Test of Pre-Test Output

1. Pre-test Experimental

### One-Sample Kolmogorov-Smirnov Test

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<tr>
<th></th>
<th>Pretestexperimental</th>
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<tr>
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<tr>
<td>Mean</td>
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<tr>
<td>Std. Deviation</td>
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- a. Test distribution is Normal.
- b. Calculated from data.

2. Posttest Experimental

### One-Sample Kolmogorov-Smirnov Test

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- a. Test distribution is Normal.
- b. Calculated from data.
3. Pre-test Control

**One-Sample Kolmogorov-Smirnov Test**

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<td>Mean</td>
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a. Test distribution is Normal.

b. Calculated from data.

4. Posttest Control

**One-Sample Kolmogorov-Smirnov Test**

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a. Test distribution is Normal.

b. Calculated from data.
5. The T-Test of Pre-Test Output

### Group Statistics

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<th>Std. Error Mean</th>
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### Independent Samples Test

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<td>.526</td>
</tr>
<tr>
<td>s assumed</td>
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</tr>
</tbody>
</table>

|                  |            |      |        |    |                |                |                        |       |       |
|                  |            |      |        |    |                |                |                        |       |       |
| Equal variance   | .356       | .69  | .723   | 9  | 1.58333        | 4.44516         | 10.4509                 | -     | 7.2842 |
| s not assumed    | 09         |      |        |    |                |                |                        | 5     | 5      |

|                  |            |      |        |    |                |                |                        |       |       |
|                  |            |      |        |    |                |                |                        |       |       |
| Equal variance   | .356       | .9   | .723   | 9  | 1.58333        | 4.44516         | 7.2822                  | 5     | 8      |
| s not assumed    | 09         |      |        |    |                |                |                        |       |       |
Appendix 9

The Interview Transcript

1. The following is the interview between the researcher (R) and the first student who got high gained scores (S1) in Bahasa Indonesia:


   (Hi, Naufal. I want to ask you a few questions. Your writing score was improving quite significantly from the first test to the last test. Do you like writing the diary? And does diary writing help you in learning recount text?)

   S1: Halo, Kak. Iya Kak jadi lebih gampang

   (Hello, Kak. Yes, it became easier for me to learn and write the recount text)

   R: Lebih gampang untuk grammarnya kah? Atau mikirnya jadi lebih cepet? Pas kamu ikut tes nulis yang terakhir ngerasa gampang atau susah nulisnya?

   (Was it easier to think about the grammar? Or was it easier to think about the ideas? How did you feel when you wrote the test? Was it easy or difficult?)

   S1: Mikirnya Kak jadi lebih cepet. Ya, karena mungkin sudah terbiasa Kak

   (It was easier and faster for me to find and think about ideas, Kak. It was maybe because I have accustomed to writing)

   R: Jadi nulisnya ngerasa lebih gampang ya karena ngalir gitu idenya?

   (So, the writing was easier because the ideas were just flowing smoothly, was not it?)

   S1: Iya Kak
(Yes, Kak)

R: Kira-kira nanti bakal kamu lanjutin lagi gak nulis diarynya? Terutama ketika kamu lagi belajar teks recount

(Will you continue writing the diary in the future? Especially when you are learning the recount text)

S1: Iya Kak. Insya Allah

(Yes, Kak. If God’s willing)

R: Nah, sebelum ada diary di kelas, kamu ngerasa sulit gak pas belajar teks recount?

(Next, before we used and wrote the diary at the class, was it difficult for you to learn the text?)

S1: Iya Kak. Gak ngerti sama sekali

(Yes, Kak. I did not understand about it at all)

R: Terus apa yang kamu lakukan kalau gak ngerti? Kamu minta ajarin temen kah? Atau nanya guru?

(So, what did you do when you did not understand the text? Did you ask your friends for help? Or did you ask your teacher?)

S1: Minta ajarin temen Kak. Ya, kadang nyontek gitu

(I asked my friends to teach me, Kak. Ya, sometimes I cheated too)

R: Oh begitu ya. Memangnya yang susah dari teks recount apa sih?

(Oh I see. So, what is the difficult part about the text that you did not understand?)
S1: Mikir verb 2 nya Kak

(To think and learn about the verb 2 (simple past tense) Kak)

R: Oh jadi grammarnya ya. Nah, pertanyaan terakhir ya, menurut kamu perlu gak diary diterapkan di kelas? Misalnya untuk kelas atau sekolah lain nih

(Oh, so the grammar was the difficult part. Ok, this is the last question, do you think that diary writing needs to be done at the class? Let’s say for a different class or in a different school?)

S1: Perlu banget Kak

(It is very necessary, Kak)

R: Kenapa?

(Why do you think so?)

S1: Soalnya itu sangat membantu untuk anak-anak seperti saya Kak biar jadi terbiasa dan sering latihan biar lebih jago nulisnya

(Because it helped students like me, Kak, so I could be more accustomed to writing and I could have more practice that would make me a better writer)

R: Ok, Naufal, terima kasih banyak ya

(Ok, Naufal, thank you very much)

S1: Sama-sama Kak

(You are welcome, Kak)
2. The following is the interview between the researcher (R) and the second student who got low gained scores (S2) in Bahasa Indonesia:

**R:** Halo, Rachel. Kakak mau tanya nih. Nah, skor writing kamu tidak terlalu meningkat dari yang awal Kakak ngasih tes sama yang terakhir. Apakah kamu tidak suka menulis diary? Apakah menulis diary tidak membantu kamu dalam mempelajari teks recount secara lebih mudah?

(Hi, Rachel. I want to ask you a few questions. Your writing score was improving very little from the first test to the last test. Don’t you like writing the diary? And does diary writing not help you in learning recount text?)

**S2:** Halo, Kak. Biasa aja sih Kak, gak suka-suka banget

(Hallo, Kak. I don’t really like it, Kak)

**R:** Kenapa gak suka? Dan menurut kamu apakah nulis diary itu membantu kamu dalam memahami teks recount secara lebih gampang?

(Why do you say so? And do you think that the diary writing help you in understanding the recount text more easily?)

**S2:** Soalnya capek Kak, pegel nulisnya. Biasa aja sih Kak, kayanya gak membantu banget.

(Because writing the diary was tiring, Kak. It did not help me much, Kak)

**R:** Oh begitu. Tapi, menurut kamu, diary membuat kamu jadi lebih terbiasa dalam menulis gak? Kan jadi lebih sering latihan tuh

(Oh, I see. Do you think that the diary writing help you to be more accustomed to writing? I mean, you had more practices because of it)

**S2:** Oh iya Kak emang jadi terbiasa soalnya sebelum diary aku jarang banget nulis apalagi nulis Bahasa Inggris
(Yes, I do. The diary writing really made me write more, so I was more accustomed to writing because I rarely wrote before especially in English)

**R:** Ok. Kalau pas tes menulis yang terakhir, kamu ngerasa gampang atau sulit ngerjainnya? Ngerasa lebih paham teks recount gak?

(Ok. What did you feel when you did the last writing test? Was it easy or difficult? Did you think that you understand the text better?)

**S2:** Ya, kaya pas tes tulis yang pertama Kak. Gak terlalu susah sih, biasa aja Kak. Gak ngerasa lebih paham juga.

(It was like the first test, Kak. It was neither too difficult nor easy. I also did not feel like I understood more, just so so)

**R:** Ok deh, nah pertanyaan terakhir ya, kira-kira apa nih yang bisa membantu kamu dalam memahami teks recount agar lebih baik lagi? Apa perlu media atau teknik lain gitu biar kamu lebih gampang lagi dalam menulis?

(Ok, this is the last question. Can you mention one or two things that might help you understand the text better? Do you perhaps need other media or techniques to use so you can write more easily?)

**S2:** Media kaya gimana ya Kak? Maksudnya Kak?

(What do you mean by media, Kak?)

**R:** Iya kan kalo diary belum bisa membantu kamu banget nih, nah mungkin media atau teknik lain bisa gitu. Ya, mungkin kaya pake gambar ketika menulis. Kirakira bisa membantu kamu gak?

(So, diary did not help you much, right? So, maybe there are some other media or techniques that can be used such as the use of pictures in writing. Do you think the pictures can help you in writing better?)
S2: Oh iya Kak kayanya bisa deh soalnya seru Kak kalo ada gambar atau video juga mungkin Kak

(Yes, Kak, I think they can. Pictures are fun and interesting. Videos might help me too Kak)

R: Kenapa kamu berpikir kalau gambar dan video bisa membantu kamu? Apakah itu membuat kamu lebih kreatif atau gimana?

(Why do you think that pictures and videos can help you? Do they make you become more creative? How?)

S2: Ya, karena kalo ngeliat gambar atau nonton video bisa mancing ide untuk nulis gitu Kak terus kan seru apalagi kalo gambarnya lucu atau video artis gitu Kak kaya Kendall Jenner hehe

(Yes, they do, because they can stimulate the ideas to write. They are also fun especially if the pictures are funny or if the videos are about celebrities like Kendall Jenner Kak)

R: Ok deh, Rachel, terima kasih banyak ya

(Ok, Rachel, thank you very much)

S2: Ok Kak sama-sama. Sukses ya Kak

(Ok, Kak, you are welcome. I wish you best of luck).
Two days ago, I went to Universitas Indonesia. I went to UI with Vrista, Elza, and Ern. We went there by train. Before I arrived at UI, I went to Railway station. I went to Railway station by public transportation. Before that, I went to Vrista's house. Because Vrista is forgot to the UI.

Last night we chatted in line. And we talked about we're planning. But Vrista think we don't went to UI. And I should went to Vrista's house. Then we met at Vrista's house. After that we went to UI together. And we arrived to UI.

We saw many people in the UI. And They are style is very good. And I saw much tree. And the air very clean. Then we searched food court in UI. Then we went to UI library. Then we went to some faculty. And I very tired. This is a good day.

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| 90  | 0.255 | 0.268 | 0.280 | 0.290 | 0.300 | 2.013 | 2.410 | 2.687 |
Kepada Yth.

Siti Nurul Azkiyah, M.Sc., Ph.D.
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudari untuk menjadi pembimbing I (materi/teknis) penulisan skripsi mahasiswa:

Nama : Nur Millah Mutsliah
NIM : 1112014000018
Jurusan : Pendidikan Bahasa Inggris
Semester : 8

Judul Skripsi : The Effectiveness of Diary Writing on Students’ Writing of Recount Text (A Quasi-Experimental Study at the Eighth Grade of SMPN 166 Jakarta)


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudari, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Kepada Yth.
Muhammad Ermawan, S.Pd., M.M.
di 
Tempat
Assalamu’alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Nur Millah Mutsliah
NIM : 1112014000018
Jurusan : Pendidikan Bahasa Inggris
Semester : 8

Judul Skripsi : The Effectiveness of Diary Writing on Students’ Writing of Recount Text (A Quasi-Experimental Study at the Eighth Grade of SMP N 166 Jakarta)

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di sekolah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Kajur Prodi Pendidikan Bahasa Inggris

Dr. Alek, M.Pd.
NIP. 19690912 200901 1 008

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor: 715 / 1.851.522

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama Negeri 166 Jakarta Selatan, dengan ini

MENERANGKAN
Nama : NUR MILLAH MUTSLIAH
NIM : 1112014000018
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)

Nama tersebut di atas telah mengambil data penelitian dalam rangka penulisan skripsi/tugas akhir yang berjudul "The Effectiveness of diary writing on Students' writing of recount text (A Quasi-Experimental study at the Eighth Grade of SMP Negeri 166 Jakarta)

Demikian surat keterangan ini kami berikan, agar dapat dipergunakan sebagaimana mestinya.

Jakarta, 26 Mei 2016
Kepala SMP Negeri 166 Jakarta

MUHAMAD ERMAYA, S.Pd,MM
NIP. 196803051991031006