The Effectiveness of Journal Writing towards Students’ Writing Ability and Their Attitudes in Writing Recount Text

(An Experimental Study at the Tenth Grade Students of SMA Muhammadiyah 8 Ciputat Academic Year 2016/2017)

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THE EFFECTIVENESS OF JOURNAL WRITING TOWARDS STUDENTS' WRITING ABILITY AND THEIR ATTITUDES IN WRITING RECOUNT TEXT

(An Experimental Study at Tenth Grade Students of SMA Muhammadiyah 8 Ciputat)

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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 Journal Writing towards Students' Writing Ability and Their Attitudes in Writing Recount Text (An Experimental Study at the Tenth Grade Students of SMA Muhammadiyah 8 Ciputat) written by Safitri, student's registration number 1112014000083, was examined by the committee on June 15th 2017 and was declared to have fulfilled one of the requirements for the degree of S.Pd. (Bachelor of Arts) in English Education at the Department of English Education.

Jakarta, 15 June 2017

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ABSTRACT

SAFITRI, 2017, The Effectiveness of Journal Writing towards Students’ Writing Ability and Their Attitudes in Writing Recount Text (An Experimental Study at the Tenth Grade Students of SMA Muhammadiyah 8 Ciputat), Skripsi, Department of English Education, The Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta.

Key Words: Journal Writing, Students’ Writing Ability, Attitudes, Recount Text.

This study aims to know the empirical evidence about the effectiveness of journal writing towards students’ writing ability and their attitudes in writing recount text. This study applied quantitative method by using Pre-Experimental Design type One Group Pretest- Posttest Design. The subject of this research was tenth grade students of SMA Muhammadiyah 8 Ciputat. The sample of this study is X IPA 2 with total 32 students. Research instruments which used in this study were pretest-posttest to gain the data for students’ writing ability and questionnaire for students’ attitudes in writing. The data obtained was analyzed by using descriptive statistics and inferential statistics. The result of students’ writing ability showed N-Gain mean 0.71 and $t_0$ in parametric test is -15.434 and assymp.sig (2 tailed) is 0.000 which $t_0 < -2.03951$ and sig. < 0.05. Therefore, it could be concluded that journal writing is effective towards students’ writing ability in writing recount text. Moreover, students’ attitudes in writing recount text is used non-parametric test because the data is ordinal. The result of Wilcoxon matched-pair rank test showed $Z = -4.939$ and assymp.sig (2 tailed) is 0.000 which $Z < -1.96$ and sig. < 0.05. Therefore, it could be concluded that journal writing technique is effective towards students’ attitudes in writing recount text at the tenth grade students of SMA Muhammadiyah 8 Ciputat.
ABSTRAK

SAFITRI, 2017, The Effectiveness of Journal Writing towards Students’ Writing Ability and Their Attitudes in Writing Recount Text (An Experimental Study at the Tenth Garde Students of SMA Muhammadiyah 8 Ciputat), Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta.

Kata Kunci : Journal Writing, Students’ Writing Ability, Attitudes, Recount Text.

Penelitian ini bertujuan untuk mengetahui bukti empiris tentang keefektifan teknik menulis jurnal terhadap kemampuan menulis siswa dan sikap mereka dalam menulis “Recount text”. Penelitian ini menerapkan metode kuantitatif dengan disain eksperimen tipe “One Group Pretest- Posttest”. Subjek dari penelitian ini adalah siswa kelas sepuluh di SMA Muhammadiyah 8 Ciputat. Sampel dari penelitian ini adalah kelas X IPA 2 yang terdiri dari 32 siswa. Instrument penelitian ini adalah test untuk mengumpulkan data kemampuan siswa dalam menulis dan angket untuk mengumpulkan data sikap siswa dalam menulis. Data yang sudah terkumpul kemudian dianalisa menggunakan statistik deskriptif dan statistik inferensial. Hasil dari deskripsi data kemampuan siswa dalam menulis menghasilkan rata- rata N-Gain sebesar 0.71 dan t₀ dalam parametrik test adalah -15.434 dan assypmp.sig (2 tailed) 0.000 sehingga -t₀ < -2.03951 and sig. < 0.05. sehingga dapat disimpulkan bahwa pengajaran menulis recount text dengan menggunakan teknik menulis jurnal efektif dalam meningkatkan kemampuan siswa dalam menulis recount text. Disamping itu, untuk mengukur sikap siswa dalam menulis recount text menggunakan non-parametrik test karena data tersebut berbentuk ordinal. Hasil dari wilcoxon matched- pair rank test menghasilkan Z hitung sebesar -4.939 dan assymp.sig (2 tailed) adalah 0.000 sehingga Z < -1.96 dan sig < 0.05. sehingga dapat disimpulkan bahwa teknik menulis jurnal efektif dalam meningkatkan sikap siswa dalam menulis recount text pada siswa kelas X di SMA Muhammadiyah 8 Ciputat.
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Jakarta, 30 Mei 2017

The Writer,

Safitri
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CHAPTER I

INTRODUCTION

This chapter describes background of the study, identification of the problems, limitation of the problems, formulation of the problems, objective of the study, and significances of the study.

1.1 Background of the Study

English is one of the compulsory subjects in senior high schools in Indonesia. In Indonesian curriculum there are four major skills which have to be taught in the English teaching and learning process. They are listening, speaking, reading and writing. Learners must learn to listen, speak, read, and write in English and master the four English major skills to achieve the teaching learning purposes.

One of the language skill that has to be mastered by English foreign learners is the ability to write well in order to communicate with the target language. Moreover, writing skill is an important part of communication. Good writing skills allow people to communicate their messages with clarity to a far larger audience than through face-to-face or telephone conversations. So, foreign learners need to be able to write on their target language well in order to measure whether the learning processes run well.

However, writing is a skill which is considered very difficult by many students. As a matter of fact, the students have many problems dealing with English. According to the result of daily test from the 10th grade students of SMA Muhammadiyah 8 Ciputat, most students’ writing skill is still low. There were about 101 of 190 students did not pass the minimum score that is targeted by the teacher. That makes the writer curious what prevents students from making a proper recount writing. After conducting some observation, the writer concluded that there are some difficulties faced by the students in writing. They considered
that writing is a boring activity because they found that it is hard to communicate their ideas in writing form. This problem is caused by their lack of English vocabulary. According to Maltepe et al, writing is the most difficult language skill to learn.\(^1\) Moreover Rass also stated that there are some features that make writing a difficult language skill. She said that “writing is a difficult skill both native speakers and nonnative speakers alike, because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics such as capitalization.”\(^2\) However, people could learn this skill like any other skill, although it’s not an easy thing to write well.

Brown said that writing is difficult skill for some people, but this skill could be learnt like any other skill, such as swimming. In line with Brown, Lenneberg stated that writing is like swimming. All people are walking and speaking naturally but swimming as well as writing is a learnt behavior which needs extra efforts.\(^3\) Besides, Betty stated that writing is a process of discovery. She said that by putting ideas on a piece of paper people who write down their thoughts will become more aware about what is important for themselves. Moreover, writing could sharpen thinking skill. As she stated that in learning to write well there will be improvement to analyze literatures or situation. In short, writing could be learnt by every people through many efforts and stages in writing and become their natural skill.\(^4\)

From a preliminary research that the writer’s conducted, she found that from those four basic skills, writing was the most difficult skill to be mastered by the students. They were able to speak, read and listen but if she asked


them to write, most students got confused to find topic, determined main ideas and their vocabulary is still limited. She also found that there were some other factors that influenced students’ learning writing development and their attitudes. There are causal factors that influence their attitudes such as less motivation of learning English and self confidence. Then, most students are afraid of making grammar mistakes, lack of ideas, and lack of vocabulary.

Meanwhile, the students’ good achievement in English subject especially in writing skill is also influenced by some factors, such as their attitudes towards a subject. Phillip defined attitudes as, “manners of acting, feeling, or thinking that show one’s disposition or opinion”. Attitudes could be seen by their act in class and their motivation to learn the subject given. Students’ positive or negative attitudes will influence their learning achievement. In other words, they could get a good writing skill if they interested in English subject and vice versa.

In line with the students’ attitude in grade X in SMA Muhammadiyah 8 Ciputat in English subject. Some of them being receptive to the subject and other are resisting against English subject. These attitudes could be seen by their behavior in learning processes in the classroom. For example, the students who like English subject usually participated in the learning processes, while others were just coming to the classroom.

Moreover, syllabus for English subject requires students to be able to write various types of text, such as letter, announcement, procedure, narrative, descriptive, recount, etc. One of writing types which is being taught by Indonesian students, especially in Senior High School, is recount text. Recount text is a piece of text that retells past events, usually in order in which they occurred. Then the purpose of the text is to give the audience a description of what is occurred and

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when it occurred. In other words, the text provides information about what happened, when it happened, where it happened, and who was involved.

Based on some problems that have been mentioned above, the writer considers that it is necessary to find out a technique to help students in writing, especially in recount text. These problems could be solved by building their confidence in writing and help them express their ideas. If they can improve their confidence, their vocabulary could be improved. Then, in order to minimize students’ writing apprehension, improve their writing skill and build their confidence, the writer offers “Journal Writing” to be applied to this study. Langan said that keeping daily journal is one excellent way to practice writing.

Whereas, writing is not merely about checking grammar elements, but it is more concerned to enhance students’ ability, to express their ideas and put it into written form through five basic stages, they are pre-writing, drafting, revising, and editing or proofreading. Therefore, students must be confidence to share their ideas in order to develop their own skill by writing daily journal.

There are some advantages of using journal writing to improve students’ writing ability. First, it could reduce students’ anxiety, when people write a record for their everyday life or maybe they write their thought about something in a paper without any pressure of others, they will be more productive and feel free to write. As Raimes stated that “When people write everyday, for their own eyes and not to be judge by another, they often find that they can write more and more each day.” It means that in learning writing students must avoid some factors that make them worry to write. Second, students could develop their own skill in writing without depending on teacher or others but on themselves. In line with a study by Brian Huot and Michael Williamson, one of their student Ann, as she learned to use her journal to become a more effective. Ann’s case illustrated that

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journals provide the basis for helping students to learn to teach themselves, because they provide an opportunity to explore attitudes towards writing, strategies for writing, and beliefs for writing.\footnote{Brian Huot and Michael M. Williamson, The Journal as an Adjunct for Teaching Basic Writers, Research and Teaching in Developmental Education, Vol. 6, No. 1 (Fall 1999), p. 71.}

Based on the descriptions above, the writer interests to propose one teaching technique that have been shown to be a beneficial teaching technique. The writer would like to conduct a study by titled The Effectiveness of Journal Writing towards Students’ Writing Ability and Their Attitudes in Writing Recount Text (An Experimental Study at Tenth Grade SMA Muhammadiyah 8 Ciputat).

1.2 Identification of the Problems

Based on the background of the study above, there are some problems that can be identified in this research:

1.2.1 The students lack of writing practice in learning process.
1.2.2 The teacher does not use interesting technique in teaching writing.
1.2.3 The majority of the students assumed that writing in English is a difficult assignment.
1.2.4 The students generally poor in terms of content, organization, vocabulary and language use (although they have been taught before).
1.2.5 Some of the students like to learn English while the others don’t.
1.2.6 Some of the students hardly express their ideas in written form.

1.3 Limitation of the Study

The study focused on investigating the problem which is limited to students writing ability and students attitudes in writing of tenth grade students of SMA Muhammadiyah 8 Ciputat. The writer chose writing ability because the students’ writing ability at SMA Muhammadiyah 8 Ciputat is still low. Besides, the writer also want to know the students’ attitudes before and after treatment by using journal writing technique. Moreover, based on the school’s syllabus when
the writer conduct the research, this study concerned with recount text. Besides, the writer chose to employ journal writing as a technique to apply in this research, because many researchs are successful when implementing journal writing to teach mathematics, speaking, and also writing. Therefore, the writer limits the study on the effectiveness of journal writing towards students’ writing ability and their attitudes in writing recount text attent grade students of SMA Muhammadiyah 8 Ciputat.

1.4 Formulation of the Problems

Based on the background of the study, the writer formulated the problem as follow:

1.4.1 Is journal writing effective towards students’ writing ability in writing recount text?
1.4.2 Is journal writing effective towards students’ attitudes in writing recount text?

1.5 The Objectives of the Study

The objectives of the study are:

1.5.1 To see the effectiveness of journal writing towards students’ writing ability in writing recount text.
1.5.2 To see the effectiveness of journal writing towards students’ attitudes in writing recount text.

1.6 Significance of the Study

This study is expected to have some significance not only for the writer herself, but also for English teacher, the students, and other researchers. For English teacher, the writer hopes that the result of this study could enrich teacher’s way in teaching writing in recount text. For the students, the result of this study is hoped that they will be able to widen their skill in writing by using journal writing in order to make them easy and feel free to express their ideas. The last is for other researchers who are interested in studying related research could get more information from this study to do further research.
CHAPTER II
THEORITICAL FRAMEWORK

This chapter is going to talk about the theoretical framework of writing, journal writing, writing ability, students’ attitudes and recount text. It also discusses about the relevant study to this research.

2.1 The Nature of Writing Ability

2.1.1 Definitions of writing

Everyone has experience in their life, either it is good or bad. People express their experiences by many ways, such as retells to the others or just keep it in written form for their own.

Writing is one of productive language skills besides speaking. It is intended to communicate messages or to give information to other people. Writing is a skill. Therefore it needs to be learned and practiced whether in classroom or out of classroom. Writing is also a transferring knowledge or message from people’s mind or form whatever people read to a written form. For the definition of writing, there are many authors define writing in such many opinions. Some of them state the definition of writing as follow.

Dietsch stated that writing is a process of discovery. When people write, they will discover thoughts and ideas that lies on their mind. They also will be challenged to expand their knowledge in order to become more aware of the force that influence their way of thinking.\(^1\) Moreover, Langan said that “...writing is process of discovery which involves a series of steps, and those steps are very often a zigzag journey.”\(^2\) As students write, they will know their thoughts and where it stands. Therefore, writing experiences could motivate to write constantly. Besides, it is one way to enhance students’ writing skill although it is not easy to start.

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According to Hyland, Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic.\(^3\)

Based on the explanations above, it could be concluded that writing is an activity that involves a series of steps to transfer ideas to paper. When people write, they try to convey things in their mind to readers through their writing. Besides, writing is a skill that can be learned and developed through practice which means the more the students practice in writing, the better they will be able to write.

2.1.2 The Writing Process

Process can be meant as methods or ways to get what people want or steps to achieve goals and objectives of a plan. In writing process, it can be seen that this process is the steps for people to pour their thoughts in written form.

Meanwhile, Miller in Langan stated that writing processes are include prewriting, drafting, revising, and editing.

2.1.2.1 Prewriting

Prewriting, in this stage we could determine what we will write, to determine ideas and supporting ideas. In this stage, there are five techniques to help the writer think about and get words on paper. The five techniques are freewriting, questioning, making a list, clustering.\(^4\)

1). Freewriting

In freewriting, the writer writes on the certain topic for about ten minutes in this part the writers should write anything related to the topic without stopping. They do not need to worry about spelling or punctuation, about erasing mistakes, about organizing material, or about finding exact words. There is no need to worry about mistakes, all they need to do is writing something related to the topic without stopping. Since, they do not have to

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worry about mistakes; they can focus on discovering what they want to say about the subject.\textsuperscript{5}

2). Questionings

In questioning, the writers will generate ideas and details by asking as many questions as they can think of about the subject. The questions include Why? Where? Who? How? In what ways?\textsuperscript{6} Asking question could be an effective way to help the writers to think about a topic from different angles. Besides, it also can help them to generate the ideas.

Example:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did I hate about the job?</td>
<td>Very hard work.</td>
</tr>
<tr>
<td></td>
<td>Poor pay. Mean Bosses.</td>
</tr>
<tr>
<td>How was the work hard?</td>
<td>Nonstop cartons of apple juice.</td>
</tr>
<tr>
<td></td>
<td>Cartons become very heavy.</td>
</tr>
<tr>
<td>Why was pay poor?</td>
<td>$3.65 an hour (minimum wage at the time). Only a quarter more for working the second shift. Only good money was for overtime—where you got time—and a half. No double time.</td>
</tr>
<tr>
<td>How were the bosses meaning?</td>
<td>Yelled at some workers.</td>
</tr>
<tr>
<td></td>
<td>Showed no appreciation.</td>
</tr>
<tr>
<td></td>
<td>Created bad working conditions.</td>
</tr>
<tr>
<td>In what ways were working condition bad?</td>
<td>Unheated truck in zero-degree weather.</td>
</tr>
<tr>
<td></td>
<td>Floor of tractor trailer was cold and steel.</td>
</tr>
<tr>
<td></td>
<td>Breaks very limited—only two of them.</td>
</tr>
</tbody>
</table>

\textsuperscript{5}Ibid., p. 19.

\textsuperscript{6}Ibid., p. 21.
3). Making a list

Making list also known as brainstorming, we create a list of ideas and details that relate to the subject. The aim is to collect raw material by making up a list of everything that related to the subject. What we have to do is just write as many details as we can think of in five or ten minutes.

Example:7

<table>
<thead>
<tr>
<th>Apple factory job - worst one I ever had</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bosses were mean</td>
</tr>
<tr>
<td>Working conditions were poor</td>
</tr>
<tr>
<td>Went to work at 5 P.M., got back at 7 A.M.</td>
</tr>
<tr>
<td>Lifted cartons of apple juice for ten hours</td>
</tr>
<tr>
<td>Cartons were heavy</td>
</tr>
<tr>
<td>Only two ten-minute break at night</td>
</tr>
<tr>
<td>Pay was only $3.65 an hour</td>
</tr>
</tbody>
</table>

4). Clustering

Clustering also known as diagramming or mapping. This is another strategy that can be used to generate material for a paragraph. It is also very helpful for people who think in a visual way. Lines, boxes, arrows, and circles are used to show relation between ideas and details of the subject.8

2.1.2.2 Drafting

Drafting is one of the stages of the writing process. Drafting means writing a preliminary version of a work that writer will later revise. It means getting ideas on a paper, so that the writer can work with them. In this part, the writers have an opportunity to develop their ideas. In addition, drafting is the time to

7Ibid., p. 22.
8Ibid., p. 23.
put in additional thoughts and details that did not emerge during prewriting process.

2.1.2.3 Revising

Revising involves considerably more than fixing the spelling and punctuation before passing the writing on to reader. In additions, revising is seeing again, taking another look. Even though writers often do some revising as they draft.

2.1.2.4 Editing

Editing is the last major stage in the writing process. It is time to make sure that each sentence is complete. Although a paragraph is otherwise well-written, but if it contains such mistakes the reader would not be impressed. Therefore, to make the sentences flow smoothly and clearly, we need to edit the paragraph for mistakes in grammar. Such as, we can check each subject-verb pair to make sure that they agree. Correct dangling modifiers and sift intense person, or tune. In addition, make sure that all your pronouns clearly refer to their antecedents. Besides, we also need to concern the mistakes on punctuation, mechanics, usage, and spelling.

2.1.3 The Purpose of Writing

When people write, they must have motivation or any reason to do it. People have their own goals and objectives when they write what on their minds. Some of them want to share their thought and the others may want to amuse the readers, to inform important things, and so on. In other words, the writers will likely to accomplish their objectives in writing if they know what and why they write a passage.

Traditionally, Hyland stated that there are four categories purposes in writing. They are to express, to inform, to entertain, and to persuade. Meanwhile, Miller stated that the purposes of writing are to understand experience, to report information, and to inspire others.

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a. Writing to understand experience. This is writing to record experience or about what has happened to the writers. In this part, the writers draw upon memories to help them understand who they are, how they become that way, what they like or what they want.  

b. Writing to report information. Writing to report information has the function to present the data. Data is a kind of information which is still unorganized and unconstructed.

c. Writing to inspire others, it means being able to elevate the human spirit by reminding people of what is more important in life and what it is possible to achieve.

2.1.4 Characteristic of Good Writing

A quality of writing may become one of the considerations for audiences who want to read. Anyone want to write or produce a writing as well as possible in order to be readable exactly. There are some criteria of good writing as follows: Hedge mentions a number of characteristics of good writing as follow:

a. A writing may have a good structure, or grammatically right.
b. A range of vocabulary is used in writing to choose the appropriate words to describe the ideas in writing.
c. Put punctuation well and meaningful.
d. Use the conventions of layout correctly, for example in letters
e. The spelling of word accurately.
f. Use a range of sentence structure.
g. Linking ideas and information across sentences to develop a topic.
h. Developing and organizing the content clearly and convincingly.

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12Ibid., p. 97.
13Ibid., p. 521.
According to Steva Peha, characteristics of a good writing as follow:

a. Ideas that are interesting and important. Ideas are the main information that become a heart of the writing. In other words, it is the thing that the writer talking about and what writer want to share information about.

b. Organization that is logical and affective. This is the way of the writer serve the writing or usually called sequence of order.

c. Voice that is individual and appropriate." Voice is how the writing feels to someone when they read. Is it formal or casual? Is it friendly and inviting or reserved? Voice is the expression of the individual personality through words."

d. Word Choice that is specific and memorable. A good writing uses only the right words to say the right things.

e. Sentence fluency that is smooth and expressive. When the writing has fluent sentences, it will be easily understand by the reader and also make the reader fun to read with expression.

f. Conventions that are correct and communicative. It is the way the reader agree to the punctuation usage, spelling, grammar, and other things that make writing consistent and easy to read.

From the definition above, there are so many characteristics of good writing according to some experts. But there are five of the most important characteristics are parallel structure, conciseness, sentence variety, correct spelling and grammar, and effective paragraphing. For example use parallel structure, so the writer has to avoid mixing form of verb in one sentence. If the writer want to use –ing form of a verb in a list, use it for all verbs in the list. Such as, Mr. Karto is trustworthy, dependable, and detail-oriented. Then, sentence variety to add interest to the writing by using all types of types of sentences;

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simple, compound, complex, and compound-complex. In short, by studying the writing of others, we can learn how to get them into our own writing.

2.2 The Nature of Journal Writing

2.2.1 Definition of Journal Writing

Because writing is a skill, it makes sense that the more you practice writing, the better you will write. One excellent way to get practice in writing is to keep a daily journal. Journal is a book in which people write about their experiences regularly. Journal is a media like a note, book, pad, etc, that generally has function as a diary. Journal is same as the diary, but that not contains of the students experienced only. According to Tarigan in Wafa et al. He stated that “Journal is one of the personal note that actually almost same with the diary, on the diary we are the talking points and so do on the journal, but the difference is that on the journal we are give other people to read our journal while on the diary we usually keep our privacy.”

From the definition above the writer concludes that journal is a media to record people daily live or experience. Besides, for a journal, one does not just record one's experiences but also thoughts, feelings and reflections. It also contains feelings, emotions, problems, and self-assurances and can be used to evaluate one’s life. It is different from diary although some experts say they are the same. A diary is mainly used to write things you would like to remember - daily activities, how the day was spent, what was done, the daily routine and anything that needs to get done.

2.2.2 Kinds of Journal Writing

A variety of journaling types and formats have been developed over the years. There are many educators who divided the kinds of journal writing into

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18Asma Wafa, Muh Syafei, and Ahdi Riyono, Keeping Journal Writing to Improve the Writing Ability of tenth Grade Students of SMA N 1 Jekulo Kudus in Academic Year 2009/2010, Kudus: Universitas Muria Kudus, ISSN: 1979-6889, p. 3.
some types, but here the writer just explained the types of journal writing that explained by Hiemstra in Wafa et.al. who has found particularly useful in the graduate classroom. He stated that each has advantages and disadvantages, but all are effective in helping students to record important information to their efforts. Hiemstra divided the kinds of journal into:\textsuperscript{19}

a. Learning Journals

This is the recording device during an educational experience that has a function to enhance frequent writing by give stimulation while reading course materials or talking with fellow students. Stimulation here can be from the topic, article, songs, etc.

b. Diaries

A diary is consist of daily experiences involves the unstructured, chronological recording of the events of a person’s life as they are perceived.

c. Dream Book or Log

This is use for personal or psychological reasons in recording and/or interpreting their dreams.

d. Autobiographies, Life Stories, and Memoirs

Autobiography focuses on self-assessment, life stories typically assess someone else's life but can be used personally, and memoirs take a more informal approach to telling a life story.

e. Spiritual Journals

A spiritual journal usually is somewhat different than a regular journal or diary. It normally involves recording personal reactions to spiritual or religious matters.

Meanwhile, Miller stated that there are kinds of journal writing, they are personal journal and reading journal.

a. Personal journal

\textsuperscript{19}Ibid., p. 4.
In personal journal, students write about their own experiences and their world. It could be useful source when students preparing to write essays that focus on their own experiences.

b. Reading Journal

In reading journal, students focus on giving responses to whatever they read. It includes summaries of difficult assignment that they may want to review when preparing an exam. Besides, they also give their reaction why they liked, disliked, or wanted to learn more.  

2.2.3 Advantages of Journal Writing

There are several reasons why keeping a journal is chosen as very interesting thing to apply as writing treatment. Writing a journal will help students to develop the habit of thinking on paper and will show them how ideas can be discovered in the process of writing. It also can make writing a familiar part of their life and can serve as a continuing source of ideas for papers.  

According to Harmer, there are several advantages that make teachers tend to choose journal writing to teach their students in writing:

a. The value of reflection

By using journal writing, students have an opportunity to think about how they are learning. It includes their difficulties in the learning processes and what is easier for them. Then, it also helps the students to know how they achieve their success in learning. Therefore, they could know their progress in learning processes.

b. Freedom of expression

Journals allow students to write their ideas or express their feelings more freely then they might to do. If they know their journal are not going to be read by anyone (except they want people to read them), they will write more freely. Also, they can decide how much materials they want to include, and they can write at their own speed.

c. Developing writing skill

21Langan. loc.cit.
Journal writing encourages students to write independently and continually. They expand their range of written expression and write with greater ease and speed. Then it also creates a writing habit for students, so the students will get better and more fluent in writing because they got a lot of practices.

d. Students- teacher dialogue

By using journal, teachers could encourage dialogue with their students. When students write journals, they will write what they feel and experienced during the class, so the teachers also will know whether the classroom methodology they used is effective. Besides, when students say how they feel about things, teachers often find responses to lesson segments they had not anticipated because learner’s perceptions are often different from the teachers perspective. 22

2.2.4 How to apply journal writing

There are several things teachers could do to make journal writing success 23:

a. Be enthusiastic- the first thing students need to perceive is that their teacher is really enthusiastic about the idea of journal writing. Teachers should be able to show by the way they talk about it that they are really like and make them think it is fun and useful.

b. Explain why and what- teachers need to tell the students why they are asked to write journals. Teachers should impress them that journal writing is a good habit and have many benefits, such as building writing habit, students have a freedom to write on their own ideas, and good for being able to communicate with the teacher.

When the students have understood why teachers suggest them to write journal, teachers should talk about the kind of writing they might to do. Then, teachers may explain that students could write any interesting


23 Ibid., p. 128.
stories or things that happened to them or every issues that they think interesting or amuse them.

c. How often and when?- there is no rule about how often students should write their journals to their teacher. Students could submit it as often as they can do. However, there will be big differences between those who are committed and able to take action on their own and those who are less effort to take action.

d. Making it work- then, to maintain students’ enthusiasm over a long period of time, teachers should make sure that the journal writing run well periodically. Sometimes, teacher also should give respond to students’ journal.

e. Responding to journal- there are many different ways of responding students’ journals, such as journal writing enterprise and student- teacher dialogue. Journal- writing enterprise is possible to argue, for example, student journals should remain entirely private so the teacher or another students shouldn’t see what he or she has written. This way will give students real space to be creative with a feeling of confidence. Then, student- teacher dialogue is teacher responses to students written. Teachers read every student’s journal and give comments. The comments could be suggestion or positive evaluation.

2.3 Attitudes

2.3.1 Definition of Attitudes

It is important for us to remember that what students believe about learning and themselves as learners plays a key role in determining their success as learners.

Purwanto stated that an attitude is people’s response towards stimulus. He also stated that attitudes is a tendency to react in a certain way to a stimulus or
situation that they faced.\textsuperscript{24} It means that attitudes is how a person's reaction if he faces a stimuli about people, things or situations about himself. Meanwhile, Ellis stated that “Attitude involve some knowledge of situation. However, the essential aspect of the attitude is found in the fact that some characteristic feeling, or emotion is experienced, and as we would accordingly expect, some definite tendency to action is associated.” so according to Ellis there are factors which have important role in attitude is a factor of feeling or emotion, and the second factor is the reaction/ response. Therefore, attitude is important determinants of human behavior. In conclusion, attitude is a reaction towards stimulus, so it is always associated with the two alternatives, they are “likes” and “dislikes”\textsuperscript{25}.

Moreover, Kunandar stated that attitude is related to someone’s tendency in response to an object. It could be like or dislike towards something. He also stated that attitudes can be shaped so that a certain behavior could be made.\textsuperscript{26}

Furthermore, Gardner reveals, “Attitudes are related to behavior, though not necessarily directly.”\textsuperscript{27} From the Gardner’s view, it can be considered that although behavior is frequently associated with attitudes, the attitudes can also involve and associate other things such as an opinion or idea about things; in other words, the attitudes can be seen concretely through behavior or abstractly through an opinion or idea.

In addition, according to Kasschau, there are a number of sources that create and form one’s attitude as follows:

a. Conditioning associates to stimulus given that lead to some reactions;

b. Cognitive evaluation associates to the reasoning or evaluation systematically and logically given that leads to a reaction such as agreement.


\textsuperscript{25}Ibid.


c. Observational learning can be done through the activity of imitating or watching others. It may derive from the surrounding persons or things, such as parents and peers, or even a culture prevailing.  

According to The Concise Oxford Dictionary, attitude is a “settled behavior, as indicating opinion”, or a “settled mode of thinking”.  

Attitude means how people think or feel about something and how it makes them behave. Similarly, İnål, et al. state that “attitude refers to our feelings and shapes our behaviors towards learning”.  

In addition, Maio and Augoustinos stated that attitude is the way one is likely to like or dislike something (such as an idea or behavior) and someone. For instance, students who have a pro or contra view about a matter discussed in classroom can be considered as their attitudes toward that matter.  

Besides, most of researchers belief that student's attitude is an essential part in learning process which is important to be consider as one of the component in the methods of teaching language. Therefore, attitude plays an important role in foreign language learning as it determines to a large extent the learners’ behavior and influence students’ learning processes.  

2.3.2 Pedagogical Components of Attitude  
Attitudes consists of three pedagogical components, they are cognitive component, affective or emotional component, and behavioral component.

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32Gregory Maio and Martha Augoustinos, Attitudes, Attributions, and Social Cognition, 2015, p.29 (www.sagepub.com/.../29581_02_Maio_&_Haddock_C.)
a. The cognitive component, which refers to the mental process of perception, conceptions and beliefs about the attitudinal object, in this case, is students’ attitudes in writing.

b. The affective or emotional component, which collects all those emotions and feelings that stimulate statistics, for example; those subjective reactions of trust and distrust, like and dislike, among others.

c. Finally, the behavioral component is related to expressions of behavioral intention or action, behavior that represents the tendency to act or resolve in a specific way.³³

In addition, Ostrom et al. in Khoir state that researchers identify three types of response when people show their attitude to others. They are affective, cognitive, and conative components of attitude. It is familiarly called tripartite of attitude.

“Affective responses refer to the emotional feelings and psychological consequences of encountering or thinking about an attitude object. These feeling vary from positive to negative or to evaluate dimension. Cognitive responses refer to the facts, knowledge, structures, beliefs, inferences, and assumptions made about the attitude object. They vary from favorable to unfavorable on the evaluation dimension. Conative responses refer to behavioral intentions and overt actions taken in regard to the attitude object. They vary from supportive to hostile on the evaluative dimension.”³⁴

Meanwhile, Papalia and Olds also stated that there are three elements of an attitude comprising:

a. The cognitive component which refers to what one thinks;

b. The emotional component which refers to how you feel;

c. The behavioral component which refers to how one tends to act out one’s thought and emotion.³⁵

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³⁵Kunandar, Loc. Cit.
In conclusion, based on several definitions related to attitudes described by a number of experts above, an attitude can be considered as the condition, state or the way one is likely to behave toward specific things which can be in the form of concrete or abstract. The concrete attitude refers to the action done to particular things, whereas the abstract attitude refers to having an idea or feeling about particular things. Besides, attitudes can be indicated cognitively, emotionally, and behaviorally. Also, the way people have an attitude is influenced by several factors that derive from inside or outside of themselves. The factors can be in the form of stimulus, reasoning, or observation through imitating and watching.

2.3.3 The Characteristics of Attitudes

Sarwonoin Kuncoroningsih argues that the characteristics of attitudes is it has a specific object (person, behavior, concepts, situations, things and etc.) and contains evaluation, agree and disagree, likes and dislikes.\(^\text{36}\) According to Walgito, while the characteristics of attitude are:\(^\text{37}\)

- a. Attitude is not inborn
  
  An attitude is not taken since the individual is born. Attitude is formed in the development of the individual because attitudes can be changed and learned.

- b. The attitude is always associated with the object attitudes
  
  Attitude always formed or studied in relation to certain objects through the process of perception of the object. Positive or negative relationship between individuals with particular object, will cause a certain attitude as well as from individuals of the object.

- c. Attitudes can be concerned on an object, but also can be concerned on the set of objects.


\(^{37}\)Ibid., 14.
If someone has a negative attitude to someone else, then that person will have a tendency to also showed a negative attitude to the group in which someone is incorporated in it.

d. Attitudes may take longer or shorter time

If an attitude has been formed and has a value in one's life, the attitude will be long survive in a person automatically. Such attitudes will be difficult to change in other words, it is require long time to change. But, if the attitude was not so deep in a person, the attitudes are relatively not survive long and that attitude will be easily changed.

e. Attitude contains feeling and motivation

Attitudes toward a particular object will always be followed by certain feelings that can be either positive (pleasant) but also can be negative (unpleasant) to the object. In addition, the attitude also contains motivation, this means that this attitude had the impetus for individuals to behave towards objects faced.

Moreover, Purwanto in Kuncoroniingsih defines the attitude has five characteristics, they are: the attitude is not inborn but formed or studied all developments in relation to the object. It distinguishes the attitude of biogenesis motives such as hunger, thirst, the need and rest. Attitudes could be changed. It could be learned and changed in people when there are condition and certain requirements that facilitate people to change. Attitude does not stand alone, but always have a specific relationship to an object, in other words, attitude is formed, learned or changed constantly in regard to a particular object which can be formulated clearly. 38

2.3.4 Levels of Attitude

According to Notoadmojo, attitude consists of four level:39

a. Receive

38Ibid., p. 15.
39Ibid., pp. 15—16.
Accepting means that a person (subject) wanted and paid attention to a given stimulus (the object).

b. Responding

When students provide an answer when teacher asked, worked and finished given task is one indication of the attitude. Because students have an attempt to answer or perform a given task. Regardless the answer is right or wrong, but it means that the person accept the idea.

c. Valuing

When people invite others to do or discuss with others to a problem is an indication of attitudes level three. For example, a mother asked other mothers (neighbors, relatives, etc.) to discuss about nutrition is an evidence that the mother has had a positive attitude on the nutrition of children.

d. Responsible

Responsible for everything that has been chosen by all the risks are the highest level of attitudes.

2.3.5 Attitude Formation

Attitudes are formed in the development of an individu, the factors of experience has an important role in attitudes formation. In addition individual factors will be participated in the attitudes formation. Therefore the formation or change of attitude will be determined by two main factors:

a. The factors of the individual or internal factors

How people respond to the outside world is selective, this means that what comes from outside is not all could be accepted. It is closely related to what is inside of people to respond to the outside influences. Moreover, the individual factor is precisely the decisive factor.

Internal factors such as self-experiences. Self-experiences could change people attitudes toward something. For example, Andi likes playing football but one day he got an injury on his leg because of an accident in the field. Then
after that he doesn’t like to play football anymore because he was afraid of making an injury again. So, it could be conclude that self experience could change someone’s attitude towards an object. In short, if the behavior bring unpleasant results for someone then such behavior will not be repeated or avoided.

b. The factors of outside the individual or external factors

External factors are things or circumstances that exist outside of an individual, which is a stimulus to transform or change attitude. It is occur directly and indirectly. Directly means there is a relationship directly between individuals with other individuals, between individuals and groups or between the groups, on meanwhile parents also become the factor towards attitudes transformation, for example if the parents are musicians, they tend to have children who like music, if the parents are teachers, they tend to have children who loves about teaching, etc. Indirectly means by using communication tool, such as mass media, both of which electronic or non-electronic. For example, there is a music which is always play in almost every social media, then we like that music because we usually hear it accidentally. Another example is mass media which is used by politicians to influence the public in public election.40

According to Walgito, there are also two factors that can affect the formation of students attitudes, namely internal factors and external factors. Internal factors are the way people face the world selectively, so not all who come will be accepted or rejected. External factors are circumstances that exist in outside the individual who is a stimulus to establish or change attitude.41

Meanwhile, according Meinarno and Sarwono a person's attitude is formed through a process of social learning, a process in which individuals acquire information, behavior, or a new attitude from others. Attitudes formed through four types of learning are:

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a) Classical Conditioning

The learning process could be occurred when a stimulus is always followed by another stimulus, so that the first stimulus becomes a cue for the second stimulus. For example, a child usually sees his mother served tea and cake to her guests, and then the mother and her guests looked chatting with happy and excited. The first stimulus is serving tea and cake, followed by the second stimulus is talking happily. After the child become an adult, he will give a positive to guests who visit his home as a result for learning classical conditioning.

b) Instrumental Conditioning

The learning process occurs when a behavior brings a pleasant result for someone, then the behavior will be repeated. However, if the behavior brings unpleasant results for someone then such behavior will not be repeated or avoided. For example, a child will receive praise from his mother when throwing leaves, plastic and trash to the dustbin. Instead, they always scolded by their mother when throwing garbage to every place. Kids learn through operant conditioning, so when they are adults will form a positive attitude towards goods that classified as junk. It is showed through behavior such as they will always throw the garbage to the dustbin.

c) Learning through experience (observational learning)

Children learning through observing the behavior of others, then the children would follow or make it as a sample to have the same behave. Many attitudes / behaviors that are formed because we are actively watching the news and images through newspapers, television, magazines and other media. For example smoking behavior in adolescents conducted by imitating the behavior of their friends in their environment.

d) Social Comparison
Social comparison is a learning process comparing others to check whether our views about something is right or wrong. Attitude is obtained someone through the advice of people who are known and respected. Someone has a positive or negative attitude of certain object for comparing and want to equate theirselves with people around. For example, a positive attitude to a certain political party can be established, even though we do not know someone from the political party.\(^2\)

According Walgito, there are some important factors that influence the transformation of attitudes, as follow:

a. Physiological factors

Someone’s physiological factors will also determine how someone’s attitudes. The physiological factors including the age and health. In general, young people are more radical than older people. Another example is when Shinta was young, she has negative attitudes towards medicine, but when she was getting older she changes her perspective about medicine.

b. Factors of direct experience to the object

How is a person’s attitude toward the object will be affected by direct experience of the person concerned with the object. For example, people who experienced terrible war, will have different attitudes to the people who has not experienced combat fighting attitude towards objects. People will have a negative attitude towards the war based on his experience.

2.3.6 Students’ Attitudes in Writing

Learning a language is closely related to the attitudes towards the languages. Karahan in Gholaminejad etal stated that “positive language attitude gives learners positive orientation towards learning English, and enhance proficiency as well, and vise versa.” It could be concluded that if students have positive attitudes towards the language especially English, the students also could

increase their ability in writing in English too. Moreover, Dornyei and Csizer stated that “Positive attitude facilitates foreign language learning while negative attitude acts as a psychological barrier against it. Thus, attitudes ranging from negative, natural, and positive, determine students’ success or failure in their learning.”

Graham in Gholaminejad et al. stated that the relationship between students’ writing ability and their attitudes has received rather little attention in TEFL literature. Writing attitude is highly effective on improving or hindering writing achievement. Writing attitude is define by Graham et al as “an effective disposition involving how the act of writing makes the author feel, ranging from happy to unhappy.” In other words, the more positive attitudes students have towards writing, the more energy they spend on the task.

Examining the roots of negative attitudes students have towards writing lessons, Sever in Gholaminejad et al notes that in “primary years of education, the way the teachers conduct classes and teach writing lessons is important in forming negative or positive impressions regarding writing among students. That is, boring writing classes negatively influence attitudes.” In other words the attitude of students in the class could be formed by teachers. If teachers could make students enjoy their learning in class it could make students’ positive attitudes towards the lesson given.

2.4 Recount Text

2.4.1 Definition of Recount Text

A recount is a piece of text that retells past events, usually in order to which they occurred. The aim of recount is to provide the audience with a

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44Ibid.,
45Ibid.,
46Ibid.,
description of what occurred and when it occurred. Some examples of recount
text types are: newspaper reports, conversation, speeches, television interviews,
eyewitness accounts, and letters.

2.4.2 The Purpose of Recount Text

According to Anderson, the purpose of recount text is to provide the
audience with a description of what occurred and when it occurred. It means that
the text would explain the reader about a story which contains of what is the story
about and when does the story happened. In line with Anderson, Hyland stated
that the purpose of recount text is to reconstruct past experiences by retelling
events in original sequences. For example our experiences about happiest
moment, saddest moment, embarrassing moment, etc.

In summary, the purpose of a recount is to list and describe past
experiences by retelling events in the order in which they happened
(chronological order). Recounts are written to retell events with the purpose of
either informing or entertaining their audience (or both).

2.4.3 Kinds of Recount Text

Based on Mark and Kathy Anderson, there are some kinds of recount text:
newspaper reports, conversation, eyewitness accounts, letter, television interview,
and speeches. The further explanation as follows:

a. Newspaper reports are often recounts.

b. Conversation, it is a spoken text between two or more people. It could
   have different purposes – to explain, to describe, or to argue. Some
   conversation can have purpose of recounting events. For example:
   1) Talking about experiences at school, holiday, etc.

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2) Telling a friend who missed last night’s episode of ‘Home and Away’ what happened.

c. Speeches, it is a spoken text that can have a variety of purposes.\textsuperscript{51}

d. Television interviews, It is a special type of conversation that can be recount text. Often on current affairs shows or chat shows the guests are asked to recount part of their lives. The interviewer may prompt the interviewee to recount the events.

e. Eyewitness accounts, it is one of recount text type. This text is aimed to give details about an event such as car accident, an explosion or a fight.

Example:\textsuperscript{52}

I was walking along Main Street about 10 a.m. when I saw this blue car stop outside the bank. Next thing I saw this man with a mask on. He jumped out of the car and ran into the bank. I then walked up to the door of the bank and looked in. By this time the robber had everyone in the bank lying on the floor. At this point I hurried on the telephone box in Park Road and called the police.

f. Letters, it can be written for all sorts of reason. Some letters can be recount text types because the writer retells events to the reader. These letters can be posted or faxed.\textsuperscript{53} Nowadays, people use electronic form that known as E-mail.

Example of letters:\textsuperscript{54}

17 Liffe Road
Gipps 1122
1 July 1997

\textsuperscript{51}Anderson., The Types in English 1, op.cit., p. 74.
\textsuperscript{52}Mark Anderson and Kathy Anderson, The Types in English 1, (South Yarra: McMillan, 2003), p. 57.
\textsuperscript{53}Ibid., p. 60.
\textsuperscript{54}Ibid., p. 61.
Dear Pop,

We are having a wonderful holiday. Yesterday was great as we went to Movie World.

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. At this point I felt hungry and so I had a milkshake and hot dog. Afterwards, I had a rest. Meanwhile, Mom and Kelly had been in the queue for the Batman ride and finally got a go.

It rained about lunchtime but soon after it was fine again. We then went on all the other rides and lastly did the studio tour.

It was fun. See you soon.

Love,

Andy

2.4.4 The language Feature of Recount Text

According to Mark and Kathy Anderson the language feature of recount texts are:

a. Proper noun to identify those involved in the text.

b. Descriptive words to give details about who, what, when, where, and how.

c. The use of the past tense to retell the events.

d. Words that show the order of events (for example first, next, then).\textsuperscript{55} The aim of word order is to show the order in which the events happened.

\begin{footnote}
Mark Anderson and Kathy Anderson, \textit{The Types in English 1}, (South Yarra: McMillan, 2003)., p. 50
\end{footnote}
Those language features are important part of recount text. Proper noun begins with a capital letter in writing; it included a personal name (Marsha), name of city (London), or river, days (Saturday). Moreover, recounts use the past tenses. Tense is the time that the action takes place in the text.^^56^^

In summary, a recount text is a text that tells the readers a part of experience. A recount text has an orientation, a series of events in chronological order, personal remarks on the events and a reorientation that include the sequence of events. In the text, there found words and phrases used to start, connect a sentence with the next one, and end your composition.

2.4.5 The Structure of Recount Text

The structure and the steps to create a recount text according to Mark and Kathy Anderson are:

a. Orientation: a first paragraph that show background, included the detail information about who is the actor, what happened, where and when it happened.

b. Events: a series of paragraph/set of the story or events, from the start until the end of story.

c. Re-orientation: An optional closure events.

d. A concluding paragraph.^^57^^

Here is the example of the Recount text’s structure:

**Our trip to the Blue Mountain**

| Orientation | On Friday we went to the Blue Mountains. We stayed at David and Della’s house. It has a big garden with lots of colourful |

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^^56^^Ibid., p. 54.

^^57^^Ibid., p. 50.
Events

<table>
<thead>
<tr>
<th>Flowers and a tennis court.</th>
</tr>
</thead>
<tbody>
<tr>
<td>On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.</td>
</tr>
<tr>
<td>On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.</td>
</tr>
</tbody>
</table>

Reorientation

| In the afternoon we went home. |

2.5 Previous Study

A Study by Asmal Wafa, Muh. Syafei, Ahdi Riyono, showed that the writing ability of the tenth grade students of SMAN 1 Jekulo Kudus in academic year 2009/2010 after keeping journal is categorized as “Good” with the mean 81 and deviation standard 13.08 from the mean 58 and deviation standard 10.73 before keeping journal writing. Not only that, during the treatment also found that keeping journal help the students to less their fears in making mistake by express their wild and innermost imaginations because they have full freedom in expressing their thoughts.58

Another study by An - Najah Univ. J. Res, the title is Reflective Journal Writing as an Effective Technique in the Writing Process. This study assessed the benefits of keeping reflective journal writing on improving English writing skills, increasing motivation, enhancing creativity, and critical thinking among university students. It also explored differences in students’ performance and attitudes due to gender, and some writing practices. The sample consisted of 120 male and female students from four sections of an undergraduate writing course. A 19-item questionnaire was distributed and the items were structured according

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to three dimensions: improving learning, motivation and self confidence, and value and convenience. The results of the study indicated the positive effects of the use of reflective journal writing in enhancing motivation and self-confidence and improving learning in general and the writing skills in particular. The results also indicated that female students favored reflective journal writing more than male students. Furthermore, students who voluntarily wrote their own paragraphs were more motivated to write than others and had a much better perception. In sum, reflective journal writing makes the writing course enjoyable, motivating, relevant and exciting.\textsuperscript{59}

Another study by Zahra Hashemi and Tayebeh Mirzaei from Rafsanjan University of Medical Sciences, Iran. In this study a class comprising of 65 medical students were instructed to keep journals to see the level of change in the style, reflections, attitudes and sense of self. The students were instructed to reflect on being a medical student, their clinical experiences and anything that captures their attention. The students were given freedom and choice in choosing the topics. The analysis of the journal contents were reported in 6 themes. The six main themes included of pedagogical, reflections on past experiences, change of attitude, sense of self, personal experiences, and worries about future career. The results indicated a change in all of the aspects of writing. The findings suggest that the process of reflection may be actively facilitated through journals.\textsuperscript{60}

Study by Christine Quinones from University of Central Florida. The title is The Effects Of Journal Writing On Student Attitudes And Performance In Problem Solving. This study investigated the practice of using writing activities in mathematics to improve student attitudes and performance in problem solving. The classroom teacher supplemented traditional mathematics instruction with daily problem solving activities and affective journal writing. Students were asked


\textsuperscript{60}Zahra Hasyemi and Tayebeh Mirzaei, Conversations of the mind: the Impact of journal writing on enhancing EFL medical students' reflections, attitudes, and sense of self,(Istanbul: Science Direct: 2015), p 103.
to complete daily problem solving prompts and write about their problem-solving solutions. Attitude data was collected using a pre and post attitude survey as well as affective journal writing assignments. Performance data was collected using a performance based problem-solving rubric. Results of this study showed change in students’ attitudes towards problem solving in the areas of willingness to participate and perseverance in completing problem solving tasks. Student performance gains were recorded and analyzed throughout the six-week study period. Thirteen out of the 17 students who participated in this study showed performance growth in problem solving.  

2.6 Theoretical Framework  
Writing is of English Language Skill that needed to be built constantly, especially for students. However, students get difficulties for building their writing habit. Students who are not good in expressing ideas orally, it might be more comfortable to express through writing. They can retell all that wants to convey without diminishing its purpose. Moreover, the feeling of writer about his or her writing refers to writing attitudes which is mostly ranges from happy to unhappy. Writing attitude is not only the individuals’ feeling, such as “I think my writing is good.” But also the students’ evaluation of their writing.

Attitude is the tendency of a person to behave towards a particular object. It is the result of interaction among the cognitive, affective and conative components. The cognitive component includes knowledge, outlook, confidence in the attitude object. Affective component includes feeling (like it or not, happy not happy), emotion owned by a person as well as an assessment of the attitude object. The connative component includes a tendency to behave and act in ways particular with regard to the attitude object.

According Purwanto, attitude can be positive and negative. The actions of positive attitude for example is give an approach towards object, like and

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expect a certain object, while negative attitudes tend to stay away, avoid, hate and not like a particular object.

Students’ positive attitudes toward the lessons in their school is a good first step in the teaching learning process. Students who have a positive attitude tend to put serious attention in learning and in the learning process. Unlike the students who have a negative attitude, students will tend to avoid writing in English and do not actively participate in the learning process. Therefore attitudes shown by a student during the learning of writing can affect student achievement in writing.

In order to help students to write or express their ideas, this research choose one of story genre. Recount text is a kind of story genre, it tells an experience and describes a sequence of events in the past. When students write recount text, students can express their personal experience and idea of argument even information. It demands sequence and can be retell in the journal form.

Journal writing is one kind of technique. It can be media for students’ writing recount text that they experience every day. It can help students to motivate in enhancing their writing skills. Therefore, writing is one of important skill that can be useful to apply scholarship or application jobs in the future. Thus, it can be concluded that Journal as technique that can be used to teach writing on recount text. In other words, there is significant difference in students writing ability and their attitudes in writing recount text before and after using journal writing treatment. It means that teaching writing on recount text using journal writing is effective.

2.7 Hypothesis of the Study

A hypothesis in this research is a basic assumption of how the result of the research will be. It is a prediction of a phenomenon. Moreover, in formulating hypothesis, the researcher has to ensure that the hypothesis is real or based on fact. There are two kinds of hypothesis:

1. Hypothesis for students’ writing ability in writing recount text.
a. Alternative Hypothesis ($H_A$): There is significant difference on students’ writing ability in writing recount text before and after treatment journal writing.

b. Null Hypothesis ($H_0$): There is no significant difference on students’ writing ability in writing recount text before and after treatment journal writing.

2. Hypothesis for students’ attitudes in writing recount text.

a. Alternative Hypothesis ($H_A$): There is significant difference on students’ attitudes in writing recount text before and after treatment journal writing.

b. Null Hypothesis ($H_0$): There is no significant difference on students’ attitudes in writing recount text before and after treatment journal writing.
CHAPTER III
RESEARCH METHODOLOGY

This chapter is going to describe about time and place of the study, method and research design, population and sample, instrument of the study, data collection, validity and reliability, and data analysis.

3.1 Time and Place of the Research

This research was conducted at SMA Muhammadiyah 8 Ciputat that is located on Jl. Dewi Sartika, Gg. Nangka No. 4, Ciputat, Tangerang Selatan, Banten 15412. The writer started on January 6th to January 26th 2017. It was done by giving pre-test and post-test to measure students’ writing ability. Besides, the writer also spreading questionnaire in order to measure students’ attitudes in writing recount text. Meanwhile, the writer conducted 4 meetings for treatment and 2 meetings for giving pre-test and post-test.

After getting agreement of the headmaster of SMA Muhammadiyah 8 Ciputat and then consult to the writer’s advisors who guided the writer about her study, the writer chose this place for her study.

3.2 Method and Research Design

The writer applied quantitative method in conducting her research. In quantitative, it is often related to the calculation and analysis of the numerical data. The design of this method is experimental design. This research adopted one of pre-experimental design’s types. It is a one-group with pre and post test design to investigate the effectiveness of using journal writing. Creswell said that experiment is used to establish possible cause and effect between dependent variable and independent variables. Moreover, Fraenkel, Wallen, Hyun also stated that experimental research is the best way to establish cause and effect relationships among variables. In this study, the dependent variable (X) is Journal Writing, then in this research there are two independent variables, they are

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students’ writing ability \((Y_1)\) and students’ attitudes \((Y_2)\). The experiment procedure starts with giving students pre-questionnaire and pre-test then, ends with post-questionnaire and post-test. Here is the design of pre-experiment:

3.1. The One-Group Pretest- Posttest Design

\[
\begin{array}{ccc}
O & X & O \\
Pre-test & Treatment & Post-test \\
\end{array}
\]

Pre-test : Test that given before treatment
Treatment : Teaching learning process using journal writing
Post-test : Test given after treatment

To get the data of students’ writing ability, she distributed pre-test and post-test to see the effect of journal writing towards their writing ability. Then, to get the data of students’ attitudes she distributed pre- and post-questionnaires. Then, after data completed, the data will be analyzed by using SPSS.

3.3 Population and Sample

The population of this research is all of students at the tenth grade of SMA Muhammadiyah 8 Ciputat. There are six classes in this grade, it consist of 190 students. However, there are 32 students in X IPA 2 as sample taken by purposive sampling technique. This technique was taken because of some purposes. The first purpose is the students have same intelligence level in English subject. The second is recomendation of the English teacher in that school.

3.4 Research Instrument

The research instrument is an important tool for researchers in data collection. Research instrument is a tool or facility used by researchers to collect data to help them collect the data easier and got better result.

In this research there are three variables, Journal Writing as a variable X, then Students’ Writing Ability and Students’ Attitudes as variable Y. Moreover, instruments in this research is gained from test and questionnaire.
3.4.1 Test

In this research, the instrument used to collect the data of students’ writing ability was the English writing test focused on the text type, namely recount text. There were two types of test, namely pre-test and post-test. In these tests, each student had to write compositions of the determined topic. The time allocation was 2 x 40 minutes (1 meeting) to write about their holiday. In the pre-test, the length of each composition was at least five sentences. Meanwhile, in the post-test, the length of each composition was at least four sentences which were matched with questions on that test. Besides, they also had to write at least 200 words. Those tests were used to find out the final scores of the students’ writing ability. The pre-test was given before the treatment applied and the post-test was given after the treatment.

The test was conducted based on the course grid of the eighth grade SMA Curriculum (K13). The instrument was developed in reference to the Core of Competence and Basic Competencies of the School-Based Curriculum of the senior high school grade X of 2nd semester of the English subject. In order to gain the result of the test, the writer analyzed students’ pre-test and post-test that used Anderson’ writing rubric. Anderson has concluded aspect to assess the writing in writing rubric, completed with the scoring level of each point. There are six aspects to be scored in students’ writing ability. They are ideas and development, organization, vocabulary, sentence structure, capitalization and punctuation and spelling.

The following table represents the assessment:

3.2. Model of Scoring Composition

<table>
<thead>
<tr>
<th>No.</th>
<th>The Writing Aspects</th>
<th>The Maximum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ideas and development</td>
<td>1-4</td>
</tr>
<tr>
<td>2</td>
<td>Organization</td>
<td>1-4</td>
</tr>
</tbody>
</table>
3.4.2 Questionnaire

This study used questionnaire as an instrument to gain the data of students’ attitudes in writing. Questionnaire is a tool of collecting written data which consists of questions or statements and it arranged especially and used to get the information to be analyzed. In this research, the researcher gave the questionnaire to the students of SMA Muhammadiyah 8 Ciputat grade tenth to reval students’ attitudes towards writing recount text. Moreover, there are three components to measure students’ attitudes in writing, they are cognitive component, affective component, and behavioral component.

Cognitive component involve beliefs or perceptions about the object or situations related to the attitude. Then, the affective component refers to the feelings and emotions that one has towards an object, ‘like’ or ‘dislike’, ‘with’ or ‘against’. Moreover, the behavioral component means that certain attitudes tend to prompt learners to adopt particular learning behaviors.  

3.3 Indicators for Questionnaire

<table>
<thead>
<tr>
<th>Variable</th>
<th>Dimension</th>
<th>Indicator</th>
<th>Question’s Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Attitudes on Journal Writing</td>
<td>Cognitive</td>
<td>Students’ perception about writing</td>
<td>1,2,3,4,5,6,7,8,9,10</td>
</tr>
<tr>
<td></td>
<td>Affective</td>
<td>Students’ feeling about writing after getting</td>
<td>11,12,13,14,15,16,17,18,19,20,21,22,23,34,25</td>
</tr>
</tbody>
</table>

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Behavior | Students’ behavior that represents the tendency to act or resolve in specific way.
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### 3.5 Technique of Collecting Data

Based on the explanation above, the techniques used to collect the data in this study as follow:

#### 3.5.1 Test

The pre-test and post-test of the English writing competence in terms of ideas, organization, vocabulary, sentence structure, capitalization, and spelling to examine the participants’ writing ability. The duration of each exams was 60 minutes.

The participants were each required to write 4 journal entries during treatment. They had to write a journal entry per week, which were submitted to the researcher. The entries include two types, one was a free topic writing that required the students to write freely and the other is about their activities during holiday. The students were encouraged to write their experiences or observation, and their reflection in or outside the class. Besides, the students did the writing during the class.

Furthermore, the pre-test held on Friday, 6th January 2017. Here, the students asked to write their experiences during holiday. Meanwhile, the post-test held on Wednesday, 26th January 2017. Here the students were asked to write free topic or choose some topics that provided by the writer.

#### 3.5.2 Questionnaire

To get the data of students attitudes in writing, the writer used questionnaire to get students’ answer. Questionnaires are consisted of a number of
questions which should be answered by respondents asking about their actions and beliefs. 4

The questionnaires are “closed”, that means the respondent are only choosing the best one on the items and making checklist on the given answers. In answering the questionnaires, the students are asked to choose one of the options by giving a mark or checklist.

The questionnaire are based on the indicators of students’ knowledge about writing, behavior, and opinion. Furthermore, it used three components of attitudes to measure the students’ attitudes in writing. They are cognitive component, affective component, and behavioral component.

Cognitive component involve beliefs or perceptions about the object or situations related to the attitude. Then, the affective component refers to the feelings and emotions that one has towards an object, ‘like’ or ‘dislike’, ‘with’ or ‘against’. Moreover, the behavioral component means that certain attitudes tend to prompt learners to adopt particular learning behaviors. 5

Questionnaire helped the writer to collect the data in form of code. It also made the writer collecting data effectively. According to Sugiyono, Scale is a measurement that used as a basic to determine interval of instrument. Therefore the instrument could gain the quantitative data. 6

Meanwhile, the questionnaire will be counted through 4 points of Likert scale survey. As Sugiyono said that Likert scale is used to measure attitudes, opinion, or someone perception or a group of people about social phenomena. Then the variable that would be measured will be described as indicator variable. Then, the indicators is developed into twenty statement. Meanwhile, the scoring scale would be formed as follow:

4 : Strongly Agree
3 : Agree
2 : Disagree

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5Razieh Gholaminejad, et. al., Loc. Cit.
Furthermore, The questionnaire was distributed before and after the students did their test. The students were asked to give checklist to every condition that showed their condition after treatment journal writing.

3.6 Validity and Reliability

Then, a good instrument was an instrument that could fulfill criteria of test validity and reliability.

3.6.1 Validity

Validity is the most important consideration in developing and evaluating measuring instrument. Validity was defined as the extent to which an instrument measured what it claimed to measure. It means instrument has good quality if it has higher validity which is relevance test. Validity is one of crucial requirements which had to be tasted in a research instrument.

3.6.1.1 Test

To gain the validity of instrument, the researcher used content validity. Content validity is important in evaluating achievement test. It appropriated to evaluate the validity of students’ writing test. In addition, the researcher gave instruction to students to write recount text toward journal with relevance topic writing.

Furthermore, to achieve the content validity of the instrument (pretest and posttest), the researcher asked for her advisor’s help to check the appropriateness of the instrument whether it was proper to give to the students or not.

3.6.1.2 Questionnaire

In testing this instrument, the researcher used an application which has the ability to process statistics. It is Statistical Product and Service

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8 Creswel, ibid., p. 242.
9 Creswel, ibid., p. 243.
Solutions or we known as SPSS for Window 21, and if an instrument has significant value among the scores of items to the total score, it is stated that the instrument is valid.

To gain the data, the writer spread 35 items questionnaire to the students of SMA Muhammadiyah 8 Ciputat grade X IPA 1. The items consisted of 10 cognitive, 15 affective and 10 behavior items. The items could be categorized valid if r score higher than r table. In the try out of 32 sample, the writer applied the formula df = n-2, so 32-2=30 and got score 0.3494 as r table.

Moreover, the result showed that there were 25 items categorized as valid. They consist of 8 items cognitive, 10 items affective, and 7 items for behavior aspect.

3.6.2 Reliability

Reliability refers to the stability or consistency of assessment information whether it is typical of a pupil's behaviors. It is about the consistency of score from an assessment when it is done with the same instrument at another time.  

3.6.2.1 Test

The researcher used scoring rubric (analytic scoring) to achieve reliability of instrument. To score students' writing using the analytic scoring, it must be decided on several aspects of writing which had the number of points in each aspect to be added together to be a total score. That are idea, organization, vocabulary, sentence structure, capitalization and spelling. Moreover, to assess tenth grade students' recount text writing, the writer used the rubric from Anderson. In this case, the raters are the English teacher of SMA Muhammadiyah 8 Ciputat and the writer herself.

3.6.2.2 Questionnaire

Reliability is a measurement tool that is trustworthy or reliable if the instrument generated the same data when it used several times in the

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same object. Therefore, the instrument must be valid and reliable research. Because a valid and reliable instrument is a necessary condition to obtain the results are valid and reliable. This research used Cronbach’s Alpha to measure the reliability of instrument. It is the most common measure of internal consistency ("reliability"). It is most commonly used when the researcher want to have multiple Likert questions in a questionnaire that form a scale and you wish to determine if the scale is reliable.

In calculating the Alpha, it is used Statistical program Product and Service Solutions, as we known as SPSS for Window 21 using Alpha models. Whereas in the decision making of reliability, questionnaires stated reliable if the Cronbach Alpha has a value greater than 0.6. The alpha showed 0.897 that means it is greater than 0.6.

3.7 Data Analysis

The writing scores of the pretest and posttest were compared using a t-test to determine if there was any significant differences in the students’ writing ability before and after journal writing treatment. In addition, the scores on the four-point scale in both questionnaires were analyzed by a descriptive procedure and a t-test formula.

In this research the researcher applied two data analysis technique. They are, descriptive statistic and inferential statistics.

3.7.1 Descriptive Statistics

First in analyzing the data from the test, the writer use Anderson’s rubric to check the result of students’ test. After that, she applied descriptive statistics. Sugiyono stated that descriptive statistics is used to analyze data which have been collected by describing the data, however it does not mean to generalized it.\(^{11}\) He also stated that descriptive statistics includes table, chart, diagram, pictogram, percents, standard deviation, percentile, etc.

Meanwhile, in this research used descriptive statistic as follow:

### 3.7.1.1 Mean

$$M_x = \frac{\Sigma x}{N_x}$$  
Explanation:  
$M_x =$ Mean of the score of experimental class  
$\Sigma x =$ Sum of the students’ score of experimental class  
$N_x =$ Number of the students of experimental class

### 3.7.1.2 N- Gain

N- gain is to see the improvement of each student’s writing ability.

$$N-\text{gain} = \frac{\text{Posttest score} - \text{Pretest score}}{\text{Maximum score} - \text{pretest score}}$$

<table>
<thead>
<tr>
<th>N- Gain Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>N- Gain &lt; 0,3</td>
<td>Low</td>
</tr>
<tr>
<td>0,3 ≤ N- Gain ≤ 0,7</td>
<td>Medium</td>
</tr>
<tr>
<td>N- Gain &gt; 0,7</td>
<td>High</td>
</tr>
</tbody>
</table>

### 3.7.1.3 Index % of Likert Scale

Then, to describe the result of questionnaire which have been collected by the writer, she applied descriptive quantitative. The result will be describe in percentage which showed the students’ attitudes in writing before and after treatment.

The data which was obtained from questionnaire would be tabulated and analyzed for each aspect with the formula of:  

$$\text{Index \%} = \frac{\text{Total Score}}{Y} \times 100$$  

* $Y =$ The maximum score

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After the data was analyzed, it would be interpreted according to the following table:

\[
\text{Interval} = \frac{100}{\text{Total score of likert scale}} \times 100\%
\]

Table. 3.5 Score Interpretation Criteria, Adapted from Riduwan and Akdon13

<table>
<thead>
<tr>
<th>Percentage Interval</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>75% - 100%</td>
<td>Very Agree</td>
</tr>
<tr>
<td>50% - 74.99%</td>
<td>Agree</td>
</tr>
<tr>
<td>25% - 49.99%</td>
<td>Disagree</td>
</tr>
<tr>
<td>0% - 24.99%</td>
<td>Very Disagree</td>
</tr>
</tbody>
</table>

3.7.2 Inferensial Statistics Technique

The inferential statistics is divided into two method. First, parametric test is used to assess students’ writing ability. The researcher had the normality and homogeneity test to ensure that students’ writing was normal and homogeneous. The parametric statistic used is T-test formulation to analyze the data that gained from pretest and posttest. Second, nonparametric test is used to assess students’ attitudes in writing. the method used is Wilcoxon Matched-Pair Rank Test. The method used is Wilcoxon Matched-Pair Rank test. This method is used to test comparative hypothesis of two sample related if the data is ordinal form.14

3.7.2.1 Parametric Statistic

1) Test of Normality

The researcher used SPSS to analyzed normality to ensure that the data is normally distributed. Normality test is used to know whether the data come from the normal distribution or not. The test of normality was gained from the scores of pre-test and post-test. The test was done by

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13Riduwan and Akdon, ibid.
14Sugiyono, ibid., 212.
employing *Lillieforse* test formula on IBM SPSS 21, to find out the normality of the data by followed these steps:

a. Open SPSS Program

b. Input the data to the data view by first fill the variable view with write down *Score* as score of pre-test or post-test score and *Class* as the kind of class

c. Click *Analyze >> Descriptive Statistics >> Explore*

d. Drag the *Score* to the *Dependent List* and *Class* to the *Factor list*

e. Click *Plot >>checklist Normality plots with test >> ok*

Hypothesis:

\[ H_0: \text{The sample data was normally distributed.} \]

\[ H_1: \text{The sample data was not normally distributed.} \]

Using the degree of significance 5% \((\alpha = 0.05)\), the criteria in taking the decision is ; if the probability value \((\rho) \geq \alpha\), \(H_0\) is accepted. On the contrary, \(H_0\) is rejected if the probability value \((\rho) < \alpha\).

2) Test of Homogeneity

Homogeneity test is used to know whether the data come from the homogeneous variance or not. To calculate the data, the researcher use SPSS version 21 as follows:

a. Open the SPSS program

b. Input the data to the data view by first fill the variable view with write down *Score* as score of pre-test or post-test score and *Class* as the kind of class.

c. Click *Analyze >> Compare means >> One-way ANOVA*

d. Drag the *Score* the *Dependent List* and *Class* to the *Factor list*

e. Click *Option >>checklist Homogeneity of Variance Test >> Ok*

Hypothesis:

\[ H_0: \text{The sample data came from population which had homogeneous variance.} \]
H1: The sample data came from population which did not have homogeneous variance.

Making decision about significance level/probability value (p) using significance degree 5% (α = 0.05), the criteria in taking the decision is ; if the probability value (ρ) ≥ (α = 0.05), H0 is accepted. Conversely, H1 is accepted if the probability value (ρ) < (α = 0.05).

3). Hypothesis Testing

The researcher conducted this test to see whether there is any effect of using journal writing toward students’ writing ability and their attitudes in writing recount text. The test of hypothesis is applied to find out whether the hypothesis is accepted or rejected. In order to test the hypothesis, the t-test is employed. The hypothesis accepted if the level of significance is lower than 0.05. In doing the analysis of normality test, the homogeneity test, and the hypothesis testing, the researcher uses the IBM SPSS Statistics 21 computer program.

If the data were normally distributed the hypothesis testing will use parametric test Paired Sample T- Test. But, if the data distributed normally but not homogeneous or vice versa, the hypothesis used Wilcoxon Matched-Pair Signed Rank Test.

Here are the hypothesis for students’ writing ability in writing recount text.

a. Alternative Hypothesis (H_a): There is significant difference on students’ writing ability in writing recount text before and after treatment journal writing.

b. Null Hypothesis (H_0): There is no significant difference on students’ writing ability in writing recount text before and after treatment journal writing.

If sig ρ value (2- tailed) > 0.05, H_0 accepted
If sig ρ value (2- tailed) < 0.05, H_0 rejected.
3.7.2.2 Non Parametric Statistics

To test the students’ attitudes in writing, the writer will use Wilcoxon Matched-Pair Rank Test.

Here are hypotheses for students’ attitudes in writing recount text.

a. Alternative Hypothesis (H₁): There is significant difference on students’ attitudes in writing recount text before and after treatment journal writing.

b. Null Hypothesis (H₀): There is no significant difference on students’ attitudes in writing recount text before and after treatment journal writing.

If sig ρ value (2-tailed) > 0.05, H₀ accepted.

If sig ρ value (2-tailed) < 0.05, H₀ rejected.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter will present the research findings and discussion of the research.

4.1 RESEARCH FINDINGS

This chapter presents the result and discussion based on the data collected during the implementation of journal writing to improve students’ writing ability and their attitudes in writing recount text at tenth grade of SMA Muhammadiyah 8 Ciputat. The discussion presented the description of data and data analysis.

4.1.1 The Description of Data

4.1.1.1 The Score of Pretest and Posttest

In this research, the instrument used to collect the data was the English writing test focused on the text type, namely recount text. There were two types of test, pre-test and post-test. In these tests, each student had to write compositions of the determined topic. The time allocation was 2 x 40 minutes (1 meeting) to write about their holiday. In the pre-test, the length of each composition was at least five sentences. Meanwhile, in the post-test, the length of each composition was at least four sentences which were matched with questions on that test. Besides, they also have to write at least 200 words. Those tests were used to measure the final scores of the students’ writing ability. The pre-test was given before the treatment and the post-test was given after the treatment.

The class was taught using journal writing technique. The table 4.1 showed the students’ writing ability score. The analytic score resulted from a rubric adapted from Anderson’s reveals the students’ writing ability in recount text both in pretest and posttest. The data showed as follow:
Table 4.1 The Data of Students’ Writing Ability Score

<table>
<thead>
<tr>
<th>SN</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gain Score</th>
<th>N- Gain</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>S14</td>
<td>37.5</td>
<td>100</td>
<td>62.5</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>S31</td>
<td>25</td>
<td>87.5</td>
<td>62.5</td>
<td>0.833333</td>
<td>High</td>
</tr>
<tr>
<td>S7</td>
<td>37.5</td>
<td>95.83</td>
<td>58.33</td>
<td>0.93328</td>
<td>High</td>
</tr>
<tr>
<td>S8</td>
<td>33.33</td>
<td>87.5</td>
<td>54.17</td>
<td>0.812509</td>
<td>High</td>
</tr>
<tr>
<td>S1</td>
<td>37.5</td>
<td>87.5</td>
<td>50</td>
<td>0.8</td>
<td>High</td>
</tr>
<tr>
<td>S12</td>
<td>41.67</td>
<td>91.67</td>
<td>50</td>
<td>0.857192</td>
<td>High</td>
</tr>
<tr>
<td>S30</td>
<td>50</td>
<td>100</td>
<td>50</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>S6</td>
<td>54.16</td>
<td>100</td>
<td>45.84</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>S19</td>
<td>54.16</td>
<td>100</td>
<td>45.84</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>S23</td>
<td>37.5</td>
<td>83.33</td>
<td>45.83</td>
<td>0.73328</td>
<td>High</td>
</tr>
<tr>
<td>S29</td>
<td>25</td>
<td>70.83</td>
<td>45.83</td>
<td>0.611067</td>
<td>Medium</td>
</tr>
<tr>
<td>S16</td>
<td>41.67</td>
<td>83.33</td>
<td>41.66</td>
<td>0.714212</td>
<td>High</td>
</tr>
<tr>
<td>S5</td>
<td>41.67</td>
<td>79.17</td>
<td>37.5</td>
<td>0.642894</td>
<td>High</td>
</tr>
<tr>
<td>S3</td>
<td>41.67</td>
<td>79.17</td>
<td>37.5</td>
<td>0.642894</td>
<td>Medium</td>
</tr>
<tr>
<td>S26</td>
<td>50</td>
<td>87.5</td>
<td>37.5</td>
<td>0.75</td>
<td>High</td>
</tr>
<tr>
<td>S27</td>
<td>45.83</td>
<td>83.33</td>
<td>37.5</td>
<td>0.692265</td>
<td>Medium</td>
</tr>
<tr>
<td>S32</td>
<td>62.5</td>
<td>100</td>
<td>37.5</td>
<td>1</td>
<td>High</td>
</tr>
<tr>
<td>S4</td>
<td>45.83</td>
<td>79.17</td>
<td>33.34</td>
<td>0.61547</td>
<td>Medium</td>
</tr>
<tr>
<td>S13</td>
<td>50</td>
<td>83.33</td>
<td>33.33</td>
<td>0.6666</td>
<td>Medium</td>
</tr>
<tr>
<td>S17</td>
<td>50</td>
<td>83.33</td>
<td>33.33</td>
<td>0.6666</td>
<td>Medium</td>
</tr>
<tr>
<td>S21</td>
<td>62.5</td>
<td>95.83</td>
<td>33.33</td>
<td>0.8888</td>
<td>High</td>
</tr>
<tr>
<td>S24</td>
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<td>95.83</td>
<td>33.33</td>
<td>0.8888</td>
<td>High</td>
</tr>
<tr>
<td>S20</td>
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<td>91.67</td>
<td>29.17</td>
<td>0.777867</td>
<td>High</td>
</tr>
<tr>
<td>S22</td>
<td>33.33</td>
<td>62.5</td>
<td>29.17</td>
<td>0.437528</td>
<td>Medium</td>
</tr>
<tr>
<td>S2</td>
<td>58.33</td>
<td>83.33</td>
<td>25</td>
<td>0.599952</td>
<td>Medium</td>
</tr>
<tr>
<td>S25</td>
<td>58.33</td>
<td>83.33</td>
<td>25</td>
<td>0.599952</td>
<td>Medium</td>
</tr>
<tr>
<td>S28</td>
<td>50</td>
<td>75</td>
<td>25</td>
<td>0.5</td>
<td>Medium</td>
</tr>
<tr>
<td>S9</td>
<td>41.67</td>
<td>62.5</td>
<td>20.83</td>
<td>0.357106</td>
<td>Medium</td>
</tr>
<tr>
<td>S15</td>
<td>54.16</td>
<td>75</td>
<td>20.84</td>
<td>0.454625</td>
<td>Medium</td>
</tr>
<tr>
<td>S18</td>
<td>62.5</td>
<td>83.33</td>
<td>20.83</td>
<td>0.555467</td>
<td>Medium</td>
</tr>
<tr>
<td>S11</td>
<td>58.33</td>
<td>70.83</td>
<td>12.5</td>
<td>0.299976</td>
<td>Low</td>
</tr>
<tr>
<td>S10</td>
<td>62.5</td>
<td>70.83</td>
<td>8.33</td>
<td>0.222133</td>
<td>Low</td>
</tr>
</tbody>
</table>

| Max | 62.5     | 100       | 62.5       |           |          |
| Min | 25       | 62.5      | 8.33       |           |          |
| Mean| 47.78563 | 84.76469  | 36.979063  | 0.704806  |          |
Table 4.1 describes the score of students’ writing ability in writing recount text by using journal writing technique. The minimum score of pretest is 25 and the maximum score is 62.5. Meanwhile, the minimum score of posttest is 62.5 and the maximum score is 100. Besides, the data also shows the average score in pretest is 47.79, 84.86 in post test.

The table also showed that the minimum gain score is 8.33 which obtained by student 10, while the maximum gain score is 62.5 which obtained by student 14 and 31. Based on the normalize N-Gain, the mean of N-Gain 0.71 is categorized “high”. In addition Table 4.2. showed the students’ categorize as high, medium, or low.

Table 4.2 N-Gain of Students’ Writing Ability

<table>
<thead>
<tr>
<th>Category</th>
<th>Frekuensi</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>17</td>
<td>53.13%</td>
</tr>
<tr>
<td>Medium</td>
<td>13</td>
<td>40.62%</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
<td>6.25%</td>
</tr>
</tbody>
</table>

Table 4.2 showed that 17 students obtained N-Gain more than 0.7 or 53.13%, 13 students obtained N-Gain between 0.3-0.7 or 40.62% and only 2 students obtained N-Gain below 0.3 or 6.25%. That means that more than 50% of total students increased their writing ability in category high.

4.1.1.2 The Description of Questionnaire

Questionnaire is a tool of collecting data which consists of questions or statements and it arranged especially and used to get the information to be analyzed. In this research questionnaire was taken before and after treatment. The result of questionnaire would be described as follow:
1. Writing is an important skill in the global era.

The result of pre treatment showed that 4 students strongly agreed, 17 students agreed, and 11 students disagreed that writing is an important skill in this global era. Then, the total index % in likert scale was 69.53%. It could be concluded that the students were totally agreed with the statement.

Moreover, the result of post questionnaire showed that 13 students strongly agreed that writing is a skill that very important in global era. Besides, 17 students agreed with this statement and 2 students disagreed with that writing is a skill that very important in global area. Moreover, the total of index % in likert scale was 83.59%. It could be concluded that they strongly agreed that writing is an important skill that very important in global era. Based on the result above it could be conclude that students have increased their positive attitudes about 14.06%.

2. Writing in English is an easy task.

The writer conclude that most students assumed that writing in English is not easy for them. It was showed by the pre-questionnaire and post questionnaire result, it showed the same result. It was just 4 students stated that they agreed, then 14 students stated they disagreed and 14 students stated that they strongly disagreed. Moreover, the total of index % in likert scale was 42.19%. It could be concluded that they were not easy to write in English.

3. Journal writing enhances students’ ability in writing

The result of pre questionnaire showed that most students agreed that journal writing enhances students’ ability in writing, because the total of index % in likert scale was 60.16%. There are 20 students stated agreed, 5 students stated disagreed and 7 students strongly disagreed with this statement.

Furthermore, after getting journal writing treatment the writer conclude that the students strongly agreed that journal writing could enhance students’ writing ability in writing. It is showed by the result of
questionnaire 15 students strongly agreed and 16 students agreed with this statement. However, there was a student stated disagreed with this statement. Moreover, the total of index % in likert scale was 85.93%. Based on the result above it could be conclude that students has increased their positive attitudes about 25.77%.

4. Writing in English is very interesting.

The result of pre questionnaire showed that most students agreed that Writing in English is very interesting, because the total of index % in likert scale was 73.44%. There were 4 students strongly agreed, 22 students agreed and only 6 students disagreed with this statement. Furthermore, after getting post questionnaire the writer conclude that the students were strongly agreed that writing is very pleasant. It is showed by the result of questionnaire. 21 students strongly agreed and 11 students agreed that writing in English is very pleasant. Moreover, the total of index % in likert scale was 91.41%. Based on the result above it could be conclude that students has increased their positive attitudes about 17.97%.

5. Journal writing is a good technique to enhance student’s writing ability.

The result showed that students attitudes were increase after journal writing treatment. The result of index % in likert scale on pre questionnaire was 42.19%. There were 4 students agreed that journal writing is a good technique to enhance student’s writing ability, however 14 students stated disagreed and also 14 students stated strongly disagreed with this statement. Then, after treatment or post questionnaire the result of index % showed 64.84%. There are 21 students agreed and 11 students disagreed that journal writing is a good technique to enhance student’s writing ability. Based on the result above it could be conclude that students have increased their positive attitudes about 22.65%.

6. Journal writing could help me to write my experiences.
The result of pre questionnaire showed that 15 students agreed and 14 students agreed that journal writing could help them to write their experiences. However, there were 17 students stated disagreed with this statement. The result of index % in likert scale on pre questionnaire was 61.72%, it means that most students were agreed with this statement. Furthermore, the result of post questionnaire showed 4 students strongly agreed, 14 students agreed that journal writing could help them write their experiences and 14 students stated disagreed with it. moreover, The result of index % in likert scale on post questionnaire was 75%. Based on the result above, it could be conclude that students’ attitudes were increased about 13.28%.

7. Journal writing gives students an opportunity to enhance students’ writing ability.

The result of pre questionnaire showed that 6 students strongly agreed and 14 students were agreed that journal writing gives students an opportunity to enhance students’ writing ability. However, there were 12 students stated disagreed with this statement. The result of index % in likert scale on pre questionnaire was 70.31%, it means that most students agreed with this statement. Furthermore, the result of post questionnaire showed 16 students strongly agreed, 14 students agreed that journal writing gives students an opportunity to enhance students’ writing ability and only 2 students stated disagreed with it. moreover, The result of index % in likert scale on post questionnaire was 85.93%. Based on the result above, it could be conclude that students’ attitudes increased about 15,62%.

8. Journal writing helped me to think critically.

The result of pre questionnaire showed that students agreed that journal writing could help them to think critically. It is shown by the total index% in likert scale was 64.06%. There 7 students agreed, and 8,
however there were 13 disagreed and 4 students agreed with this statement.

Furthermore, the result of post questionnaire showed highly total of index %. It is 93.75%. there were 24 students stated strongly agreed and 8 students stated agreed with this statement. Based on the result above, it could be concluded that students’ attitudes were increased 29.69% and the writer said that students have positive attitudes.

9. By writing journal, I can express my ideas easily.

The result before treatment showed that 2 students strongly agreed and 13 students were agreed that by writing journal they could express their ideas easily, 14 students disagreed and 3 students strongly disagreed with this statement. Furthermore, the total of index % in likert scale was 60.94%. So, the writer conclude that the majority of students agreed that they could express their ideas by writing journal.

Moreover, the result of post questionnaire showed that 24 students strongly agreed, and 8 students agreed that they can express their ideas by writing journal. Moreover, the total of index % in likert scale was 93.75%. So, the writer conclude that most students were strongly agreed with this statement. Based on the result above it could be conclude that students has increased their positive attitudes about 32.81%.

10. By writing journal, my ability in writing recount text will be increased.

The result before treatment showed that students were agreed with this statement. It was support by the result of total index % in likert scale, it is 59.38%. There were 2 students strongly agreed that their ability in writing recount text would be increased after journal writing treatment and 13 students agreed with this statement. In the contrary, there were 12 students stated disagreed and 5 students stated strongly disagreed.

Furthermore, the result of post questionnaire showed there were 14 students strongly agreed, 13 students agreed and only 5 students disagreed with this statement. The result showed the increasing of students’ attitudes.
It was supported by the total of index % in likert scale was 82.03%. Then the students’ positive attitudes were increased 22.65%.

11. Journal writing made me feel comfortable when I write in English.

There were 6 strongly agreed, 12 agreed that journal writing made students feel comfortable when they wrote in English. In contrast, there were 10 disagreed, and only 4 students strongly disagreed with this statement. Moreover, the result of index % in likert scale on pre questionnaire was 65.63%, it means that most students were agreed with this statement.

Furthermore, there were 19 students were strongly agreed and 13 students were agreed with this statement. Moreover, the result of index % in likert scale on post questionnaire was 89.84%, it means that most students were strongly agreed with this statement. Based on the result above, it could be conclude that students’ have positive attitude, it was shown by the increasing of total index % 24.21%.

12. I feel that my writing in English has developed over time through practicing journal writing.

The result of pre questionnaire showed that 5 students stated strongly agreed, 11 students agreed, on the other hand 7 students disagreed and 9 students strongly disagreed that they felt able to write in English after being accustomed to write journal. Moreover, the total of index % in likert scale was 59.38%. So, the writer conclude that the students were agreed that they felt able to write in English after treatment journal writing.

Furthermore, the result of post questionnaire showed that 4 students stated strongly agreed, 8 students agreed, on the other hand 12 students disagreed and 8 students strongly disagreed that they felt able to write in English after being accustomed to write journal. Moreover, the total of index % in likert scale was 60.93%. So, the writer conclude that the students were agreed that they felt able to write in English after treatment journal writing. Moreover, Based on the result above, it could be
conclude that students’ have positive attitude, it was shown by the increasing of total index %  1.55%.

13. After journal writing treatment, I could understand material well.

The result of pre questionnaire showed that 10 students were strongly disagreed and 9 students were disagreed with this statement. Meanwhile, 2 students were strongly agreed and 11 students were agreed that after journal writing treatment, they could understand material given by the teacher well. Furthermore, the writer conclude that most students were agreed with this statement. It could be seen by the total of index % in likert scale was  53.91%.

Furthermore, the result of post questionnaire showed that only 4 students were disagreed with this statement. Meanwhile, 12 students were strongly agreed and 16 students were agreed that after journal writing treatment, they could understand material given by the teacher well. Furthermore, the writer conclude that most students were strongly agreed with this statement. It could be seen by the total of index % in likert scale was  81.25%. Moreover, Based on the result above, it could be conclude that students’ have positive attitude, it was shown by the increasing of total index %  27.34%.


The result of pre questionnaire showed that 9 students were strongly agreed and 18 students were agreed that they like to write after getting journal writing treatment. In the contrary, there were 5 students stated disagreed with this statement. The total of index % in likert scale was 78.13%, so it could be conclude that most students were strongly agreed with this statement.

Furthermore, post questionnaire stated that there were 11 students strongly agreed and 16 students agreed that after getting journal writing treatment, they liked to write. In this case was writing recount text such as personal experience. In contrast, there were 5 students stated disagreed with this statement. The total of index % in likert scale was 79.68%. So,
the writer conclude that all students were strongly agreed with this statement. Moreover, Based on the result above, it could be conclude that students’ have positive attitude, it was shown by the increasing of total index % 1.55%.

15. I think that practicing journal writing has developed my confidence to write in English.

The result of pre questionnaire showed that 15 students were agreed that they thought that practicing journal writing has developed their confidence to write in English. In the contrary, there were 14 students stated disagreed and 3 students were strongly disagreed with this statement. The total of index % in likert scale was 59.38%, so it could be concluded that most students were agreed with this statement.

Furthermore, post questionnaire stated that there were 1 students strongly agreed and 25 students agreed that practicing journal writing has developed their confidence to write in English. In contrast, there were only 6 students stated disagreed with this statement. The total of index % in likert scale was 71.90%. So, the writer conclude that all students were agreed with this statement. Moreover, Based on the result above, it could be conclude that students’ have positive attitude, it was shown by the increasing of total index % 12.52%.

16. I do not fear writing in English.

The result of pre questionnaire showed that 5 students were strongly agreed and 14 agreed that they do not fear writing in English. In the contrary, there were 9 students stated disagreed and 4 students strongly disagreed with this statement. The total of index % in likert scale was 65.33%, so it could be concluded that most students were strongly agreed with this statement.

Furthermore, post questionnaire stated that there were 19 students strongly agreed and 12 students agreed that they do not fear writing in
English. In contrast, there were only 1 student stated disagreed with this statement. The total of index % in likert scale was 89.06%. So, the writer conclude that all students were agreed with this statement. Moreover, Based on the result above, it could be conclude that students’ have positive attitude, it was shown by the increasing of total index % 23.43%.

17. After journal writing treatment, my learning motivation in writing is increased.

The result of pre questionnaire showed that 2 students were agreed that after getting journal writing treatment, their learning motivation in writing is increased. In the contrary, there were 15 students stated disagreed and 4 students were strongly disagreed with this statement. The total of index % in likert scale was 58.59%, so it could be concluded that most students were agreed with this statement.

Furthermore, post questionnaire stated that there were 21 students strongly agreed and 11 students agreed that their learning motivation is increased after getting journal writing. The total of index % in likert scale was 91.41%. So, the writer conclude that all students were strongly agreed with this statement. Moreover, Based on the result above, it could be conclude that students’ have positive attitude, it was shown by the increasing of total index % was 32.82%.

18. Journal writing helped me to respond my thought and feeling.

The result of pre questionnaire showed that 1 student was agreed that after getting journal writing helped him/her to respond his/her thought and feeling. In the contrary, there were 13 students stated disagreed and 3 students were strongly disagreed with this statement. The total of index % in likert scale was 69.63%, so it could be concluded that most students were agreed with this statement.
Furthermore, post questionnaire stated that there were 11 students strongly agreed and 19 students agreed that journal writing helped them to respond their thought and feeling. And only 4 students stated disagreed with this statement. The total of index % in likert scale was 82.03%. So, the writer conclude that all students were strongly agreed with this statement. Moreover, Based on the result above, it could be conclude that students’ have positive attitude, it was shown by the increasing of total index % 12.1%.

19. I add more time to practice English writing.

The result of pre questionnaire showed that 13 students were agreed that they add more time to practice English writing. In the contrary, there were 10 students stated disagreed and 9 students were strongly disagreed with this statement. The total of index % in likert scale was 53.13%, so it could be concluded that most students were agreed with this statement.

Furthermore, the result of post questionnaire showed that 19 students were strongly agreed with this statement and 16 students were agreed that they add more time to practice English writing while 6 students disagreed. So the writer conclude that students felt enthusiast to write after treatment journal writing. The total of index in likert scale was 76.56%, which mean that the students were strongly agreed with this statement. Moreover, Based on the result above, it could be conclude that students’ have positive attitude, it was shown by the increasing of total index % 23.43%.

20. I asked my friends or my teacher to help my difficulties.

The result of pre questionnaire showed that 3 students were strongly agreed and 11 agreed that asked their friends or their teacher to help their difficulties. In the contrary, there were 10 students stated disagreed and 8 students were strongly disagreed with this statement. The
total of index % in likert scale was 57.03%, so it could be conclude that most students were agreed with this statement.

Furthermore, post questionnaire stated that there were 18 students strongly agreed and 14 students agreed that they asked to their teacher or friends to help their difficulties. The total of index % in likert scale was 89.06%. So, the writer conclude that most students were strongly agreed with this statement. Moreover, Based on the result above, it could be conclude that students’ have positive attitude, it was shown by the increasing of total index % 32.03%.

21. I read more books to increase my writing ability.

The result of pre questionnaire showed that 10 students agreed that they read more books to increase their writing ability. In the contrary, there were 14 students stated disagreed and 8 students stated strongly disagreed with this statement. The total of index % in likert scale was 51.56%, so it could be concluded that most students were agreed with this statement.

Furthermore, post questionnaire stated that there were 15 students agreed and 17 students disagreed that read more books to increase their writing ability. The total of index % in likert scale was 61.72%. So, the writer conclude that all students were agreed with this statement. Moreover, Based on the result above, it could be conclude that students’ have positive attitude, it was shown by the increasing of total index % 10.16%.

22. I ask friends or teacher to read my writing.

The result of pre questionnaire showed that 2 students were strongly agreed and 6 students agreed that they asked their friends or teacher to read their writing. In the contrary, there were 14 students stated disagreed and 10 students were strongly disagreed with this statement. The total of index % in likert scale was 50%, so it could be conclude that most students were agreed with this statement.
Furthermore, post questionnaire stated that there were 4 students strongly agreed and 14 students agreed that they asked their teacher or friend to read their writing. In contrast, there were 14 student stated disagreed with this statement. The total of index % in likert scale was 75%. So, the writer conclude that all students were strongly agreed with this statement. Moreover, Based on the result above, it could be conclude that students’ have positive attitude, it was shown by the increasing of total index % 25%.

23. I write every event on my life.

The result of pre questionnaire showed that 8 students agreed that they do not fear writing in English. In the contrary, there were 15 students stated disagreed and 9 students were strongly disagreed with this statement. The total of index % in likert scale was 49.22%, so it could be concluded that most students were disagreed with this statement.

Furthermore, post questionnaire stated that there were 6 students strongly agreed and 14 students agreed that they do not fear writing in English. In contrast, there were 12 student stated disagreed with this statement. The total of index % in likert scale was 70.31%. So, the writer conclude that all students were agreed with this statement. Moreover, Based on the result above, it could be conclude that students’ have positive attitude, it was shown by the increasing of total index % 21.09%.

24. I could understand material well if teacher applies journal writing.

The result of pre questionnaire showed that 7 agreed that they do not fear writing in English. In the contrary, there were 14 students stated disagreed and 11 students were strongly disagreed with this statement. The total of index % in likert scale was 46.88%, so it could be concluded that most students were disagreed with this statement.

Furthermore, post questionnaire stated that there were 7 students strongly agreed and 8 students agreed that they do not fear writing in
English. In contrast, there were 13 students were disagreed and 4 students were strongly disagreed with this statement. The total of index % in likert scale was 64.06%. So, the writer conclude that all students were agreed with this statement. Moreover, Based on the result above, it could be conclude that students’ have positive attitude, it was shown by the increasing of total index % 17.18%.

25. I write journal in my spare time.

The result of pre questionnaire showed that 12 students were agreed that they write journal in their spare time. In the contrary, there were 16 students stated disagreed and 4 students were strongly disagreed with this statement. The total of index % in likert scale was 56.25%, so it could be concluded that most students were agreed with this statement.

Furthermore, post questionnaire stated that there were 2 students strongly agreed and 13 students agreed that they write journal in their sparetime. In contrast, there were 14 students stated disagreed and 3 students stated strongly disagreed with this statement. The total of index % in likert scale was 60.94%. So, the writer conclude that all students were agreed with this statement. Moreover, based on the result above, it could be concluded that students’ have positive attitude, it was shown by the increasing of total index % 4.69%.

4.1.2 Data Analysis

4.1.2.1 Parametric Test

1) Normality Test

Before testing the hypothesis, the writer analyzed the normality and homogeneity of the data. The purpose of analyzing the normality was to see whether the data got in the research has been normally distributed or not. Meanwhile, the purpose of analyzing the homogeneity was to see whether the data of test result were homogenous or heterogeneous. In the analyzing the normality, the result showed that both the data of pre- and
post-test in experimental class were distributed normally. Both of data were analyze by using spss.

The normality test was tested using Lilliefors test. The result of normality test was presented in table 4.3.

Table 4.3 Test of Normality

<table>
<thead>
<tr>
<th>Test of Normality</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>kelompok</td>
<td>Statistic df Sig.</td>
<td>Statistic df Sig.</td>
</tr>
<tr>
<td>Score</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretest</td>
<td>.161 32 .064</td>
<td>.927 32 .063</td>
</tr>
<tr>
<td>Posttest</td>
<td>.108 32 .200*</td>
<td>.951 32 .155</td>
</tr>
</tbody>
</table>

The table 4.3 explained that pre-test score and posttest was distributed normally. It shown from the result of significances SPSS 21 program, the pre-test and post-test score more than significance level 0.05, it is 0.063 and 0.155 higher than 0.05, then it can be concluded that the data was normal distributed.

2) Homogeneity test

Table 4.4 Test of Homogeneity of Variances

| Score | Levene Statistic df1 df2 Sig. |
|-------|-----------------------------|----------------|
| Test  | .748 1 62 .390 |

The table showed that both data were homogenous. It was shown by the significantces of test was 0.390 higher than significance 0.05.

3) Statistical Hypothesis
Table 4.5 Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 Pretest</td>
<td>47,7856</td>
<td>32</td>
<td>11,14881</td>
<td>1,97085</td>
</tr>
<tr>
<td>Posttest</td>
<td>84,5825</td>
<td>32</td>
<td>10,29038</td>
<td>1,81910</td>
</tr>
</tbody>
</table>

The table 4.5 showed that the mean of students’ score was increased. The mean of pretest showed 47.79 and the post test showed 84.58. N showed the amount of data before and after treatment, it was 32 students. Then, the standard deviation showed that the data were heterogenic before and after treatment, it was 11.15 and 10.29.

Table 4.6 Paired Samples Test

<table>
<thead>
<tr>
<th></th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Differences</td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
</tr>
<tr>
<td></td>
<td>95% Confidence Interval of the Difference</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
</tr>
<tr>
<td>Pair 1 Pretest - Posttest</td>
<td>-36,79687</td>
<td>13,48647</td>
<td>2,38409</td>
</tr>
<tr>
<td></td>
<td>-41,65927</td>
<td>-31,93448</td>
<td>15,434</td>
</tr>
</tbody>
</table>

This study is conducted in order to answer the research question “Is Journal writing effective on students writing ability in recount text?”

1. Hypothesis for students’ writing ability in writing recount text.

   a. Alternative Hypothesis (Hₐ): There is significant difference on students’ writing ability and their attitudes in writing recount text before and after treatment journal writing.

   \[ Hₐ: \mu₁ \neq \mu₂ \]

   b. Null Hypothesis (H₀): There is no significant difference on students’ writing ability and their attitudes in writing recount text before and after treatment journal writing.

   \[ H₀: \mu₁ = \mu₂ \]
The criterion used to answer the hypothesis of this study was described as follows:

a. If \( \text{sig} < 0.05 \), \( H_0 \) (null hypothesis) is rejected. It means that the use of journal writing is effective on students’ writing ability and their attitudes in writing recount text.

b. If \( \text{sig} > 0.05 \), \( H_0 \) (the null hypothesis) is accepted. It means that the use of journal writing is not effective on students’ writing ability and their attitudes in writing recount text.

From the result of SPSS could be seen in table 4.6, it indicated the value of \( \text{sig} \) value (2-tailed) < 0.05 which means that there is any significant differences on students’ writing ability before and after treatment. Besides, \( t_0 \) is -15.434. Regardless the minus, it does not indicate negative score. It indicated that there was a difference degree as much as -15.434. On the other hand, the table showed the degree of freedom was 31. The value of \( t \) table of df 31 with \( \alpha = 5\% \) is 2.03951. Furthermore, comparing the \( t \) score with value of the degree of significance, the result was \(-15.434 \leq -2.03951\). Since -\( t \) score in the table was lower than -\( t \) table score, the alternative hypothesis (\( H_1 \)) is accepted and the null hypothesis (\( H_0 \)) is rejected. It means that the score of pre-test and post-test has significance differences. Furthermore, it could be concluded that journal writing has higher influence towards students’ writing ability in writing recount text for the tenth grade of SMA Muhammadiyah 8 Ciputat, Tangerang Selatan.

### 4.1.2.2 Non Parametric Test

**Table 4.7 Result of Students’ Attitudes in Writing**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean Rank</th>
<th>Sum of Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Negative Rank</strong></td>
<td>0(^a)</td>
<td>.00</td>
<td>.00</td>
</tr>
<tr>
<td><strong>Positive Rank</strong></td>
<td>32(^b)</td>
<td>16.50</td>
<td>528</td>
</tr>
<tr>
<td><strong>Ties</strong></td>
<td>0(^c)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 4. showed that there were 32 students include in positives rank which means that all of the students got higher post-treatment score than pre-treatment score. The table also showed that there was no students got lower post-treatment score than pre-treatment score because N in negative rank was 0. Moreover, there was no students got the same score in pre-treatment and post-treatment (ties). The mean rank was 16.50 and the sum of rank was 525.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Z</th>
<th>Asymp. Sig. (2-tailed)</th>
<th>Explanation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students’ Attitudes in Writing</td>
<td>-4.939</td>
<td>0.000</td>
<td>Z &lt; -1.96 Sig. &lt; 0.05</td>
<td>H₀ rejected</td>
</tr>
</tbody>
</table>

This study is conducted in order to answer the research question “Is Journal writing effective on students’ attitudes in writing recount text?”
1. Hypothesis for students’ attitudes in writing recount text.
   a. Alternative Hypothesis (Hₐ): There is significant difference on students’ attitudes in writing recount text before and after journal writing treatment.
      \[ Hₐ : \mu₁ \neq \mu₂ \]
   b. Null Hypothesis (H₀): There is no significant difference on students’ attitudes in writing recount text before and after journal writing treatment.
      \[ H₀ : \mu₁ = \mu₂ \]

The criterion used to answer the hypothesis of this study was described as follows:
a. If \(\text{sig } \rho \text{ value (2-tailed)} < 0.05\), \(H_0\) (null hypothesis) is rejected. It means that the use of journal writing is effective on students’ attitudes in writing recount text.

b. If \(\text{sig } \rho \text{ value (2-tailed)} > 0.05\), \(H_0\) (the null hypothesis) is accepted. It means that the use of journal writing is not effective on students’ attitudes in recount text.

From the result of table 4.8, it showed \(Z\) score is -4.939 or \(Z < 1.96\) and \(\text{asym.sig. } < 0.000\) or \(\text{sig.} < 0.05\) (two tailed). Therefore, the alternative hypothesis \((H_A)\) is accepted and the null hypothesis \((H_0)\) is rejected. It means that there was a significance difference between students’ score before and after treatment journal writing. Therefore, it could be concluded that journal writing has a positive influence towards students’ attitudes in writing recount text for the tenth grade of SMA Muhammadiyah 8 Ciputat, Tangerang Selatan.

### 4.2 Discussion

The major findings of the study can be summarized as follows; First, journal writing was effective in promoting students’ writing ability. The students’ overall English writing ability as shown by their writing scores from the pretest and posttest, is presented in Table 4.6. The mean score was 47.79 for the pretest and 84.76 for the posttest. A comparison of mean scores of the grades between the two tests indicates a gain of 36.97. The mean score of each item on the participants’ posttest is higher than that on their pretest (84.76 > 47.79). The paired t-test was -15.399 < -2.03951, and the \(\rho\) value was 0.00 (\(\rho < 0.05\)), which showed a significant difference. Moreover, after getting posttest, the mean of post test was 84.86. It could be concluded that journal writing promoted the students’ writing ability, which matched the findings of previous study by An-Najah Univ. J. Res, the study revealed positive effects of the use of journal
writing in students’ writing skill. The study by Titin Supartini, a quasi experimental study also revealed positive effect on students’ writing ability. 

Second, the use of journal writing was effective on students’ attitudes in writing recount text. Wilcoxon test showed that ρ or sig. from students attitudes was ρ< 0,00 and Z score < -1,96 which means that there was any significant deferences on students’ attitudes before and after treatment. The data of questionnaire revealed strong positive attitudes towards writing after getting journal writing treatment. Moreover, this study supports the previous study by Muhammad Salem, his study was investigated the effect of journal writing as a communicative technique on written attitudes of Egyptian EFL English majors. In his study, the attitude questionnaires revealed that the experimental group had strong positive attitudes toward writing through journal writing.

Third, journal writing makes students more active to express their ideas in the class. Based on the N-Gain score, the students who got the maximum score were S14,S6,S19, and S32. Moreover, students with highest N- Gain were not the students who got high score in their pretest, except S21 and S32. They got highest score in post test and highest N-Gain. The fourth students were very active in the class and very active to express their ideas, to ask when they got difficulties, and to answer every question that the writer gave (Q. Item 20). Furthermore, S14 was a shy student in the class, she got pretest score 37,5 but she got the highest N-Gain score. In contrast, there were only 2 students got the low score N-Gain, S11 and S10. The two students were not too active in the class, although they got high score in pretest, but the N- Gain score showed the lowest score of all.

Fourth, this study also showed that journal writing could improve not only students’ learning motivation (Q. 17) but also their confidence to write in English (Q. 15). Particularly in their tendency to write down what they had observed, respond their feeling and thought. (item 18). This findings support the previous

---

study by Asma Wafa et.al which revealed that journal writing indicated the positive effect in enhancing students' motivation and self confidence in learning.

Fifth, journal writing make students feel comfortable (Q. 11) and also develop their writing ability in English, because they were accustom to write in English every meeting. It is supported by the result of questionnaire (Q. 12). Most students agreedd that their writing ability has developed overtime though practicing writing (60.93%). This study suportLangan statement, journal writing will develop the students’ habit of thinking and make writing become a familiar part of their life.4

Moreover, it was likely that they did not perceive any change in their perception towards writing in English. It was shown by the result of pre and post-questionnaire, there was no significant differences in their result. It was just 4 students stated that they were agreed, then 14 students stated they were disagreed and 14 students stated that they were strongly disagreed. Moreover, the total of index % in likert scale was 42.19%. It could be conclude that they were not easy to write in English. (Q. 2. Writing in English is an easy task). However, although they thought that writing in English is not easy, they tend to like to write after getting journal writing treatment. The result of questionnaire, (Q. 14. I like to write after getting journal writing treatment) showed high mean score 3.52. In addition they also did not fear to write in English after getting journal writing treatment (Q. 16. I do not fear writing in English) with mean score 3.94. It can be concluded that although the students’ perception that writing in English is not easy, but after getting journal writing treatment they like to write in English and do not fear to write in English anymore.

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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion. In this chapter the writer would like to give some conclusion and offer some suggestions that may have relation to the subject.

5.1 Conclusion

The result of the study reflects that journal writing could overcome students’ difficulties in writing recount text and also change students’ attitudes in writing. The conclusion drawn from the results of study are follow:

First, the use of journal writing is effective on students writing recount text. It showed from the students’ score of post-test is higher than the pre-test. Moreover, the result of normalized N-Gain score showed the N-gain mean is 0.71 and 53.13% students are categorized as high. Besides, the study also showed that $t_0 = -15.434$ and asymp.sig. (2 tailed) = 0.000. Which $t_0 < -2.03951$, which could be concluded that journal writing is effective towards students’ writing ability in writing recount text.

Second, the use of journal writing is effective on students’ attitudes in writing recount text. It showed from the result of students’ questionnaire before and after treatment using index % of likert scale, the result after treatment showed significant improvement. Thus, it can be concluded that generally they reacted positively towards journal writing technique. Moreover, journal writing had a positive effect towards students confidence to write in English. Besides, the Wilcoxon test also showed that $Z = -4.939$ and asymp.sig. (2 tailed) = 0.000. Which $Z < 1.96$ and sig. $< -1.96$, which could be concluded that there is any difference of students writing ability before and after treatment journal writing.

5.2 Suggestion
1. This study recruited a small sample due to a number of experimentation constraints, for future research is needed to recruit a larger sample in order to make the findings more generalizable.

2. This study was limited to an EFL senior high school context, for future research could investigate the effectiveness of journal writing on writing ability on college students.

3. This study was conducted for four weeks. Future research using both shorter or longer periods of time is needed to determine if the experiment duration makes a difference.

4. This study was concerned with the students’ writing ability. For future research could investigate the effectiveness of journal writing on other skills such as speaking and reading.

5. This study was concerned with English subject, for future research could conduct a research on the other subject.

6. This study was concerned on students’ attitudes in writing. The future research could conduct a research on another aspect such as students’ awareness, motivation, anxiety, etc.
References


García-Santillán, Arturo, et.al., (2012). Cognitive, Affective and Behavioral Components That Explain Attitude toward Statistics, Journal of Mathematics Research; Vol. 4, No. 5; ISSN 1916-9795 E-ISSN 1916-9809 Published by Canadian Center of Science and Education,


SURAT BIMBINGAN SKRIPSI

Kepada Yth.

Desi Nahartini, M.Ed
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum wr.wb.

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

Nama : Safitri
NIM : 111201400083
Jurusan : Pendidikan Bahasa Inggris
Semester : 9 (Sembilan)
Judul Skripsi : The Effectiveness of Journal Writing towards Students Writing Ability and Their Attitudes in Recount Text


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 Saudara, kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Kajur/Kaprodi Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Nomor : Un.01/F1/KM.01.3/............./2016
Lamp : Outline/Proposal
Hal : Permohonan Izin Penelitian

Jakarta, 2 Desember 2016

Yang terhormat
Kepala SMA Muhammadiyah 8 Ciputat

Assalamu'alaikum wr.wb.
Dengan hormat kami sampaikan bahwa,

Nama : Safitri
NIM : 1112014000083
Jurusan : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Judul Skripsi : The Effectiveness of Journal Writing towards Students’ Writing Ability and Their Attitudes in Writing Recount Text (A Mix Method Study at SMA Muhammadiyah 8 Ciputat)

Adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta yang sedang menyelesaikan 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/Kaprodi Pendidikan Bahasa Inggris

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

Tembusan :
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa
SURAT KETERANGAN
Nomor: 074/III.4AU/KET/2017

Yang bertanda tangan di bawah ini:
Nama: Hafis Umar, SE
Jabatan: Kepala SMA Muhammadiyah 8 Ciputat

Mencantumkan bahwa:
Nama: Safitri
NIM: 1112014000083
Jurusan: Pendidikan Bahasa Inggris
Universitas: Universitas Islam Negeri Syarif Hidayatullah Jakarta
Tanggal: 04 Januari 2017

Nama di atas telah melaksanakan kegiatan Penelitian/Riset Validitas yang berjudul *The Effectiveness of Journal Writing to Improve Students’ Writing Ability, and Their Attitudes in Writing Recount Text (A Mix Method Study at SMA Muhammadiyah 8 Ciputat)*

Demikian surat ini dibuat dengan sebenar-benarnya.

Ciputat, 26 Januari 2017

[Signature]
Hafis Umar, SE.
### Rubric for Assessing Written Test

<table>
<thead>
<tr>
<th>Categorization</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas and development (A)</td>
<td>1</td>
<td>Weak development of topic</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Adequate development of topic; listing details</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Good development of topic</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Extensive development of topic; strong support of main idea and detail.</td>
</tr>
<tr>
<td>Organization (B)</td>
<td>1</td>
<td>Not organized</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Sparsely organized; lack of sequence</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Fairly well organized; flow and sequence evident</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Completely organized; smooth flow with strong sequence</td>
</tr>
<tr>
<td>Vocabulary (C)</td>
<td>1</td>
<td>Poor or inappropriate word choice</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Fair word choice; simple words</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Good word choice; meaning is clear</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Visual and imaginative word choice; appropriate use of</td>
</tr>
<tr>
<td></td>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence structure (D)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Poor; many errors</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fair; choppy with variety</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Adequate; few errors and some varieties of lengths</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Excellent; no errors and variety of lengths</td>
<td></td>
</tr>
<tr>
<td><strong>Capitalization and punctuation (E)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Many errors (over 10)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Some errors (6-10)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Very few errors (1-5)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Error free</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling (F)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Many errors (over 10)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Some errors (6-10)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Very few errors (1-5)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Error free</td>
<td></td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN

1. IDENTITAS

Sekolah : SMA Muhammadiyah 8 Ciputat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Alokasi Waktu : 2 x 45 menit
Tema : Amusing Even
Aspek/Skill : Writing
Pertemuan ke - : 3

A. Kompetensi inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan, prosedural pada bidang kaian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

1.1. mensyukuri kesempatan dapat mempelajari bahasa inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
3.4. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.
4.4. Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana.
4.5. menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
2. INDIKATOR
1. Memahami struktur kalimat past tense
2. Mengungkapkan kalimat berbentuk past tense
3. Bertanya dan menjawab berbagai informasi dalam bentuk past tense

3. TUJUAN PEMBELAJARAN
1. Siswa dapat mengidentifikasi struktur kalimat past tense
2. Siswa dapat mengungkapkan kejadian lampau dengan tepat
3. Siswa dapat menuliskan kata kerja bentuk lampau dari penjelasan didepan
   Sikap : disiplin, percaya diri, berani menyampaikan pendapat

4. MATERI PEMBELAJARAN
   ✓ Kosa kata yang berkaitan dengan tema
   ✓ Struktur kalimat past tense

Formula dari Simple Past Tense sebagai berikut:

Kalimat nominal

(+) S + was/were + adj/adverb/noun + …
(-) S + was/were + not + adj/adverb/noun + …
(?) Was/were + S adj/adverb/noun + …?

Example:

➢ (+) Mr. Mustofa was sick yesterday.
   (-) Mr. Mustofa was not sick yesterday.
   (?) Was Mr. Mustofa sick yesterday? Yes, he was. No. He was not(wasn’t)

➢ (+) They were angry.
   (-) They were not angry.
   (?) Were they angry? Yes, they were. No, they were not(weren’t)

Catatan :
To be “were” digunakan untuk subjek “I, you, we, they”.
To be “Was” digunakan untuk subjek “He, she, it”.

Untuk membuat kalimat menyangkal/negatif dan pertanyaan maka kata bantu atau to be di atas digunakan.

5. METODE PEMBELAJARAN
   1. Colaborative learning
   2. Penugasan

6. KEGIATAN PEMBELAJARAN

<table>
<thead>
<tr>
<th>No.</th>
<th>Aktivitas</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a. Kegiatan Pendahuluan (apersepsi)</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>1. Salam dan tegur sapa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru mengabsen siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru memberikan motivasi dengan bertanya tentang current Issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Menjelaskan tujuan pembelajaran atau KD yang akan dicapai</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Menyiapkan cakupan materi dan sistem penilaian</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>a. Kegiatan Inti (elaborasi)</td>
<td>70 minutes</td>
</tr>
<tr>
<td></td>
<td>1. Mengidentifikasi berbagai hal terkait jenis kalimat past tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Mempelajari contoh-contoh kalimat past tense melalui video dan berbentuk text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Menyebut kata kerja lampau yang ada pada tayangan video</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Meminta siswa membuat kalimat past tense</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Meminta siswa menulis “amusing moment” yang pernah mereka alami</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>a. Kegiatan Penutup (konfirmasi)</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>1. Guru menayangkan kesulitan-kesulitan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru dan siswa menyimpulkan materi pembelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru refleksi terhadap kegiatan pembelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Guru memberi tugas mandiri tidak berstruktur</td>
<td></td>
</tr>
</tbody>
</table>

7. SUMBER BELAJAR
   1. Slide dalam power point
2. Video

8. TUGAS TERSTRUKTUR/TUGAS MANDIRI TIDAK TERSTRUKTUR
Siswa diminta untuk membuat cerita mengenai pengalaman lampauanya

9. PENILAIAN

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mengungkapkan kalimat berbentuk past tense</td>
<td>Tulislah pengalaman yang menyenangkan yang pernah kamu alami! min 200 words.</td>
<td>Recount text</td>
<td></td>
</tr>
</tbody>
</table>

a. Pedoman penilaian
Jumlah skor maksimal keseluruhan 25
Nilai siswa = skor maksimal \times 4

b. Rubrik Penilaian

<table>
<thead>
<tr>
<th>Element</th>
<th>Score</th>
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<tbody>
<tr>
<td>Pronunciation</td>
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<tr>
<td>Acuracy</td>
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<tr>
<td>Performance</td>
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Standard of Pronunciation and Acuracy

<table>
<thead>
<tr>
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<th>Score</th>
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<tbody>
<tr>
<td>Very good</td>
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</tr>
<tr>
<td>Good</td>
<td>6-8</td>
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<tr>
<td>Average</td>
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Standard of Performance

<table>
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<tr>
<th>Standard of Performance</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>Very good</td>
<td>5</td>
</tr>
<tr>
<td>Good</td>
<td>3-4</td>
</tr>
<tr>
<td>Average</td>
<td>1-2</td>
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Text mengenai past event:

A Beautiful Day at Jogja

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 lunc, we decided to go home.

For me, that was a beautiful day though I could not visit Malioboro. we really enjoyed it, and I hope I could visit Jogja again.

Mengetahui: Tangerang, ................. 2016
Guru Mata Pelajaran, Mahasiswa,

Rohim, S.Pd. Safitri
### Nilai Siswa Selama Treatment

<table>
<thead>
<tr>
<th>Students' Code</th>
<th>Pre- test</th>
<th>Treatment</th>
<th>Post- test</th>
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<td>Treatment 3</td>
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### Meanscore of Questionnaire

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<tr>
<td><strong>Conative</strong></td>
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<tr>
<td>1</td>
<td>Writing is a skill that very important in global era.</td>
<td>3,27</td>
</tr>
<tr>
<td>2</td>
<td>Writing in English is an easy task.</td>
<td>1,70</td>
</tr>
<tr>
<td>3</td>
<td>Journal writing enhances students’ ability in writing</td>
<td>3,42</td>
</tr>
<tr>
<td>4</td>
<td>Writing in English is very pleasant.</td>
<td>3,67</td>
</tr>
<tr>
<td>5</td>
<td>Journal writing is a good technique to enhance student’s writing ability</td>
<td>2,73</td>
</tr>
<tr>
<td>6</td>
<td>Journal writing could help me to write my experiences.</td>
<td>3,61</td>
</tr>
<tr>
<td>7</td>
<td>Journal writing gives students an opportunity to enhance students’ writing ability</td>
<td>3,55</td>
</tr>
<tr>
<td>8</td>
<td>Journal writing helped me to think critically.</td>
<td>3,88</td>
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<tr>
<td><strong>Afective</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>By writing journal, I can express my ideas easily</td>
<td>3,91</td>
</tr>
<tr>
<td>10</td>
<td>By writing journal, my ability in writing recount text will be increased</td>
<td>3,48</td>
</tr>
<tr>
<td>11</td>
<td>Journal writing made me feel comfortable when I write in English.</td>
<td>3,82</td>
</tr>
<tr>
<td>12</td>
<td>I feel that my writing in English has developed over time through practicing journal writing</td>
<td>2,79</td>
</tr>
<tr>
<td>13</td>
<td>After journal writing treatment, I could understand material well</td>
<td>2,48</td>
</tr>
<tr>
<td>14</td>
<td>I like to write after getting journal writing treatment</td>
<td>3,52</td>
</tr>
<tr>
<td>15</td>
<td>I think that practicing journal writing has developed my confidence to write in English</td>
<td>3,21</td>
</tr>
<tr>
<td>16</td>
<td>I do not fear writing in English.</td>
<td>3,94</td>
</tr>
<tr>
<td>17</td>
<td>After journal writing treatment, my learning motivation in writing is increased.</td>
<td>4,06</td>
</tr>
<tr>
<td>18</td>
<td>Journal writing helped me to respond my thought and feeling</td>
<td>3,73</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td></td>
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</tr>
<tr>
<td>19</td>
<td>I add more time to practice English writing.</td>
<td>3,55</td>
</tr>
<tr>
<td>20</td>
<td>I asked my friends or my teacher to help my difficulties.</td>
<td>4,06</td>
</tr>
<tr>
<td>21</td>
<td>I read more books to increase my writing ability</td>
<td>3,24</td>
</tr>
<tr>
<td>22</td>
<td>I ask friends or teacher to read my writing</td>
<td>4,09</td>
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<tr>
<td>23</td>
<td>I write every event on my life</td>
<td>4,03</td>
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<td>24</td>
<td>I could understand material well if teacher applies journal writing.</td>
<td>4,36</td>
</tr>
<tr>
<td>25</td>
<td>I write journal in my sparetime</td>
<td>4,39</td>
</tr>
</tbody>
</table>
Pre-Test
Name: Ahmad 
Class: 2

Guidelines in Pre-Test Writing Recount Text

1. What did you do last holiday?
2. Where were you last holiday?
3. With whom were you last holiday?
4. How long did you spend your holiday?
5. Where did you go to spent your holiday?
6. What did you do in that place?
7. What time did you get up along your holiday?
8. How do you feel in having holiday?

I'm in the holiday with a family, in Kuta Bali Beach and zoo Bali.

With mom, dad, sister, and my brother, my holiday in 3 weeks ago, in the zoo and beach of Kuta Bali.

Swimming and see of animal in the zoo. I am feel very happy and this holiday.
Pre-Test
Name: Khaironi Hanifa
Class: X IPA (Eduq)

Guidelines in Pre-Test Writing Recount Text

1. What did you do last holiday?
2. Where were you last holiday?
3. With whom were you last holiday?
4. How long did you spend your holiday?
5. Where did you go to spent your holiday?
6. What did you do in that place?
7. What time did you get up along your holiday?
8. How do you feel in having holiday?

My Holiday

In my last holiday, I am swimming with my family. I am going to Jakarta, with a car in Jakarta, kota tua. I whit my family, I in family go to holiday in to Jakarta, I woke up at 05:00 am. I am so happy in my holiday with my family.

| A | 1 |
| B | 1 |
| C | 2 |
| D | 1 |
| E | 2 |
| F | 3 |

10
My holiday

at holiday. My family went to my grand ma
that place in yogya karta. I went to my grand ma with
by plane. before I will go I come to soehorta airport.
For buy ticket. tomorrow I go to yogya. I visit in
adiscripta airport. Where I buy gudeg and coffee.

then by bus I went to terminal jimangun. after that
continuon by pedicab. then I was come in my grand mo
in my grand mo. I live. take a bath and swim in river
the water is very cold. but I will gave swim. in the
night. My uncle invited me to watch wayang but I can't
because I very tired. I sleep at 9 o'clock. after pray
isya. the next day my brother come and aske me
for came to watch football. but in that place I aint went
football. I go to angkerungam for eat gudeg and behiccot.
you now behiccot. behiccot is snail. it's very delicious. I very
like that food than I go home (house my grand no) in that I
ask my old friend to play marcon in garden after that
I take a bath again in river while fishing. My brother
get a fish is very big. We live Fried it. with
my grand mom make a Fried fish very delicious. in the night
Me and uncle go to forest for hunting bat. in that
I'not get the bat. Forest is very dark and make me
Proud. but this is very funny because my uncle always
tell the funny story in this village after that I back to my
grand mo house I slept. Next day is the sad day because
I will back to my home. but it's one I will come to my
grand mo in the next holiday.