THE EFFECT OF DIARY WRITING AND STUDENTS’ ACHIEVEMENT MOTIVATION ON THEIR WRITING OF RECOUNT TEXT

(A Quasi-experimental Research at the Tenth Grade Students of SMAN 1 Seruway, Aceh Tamiang)

THESIS
Submitted to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of M.Pd. (Magister Pendidikan) in English Education of Syarif Hidayatullah State Islamic University Jakarta

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GRADUATE PROGRAM DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2018
APPROVEMENT

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JAKARTA
2018
STATEMENT OF ORIGINALITY

I hereby declare that the thesis entitled "THE EFFECT OF DIARY WRITING AND STUDENTS' ACHIEVEMENT MOTIVATION ON THEIR WRITING OF RECOUNT TEXT" represents my original work and that I have used no other sources except as noted by citations. All data, tables, figures and text citations which have been reproduced from any other sources have been explicitly acknowledge as such. I have read and understood the Ministry of National Education (MoNE) of Indonesian’s Decree No. 17 Year 2010 regarding Plagiarism in higher education, therefore I am responsible for any claims in the future regarding the originality of my thesis.

Ciputat, Maret 2018

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This is to declare that the thesis entitled “The Effect of Diary Writing and Students’ Achievement Motivation on their Writing of Recount Text (A Quasi-experimental Research at the Tenth Grade Students of SMA 1 Seruway, Aceh Tamiang)” has been proposed to the Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta, and has been announced to pass in the thesis defense examination conducted on June 11th, 2018. The thesis has revised as suggested by the examiners; therefore, the writer is entitled to bear master degree of education (M.Pd.)

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ACKNOWLEDGEMENT

Praised be to Allah, Lord of the world, who has given the writer His love and compassion to finish the last assignment in her study. Peace and salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence. Here the writer proudly delivers her great honor to all of lecturers, institution, family and friends who have contributed in different ways since this thesis is processed until it becomes a complete writing which will be presented to the Magister Program of English Education Faculty of educational sciences in partial fulfillment of the requirements for the degree of M.Pd., in English Language Education.

First of all, the writer would like to delivers her great honor to her advisors, Dr. Fahriany M.Pd. whose academic suggestions and critical notes have enabled the writer to complete this thesis.

She also expresses sincere appreciation to all of the examiners, Dr. Alek, M.Pd., and Dr. Ratna Sari Dewi, M.Pd., who gave precious advice in the process of revising this thesis. Then, she conveys special gratitude to her beloved parent, Drs. H. Umar Arifin, M.M and Hj. Zuarni, her husband, Julni Hakim, S.Pd.I, her sister, Mina Hidayah, M.Sc and her brother, M. Kamal Arifin, S.Sos who motivated her in accomplishing her study.

The writer’s sincere gratitude also goes to:

1. The headmaster of SMAN 1 Seruway, Aceh and all of the teachers for their understanding and support, especially to Masumah, S.Pd., the English teacher of the tenth grade, who shared his time, knowledge, information and classes in the process of data collection.
2. The tenth grade students of SMAN 1 Seruway,
3. All of the lecturers of Graduate Program of Department English Education who had transferred their knowledge, valuable guidance and encouragement,
4. Muslikh, S.Pd., the secretary of Graduate Program of Department English Education, Faculty of Educational Sciences,
5. Prof. Dr. Ahmad Thib Raya, M.A., the Dean of Faculty of Educational Sciences,
6. All of people who participated in the process of the thesis that the writer couldn’t mention one by one. May Allah bless them all.

Tangerang Selatan, May 2018

The writer
ABSTRACT

Milda Hanim. The Effect of Writing Diary and Students’ Achievement Motivation on Their Writing Recount Text Text (A Quasi-experimental Study at the Tenth Grade of SMAN 1 Seruway, Aceh Tamiang), 2017.

This study was aimed to obtain the empirical evidence of writing diary and students’ achievement motivation effect on their writing recount text at the eleventh grade students of SMAN 1 Seruway, Aceh Tamiang. This study was conducted under quantitative approach by using quasi-experimental method and factorial design 2x2. The sample of this study was two classes of the eleventh grade students of SMAN 1 Seruway; the first was the experimental class which consisted of 37 students and the second class was the controlled class which also consisted of 37 students. The findings of this study were: (1) there was a significant different on writing recount text between students who were taught by using writing diary and those who were taught by using direct instruction, (2) there was a significant different on writing recount text between students who had high achievement motivation that were taught by using writing diary and those who were taught by using jigsaw strategy, (3) there was a significant different on writing recount text between students who had low achievement motivation that were taught by using writing diary and those who were taught by using jigsaw strategy, (4) there was an interaction between teaching strategy and students’ achievement motivation on students’ writing recount text.

Keywords: Writing Diary, Achievement Motivation, Writing Recount Text
نبذة مختصرة

ميلدا حانين. تأثير كتابة المذكرات وتحفيز تحصيل الطلاب على كتابتهم إعادة فرز النص نص (دراسة شبه تجريبية في الصف العاشر من سمان 1 سيرواي، أتشيه تاميانغ)، 2017.

هددت هذه الدراسة إلى الحصول على أدلة تجريبية على كتابة مذكرات وتأثير التحفيز على تحصيل الطلاب على نص إعادة فرز الأصوات لدى طلاب الصف الحادي عشر من سمان 1 سيرواي، أتشيه تاميانغ. أجريت هذه الدراسة في إطار النهج الكنكي باستخدام طريقة شبه تجريبية وتصميم المصانع 2. وُكانت عينة الدراسة من فئتين من طلبة الصف الحادي عشر من سمان 1 سيرواي؛ الأولى كانت الطبقية التجريبية التي ضمت 37 طالباً، أما الفئة الثانية فكانت الطبقية الخاصة للرقابة والتي تضم 37 طالباً. وكانت نتائج هذه الدراسة: (1) كان هناك اختلاف كبير في كتابة نص إعادة فرز الأصوات بين الطلاب الذين تم تدريسهم باستخدام مذكرات الكتابة وأولئك الذين تم تدريسهم باستخدام التعليم المباشر، (2) كان هناك اختلاف كبير في كتابة نص إعادة فرز الأصوات (3) كان هناك اختلاف كبير في كتابة نص فرز الأصوات بين الطلاب الذين لديهم دافع التحصيل المنخفض الذي تم تدريسهم باستخدام كتابة مذكرات وأولئك الذين تم تدريسهم باستخدام استراتيجية بانوراما، (4) كان هناك تفاعل بين استراتيجية التدريس ودافع التحصيل للطلاب على كتابة الطلاب نص إعادة فرز الأصوات.

كلمات البحث: كتابة يوميات، التحفيز الإيجابي، كتابة إعادة فرز النص
ABSTRACT

Milda Hanim. The Effect of Diary Writing and Students’ Achievement Motivation on Their Writing Recount Text Text (A Quasi-experimental Study at the Tenth Grade of SMAN 1 Seruway, Aceh Tamiang), 2017.

Penelitian ini bertujuan untuk mendapatkan bukti empirik tentang pengaruh diari dan motivasi berprestasi terhadap kemampuan menulis teks recount di kelas sepuluh SMAN 1 Seruway, Aceh Tamiang. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen dan desain faktorial 2x2. Sampel penelitian ini adalah dua kelas yang ada di SMAN 1 Seruway, Aceh Tamiang; satu kelas sebagai kelas eksperimen yang terdiri dari 37 siswa dan satu kelas yang lain sebagai kelas control yang juga terdiri dari 37 siswa. Hasil penelitian ini adalah: (1) terdapat perbedaan yang signifikan terhadap kemampuan menulis teks recount antara siswa yang diajar menggunakan strategi diari dan siswa yang diajar menggunakan jigsaw, (2) terdapat perbedaan yang signifikan terhadap kemampuan menulis recount antara siswa yang memiliki motivasi berprestasi tinggi yang diajar menggunakan strategi diari dan siswa yang diajar menggunakan jigsaw, (3) terdapat perbedaan yang signifikan terhadap kemampuan menulis teks recount antara siswa yang memiliki motivasi berprestasi rendah yang diajar menggunakan strategi diari dan siswa yang diajar menggunakan jigsaw, (4) terdapat interaksi antara strategi pembelajaran dan motivasi berprestasi siswa dalam kemampuan menulis teks recount.

Kata Kunci: Strategi Diari, Motivasi Berprestasi, Menulis Teks Recount.
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CHAPTER I
INTRODUCTION

This chapter presents the general description of the study. It covers background of study, identification of problem, limitation of the study, research questions, research hypothesis, aim of the study, and significance of the study.

A. Background of Study

Writing is one of basic skills needed in academic field. It holds important role as communication and a way to create interaction between writers and readers. The consideration as needs for learners encourages many researchers around the world to get immersed in this matter. In fact, writing skill is not easy to be taught. It is as stated by Taqi, et al. (2015, p. 45) that the writing skill is complex and sometimes difficult to teach which requires not only the mastery in grammatical and rhetorical devices but also the mastery in conceptual and judgmental elements. In order to produce a good text in writing, a writer should have the capability in mastering a number of vocabulary and grammatical features. The writer should focus on writing aspects and provide a clear message of the text. In addition, the ability to integrate the knowledge, idea and information from reading and listening needs to be concerned. This ability will develop the idea and enrich the meaning of discourse content in writing.

The objectives of the English teaching and learning process in senior high school must be emphasized on helping students to build up their communicative competence including writing in order to help them preparing the next level of their education or their careers in future. According to Weigle (2002, pp. 4-5) the importance of writing is to increase students’ improvement through compulsory education to the next level of education. This skill must be connected with other skills in language learning since students are often required to complete many works in writing forms. Further, writing proficiency is a necessity for students who do not concern in English language learning only but also for those who focus their study on other disciplines.

Syllabus of National Curriculum explains that there are four certain major language skills should be mastered by a language learner. The language skills include listening, speaking, reading, and writing skills. The writing includes of several important materials such as kinds of text. In tenth grade, some kinds of text to be taught are narrative, descriptive, procedure, recount and etc. The ability to write a text in any forms will
contribute a great advantage for English learners, for instance they can differentiate any kinds of text based on features and purposes. Learning writing cannot be mastered instantly, the learners need to focus on several criterions in producing a written text. The criterions include content, grammar, organization, vocabulary and mechanic.

Based on Syllabus of National Curriculum for Senior High School, the purposes of English subject are (1) to differentiate social function and linguistic unsure of some recount text both written and spoken by giving and asking information which are related to usage of historical event. (2) To grasp contextual meaning related to social function, text structure and linguistic unsure of recount text both spoken and written which are related to historic event. (3) To arrange simple recount text both spoken and written related to the historic even by concerning into social function, text structure and linguistic unsure correctly and related to the context. The syllabus shows that the goal of learning that emphasizes students should have capability in analyzing a case and produce a product of recount text.

SMAN 1 Seruway is one of senior high school in Aceh which tries to achieve the objectives. It can be seen from the English syllabus for writing skill which is used in this senior high school. In addition, SMAN 1 Seruway has a policy related to the minimum passing grade score that should be attained. For English subject, the minimal mastery standard (KKM) is 70. It showed that SMAN 1 Seruway tries to increase students’ capability in writing which related to the score. However, it was still difficult to achieve the goals. Although the objectives of teaching writing had been set up, the teaching of writing have not successful yet. It can be seen from the students writing performance and their responses toward writing activities. Most of students agreed that writing is one of the most difficult skills to master and they have not met the standard yet.

According to the English teacher, among some texts which must be taught by the tenth grade students, recount text was the most difficult one. In his opinion, it happened because most of the students are confusing in re-telling their previous experiences or events, they had obstacle in starting and developing idea to the written form. The English teacher identified some difficulties related to the students writing performance. First, the students’ main problem was the confusion of how to deliver idea properly. The difficulties did not only occur in stating and organizing the ideas but also translating them into comprehensible writing. Students did not know how to start to write, what should be
written first, what should be put in the middle and what should come last. Related to recount text, the tenth graders could not write generic structure completely. They were confused of how to write experience by using chronological order and how to make re-orientation of their written. The second problem was lack of vocabulary and language use. Students had difficulties in developing ideas since they have limited words which must be used to construct sentences and paragraph. Students also often made mistakes related to the spelling, grammar and punctuation which caused confuse meaning in their writing. Because of these difficulties, some students became insecure and unwilling writers. Low motivation was the students’ third problem in writing. Most of students thought writing was a difficult and uninteresting experience, so they commonly give responded negatively through rejecting to accomplish a task which given by the teacher. Besides, some of students like writing since it could be an enjoyable experience which gives them opportunity to express their thought creatively.

Moreover, based on interview with the students, most of them avoided this activity especially writing in English as a foreign language for some reasons. The first reason was the teachers lack of creativity in using various of teaching strategy. The teacher only explained the material and asked students to follow teacher’s instruction and textbook guideline. In addition, most of students are rarely to write their previous experience even in their own language, so the activity feels so stressful and boring. Moreover, if students were asked to write about unfamiliar topics, their attitude toward writing became more negative.

Moreover, based on teacher’s perspective, writing was one of the most challenging instructional activities teachers face. One of the problems of teaching process in classroom was that writing takes time. Working intensively on second and third drafts also required period for reflecting, editing, and rewriting. However, there was not much time allotted to teachers for teaching writing. Besides, writing is a skill which involves complex cognitive operations. The responsibility to cover the requirement materials and skills in limited time put the teacher under pressure. Writing often becomes a low priority for the teacher when time and syllabus constraints come to the fore. Another problem that was faced by teacher was student’s capability in making past sentences, it makes students difficult to continue to the more complex lessons. The teacher realized that it happened because of the limited time to give feedback and correction. To conclude, the problems of teaching and learning of writing in SMAN 1 Seruway happened on students and teachers or the instructions.
Students faced some difficulties in writing including the difficulties in term of content, organization, lack of vocabulary and language use, and low motivation. On the other hand, teacher had problems related to limited time of teaching writing process. Those cases would be a problematical condition that should be solved.

Writing is an essential skill that should be learned continuously especially for tenth grade students who are preparing themselves to study in university where writing will be involved in almost all of learning activities. It is also an important skill which is required in passing examinations and completing assignments. Started from the idea above, presumably it was necessary to find out a strategy to help the students solve their problem. The writer and the teacher focused on helping students in developing ideas because it was the prior writing problem faced by most of students. Based on the teacher recommendation, this study focused on writing recount text. This study concerned on how students to re-tell their previous experiences or events which happened in their life. Being able to write this text is very challenging and important because it is a kind of text that involves students’ capability to share their prior experiences or events as an information to be developed into readable text. Therefore, students must be assisted in developing their ability to write this text. The researcher proposed writing diary as an appropriate strategy which was inspired by some previous related studies that figured out the effectiveness of writing diary strategy as the problem solving of writing difficulties. The idea then was approved by the English teacher. The first research was conducted by Awan et al. (2014) which attempted to enhance writing ability of Iranian learners. The findings were confirmed by Yavarian (2015, p. 7) who found a significant difference on writing achievement between students who were taught by using writing diary and those who were not. Their findings showed an improvement in essay writing ability of the experimental group where diary writing was used as writing strategy. Those leaded to the assumption that diary writing was effective to improve students’ writing.

Furthermore, strategy is expected to be useful to improve the students’ achievement in writing recount text. It is needed for practicing various tasks leading to develop high performance of learners. Teaching strategy is one of important factors in determining students’ achievement in writing. Negari (2011, p. 4) states that teaching strategy can summarize as teaching learners how to learn, with a view to become independent and autonomous learners. The teacher should apply effective and innovative strategies in order
to make students interested to read and to improve the students’ writing skill. Therefore, in this study, the researcher will use diary writing strategy in teaching and learning process at classroom.

Moreover, Brown (2004, p. 137) states that the writing consists of some types, they are imitative, intensive, self-writing, display writing, and real writing. One of self-writing kinds is diary. The diary is students’ record thoughts, feelings and reactions about something. It explores the particulars of life as self-report instruments examining experiences. By using diary writing as a strategy in writing of recount text, students are expected can produce a good text. The students can write their previous experiences or events which occurred in learning process. Then, the teacher will assess and asks the students to revise their writing. It also indicates that diary writing strategy provide students to have their self-assessment or reflection after learning a material. The strategy can inform the learners about how far their understanding in their daily learning activity and it also encourages them to increase their effort to understanding the material. The diary is a daily log or record about prior activity. Therefore, it relates with recount text which also focus on prior experience or event. Those matters above leaded to the assumption that diary writing is effective to improve students’ writing of recount text.

In writing, achievement motivation is also important to produce a good writing, a comprehensible, and an understandable writing. Schultz and Schultz (2014, p. 202) explains that achievement motivation is that the achievement motivation includes of an individual’s aspiration, effort, and performance which relate to some standard of excellence. In achieving the academic success, the achievement motivation is expected help students to get high score and spirit as much as possible especially in learning writing. The needs to achieve the high standards encourage people to be risk takers in doing work. The achievement motivation stimulates an individual to find several ways in getting their goals. They also are expected to be more confident. It also is expected to encourage an individual to achieve high perform in doing a task and represent a desire to show competence.

Moreover, achievement motivation is one factor that influences students in writing recount text. It is because in writing process, students need not only effective strategy to organize their ideas but also their achievement motivation in order to produce spirit or stimulation that they need in order to create good writing in learning process. In producing
a good writing, students must not only be able to write previous but also be able to make the story become interesting one. Therefore, it is important for the teachers to build and stimulate the students to be success in achieving their goals.

Based on the theories and explanations above, the researcher assumes that diary writing is appropriate to be a strategy which is used in writing recount text. It provides interesting experience for learners in developing their ability in writing of recount text. Besides, the achievement motivation also gives influence in stimulating learning to achieve the learning goal. It also indicates there is significant difference of students’ score between students who use diary and have high achievement motivation and students who uses conventional strategy and have low motivation. Therefore, the researcher will do a research by using the diary writing as a strategy in facing students’ writing difficulties at tenth grade students of SMA 1 Seruway, Aceh.

B. Identification of Problem

Based on background of study, it can be identified several problems as follow:

1. Most of tenth grade students have difficulties in organizing idea to produce a good recount text.

2. Most of students have difficulty in writing of recount text based on its’ features, it also indicates they are disability to differentiate between recount text and others.

3. Teacher is lack of creativity in choosing the strategy in learning process.

4. Most of students feel stress and lack interest in writing.

5. Most of the students are lack of achievement motivation.

C. Limitation of the Problem

Based on the problems are identified above, the problems of the present study are limited on teaching strategy used in teaching writing and students’ achievement motivation whether it would affect their writing of recount text. Teaching strategy used in this study was writing diary. Besides, the level of students’ motivation in writing divided into high and low. Therefore, this study concerned to investigate “The Effect of Diary Writing Strategy and the Students’ Achievement Motivation on Their Writing of a Recount Text at The First Grade of SMA 1 Seruway, Aceh”.
D. The Formulation of the Problem
Based on the problems are identified, the formulation of the problems can be formulated as follow:

1. Was there any difference of students’ score between those who are taught by diary writing and those who are taught by conventional strategy?

2. Was there any difference on students with low achievement motivation who are taught by diary writing towards students’ writing of recount text and those with high achievement motivation who are taught jigsaw strategy towards students’ writing of recount text.

3. Was there any difference on students with high achievement motivation who are taught by diary writing towards students’ writing of recount text and those with low achievement motivation who are taught jigsaw strategy towards students’ writing of recount text.

4. Was there any interaction between diary writing and achievement motivation on students’ writing recount text?

E. Objectives of the Study
Based on formulation of the study, the writer’s objectives of this study are to find out:

1. The difference of students’ score between those who are taught by diary writing and those who are taught by conventional strategy.

2. The difference on writing recount text between students who have low achievement motivation that are taught by diary writing and those who have high achievement motivation are taught by jigsaw strategy.

3. The difference on writing recount text between students who have high achievement motivation that are taught by diary writing and those who have low achievement motivation are taught by jigsaw strategy.

4. The interaction between diary writing and achievement motivation on students’ writing recount text.

F. Significance of the Study
The results of this research were expected to give information about the effect of writing diary strategy and students’ achievement motivation on their writing recount text theoretically and practically. Here are the two significance of this study.
1. **Theoretical Significance**

Theoretical significance was determined to teachers, students, other researchers and society. The first theoretical significance was to be a reference for teachers to improve the quality of English teaching and learning. It provided information related to diary strategy which can be used to teach writing especially recount text. The second was to help students write easily through writing diary. Besides, the finding of research hopefully inspired them to increase their achievement motivation and writing ability. The third was to advance the knowledge of other researchers related to teaching strategy, achievement motivation, and writing. The fourth was to convey information to the society which really cares to the development of knowledge that building the students’ achievement motivation is important since it influences their success in language learning.

2. **Practical Significance**

The first practical significance was for the teacher. It offered an alternative solution in solving teaching writing problems primarily in analytical exposition text. Moreover, it motivated teachers to be more creative in searching new techniques which fit their teaching. The second was for students. It assisted them to find out an effective technique in pre-writing activity and helped them to develop their creative thinking skills. The third was for the institution of SMAN 1 Seruway, it could be beneficial regarding to improve the education quality. The fourth practical significance was to provide information for other researchers in conducting research related to writing diary strategy, achievement motivation and writing recount text.
CHAPTER II
LITERATURE REVIEW

This chapter covers some theories related to the study. The discussion focuses on theoretical review including writing recount text, writing diary, achievement motivation, previous related study, conceptual framework, and theoretical hypotheses.

A. Writing

Firstly it was important to define writing clearly as well as to know the requirement of a good writing. Therefore, this sub-chapter focused on the definition, general concept and aspects of writing. Then, it was continued by the discussion of writing recount text.

A.1 Definition of Writing

Writing skill is a predictor of academic success and a basic requirement for any kinds of fields such as education, economy, politic and etc. Brown (2001, p. 335) who states that writing is the written products of thinking, drafting, and revising procedures that requires specialized skills. Writing is the process of putting ideas transforms thoughts into words, the writers should have capability to determine main ideas, structure and coherent organization. The process of producing writing process show that to achieve the goal in producing a good paragraph needs a long process, the writers should focus on writing aspects and needs of readers.

The nature of writing also can be defined as both physical and mental activity (Nunan, 2003, p. 88). It is categorized as a physical activity because a writer is required to be able to do the act of forming letters and committing words on the paper by pen or a keyboard. (Linse, 2005, p. 99). As a mental work, writing activities focus more on the act of inventing ideas, thinking about how to express and organize them into comprehensible text which enables a reader in understanding the ideas.

Moreover, the process of writing involves three main cognitive activities which are not only applied in the drafting process but also in the revising (Hayes in Weigle, 2002, p. 25). First cognitive activity of writing is text interpretation. It is the process of creating internal representations derived from linguistic and graphic
input. The second is text reflection, the process of creating new representation ideas from the existing representation in the process of text interpretation. The last process is text production in which new written linguistic forms are produced.

Negari (2011, p. 2) states that writing is a skill that is used in education, economic, etc. The students who have capability in writing, they can communicate with other person in different places easily. Personal letter, memo, email are kinds of written text. In the education field, writing is one of skill that is used to measure students’ competence because it uses efficient time and easy to do. Besides, writing is a skill which needed to develop learners’ capability in sharing idea and information, idea and knowledge to others.

According to Javed, Juan, and Nazli, (2013, p. 3) who explain that writing provides learners to construct sentences bearing in mind grammatical coordination, appropriate lexis and correct spellings. The writing which constructs grammatically can communicate a clear meaning to the reader. Writing is an important skill, especially in academic or education field. The students should be taught about the letter, words and how to arrange words to be a sentence. In writing a text, beginners will use many grammatical features, the learning writing continuously will give good impacts for them. The teacher should give a chance to the students to develop their ideas. Furthermore, the writer should concern with a point of written.

A.2 The Principles in Writing

In learning writing we must know about the principles of writing. Brown (2004, p. 69) maintains that there are several principles in writing. First, practice to be good writers, it means an individual who wants to be a good writer should focus on goals, structure, planning to write. The teacher also should give them a chance to them to flow their ideas onto the paper, follow general organizational, plan as their write, utilize feedback on their writing and revise their work efficiently. Second is balance process and product, it means students should be creatively led through appropriate strategy in the process of composing English written before create the product of writing effectively. Third is account for cultural or literary backgrounds, it means there are some apparent contrast between students’ native traditions and
those that you are trying to teach than they are accustomed to and then by degrees bring them to the use acceptable English rhetoric. Fourth is connect reading and writing, it means students learn to write in important part what is already written by other writers. By integrating with reading, the writer can acquire important insights both how they should write and about that become topic of their writing. Fifth is to provide as much authentic writing as possible, it means authentic writing is used to convey meaning of written resource. The authentic writing is publishing a class newsletter, writing a script for presentation, writing a resume and advertisement. Sixth is frame your technique in terms of prewriting, drafting, and revising stages, it means the prewriting stage encourages the generation of ideas. Drafting and revising stages is the core of writing process.

In producing a text, the learners should not only learn about writing aspects but also learn about capability in integrating to reading skill. Reading enriches the learners’ knowledge and information which are needed in writing process. The learners also can elaborate their perspective about the topic that they are acquired in the reading resources. Written language is also influenced of cultural background, every writer has difference way to deliver their words and most of them use some terminologies of their custom to their written language. An authentic written language has influenced them to develop their imagination. The writers should prepare topics and materials that they discussed in their written language before they write them. Then, the writers are also doing drafting and revising their written language before they publish or collect their written language.

Furthermore, in this research, the students will focus on learning recount text. The recount text is a kind of texts which relates to the prior events or experiences. It has particular generic structure and purpose. Learning recount text is considered as students’ needs as material for tenth grade students. In assessing recount text, the teacher will use writing rubric.

A.3 The Components of Writing

In learning writing, writers also can have much information about the ways to be a good writer. Brown (2007, p. 71) states that components of writing offer the
things that influence the writers for writing a good prose. There are several components. First, language use, it is the ability to write correct and appropriate sentences. Second, mechanical skills, it is the ability to use correctly those conventions peculiar to the written language, they are punctuation and spelling. Third is treatment of content, it is the ability to think creatively and develop thoughts, excluding all irrelevant information. Fourth is stylistic skills, it is the ability to manipulate sentences and paragraphs and use language effectively. Last is judgmental skills, it is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information. The components of writing provide the information about how the ways to produce a good compose.

Moreover, the student who want to be a good writer should do some aspects, she or he should make appropriate sentence, chooses an appropriate punctuation and has knowledge about spelling. An attractive writing will attract the reader to read the written therefore, the writer should have high capability in writing component, have capability in choosing an effective sentence to anticipate the ambiguous sentences. Then, the written also should relate to readers’ needs.

A.4 Types of Classroom Writing Performance

The teachers can use some types classroom writing performance to give deep understanding and challenging to writers in learning writing. Brown (2007, p. 75) maintains that there are five major categories of classroom writing performance, they are:

1. Imitative or writing down, in this category, the students will learn to recognize and write English letters, they combine a letter to another letter to make a word. They also combine word to other words to make a sentence. Dictation is a way to teach and test higher- order processing as well. The teacher can tell a story or says a sentence then, the students are asked to write the story in same text type or students must write the sentences which mentioned by the teacher.

2. Second, intensive or controlled, it appears in controlled written grammar exercise. A form of controlled writing is to present a paragraph to students
which they have to change all of given structure. In this category, students are learned to know grammatical, for instance past tense, present tense and others. The grammar holds important role in writing because students who have capability in grammar will produce writing form effectively, the readers also can grasp a message clearly.

3. Third is display writing, it consists of short-answer exercise, essay and research reports will involve an element of display. In this category, students are asked to write an essay or answer an exercise. It is really helpful in developing students’ capability to produce good writing.

4. Last is self-writing, this note is a written that is made by learners in learning process. The self-writing consists of note, journal or diary. In the diary, the students can develop their imagination and write their unforgettable experience in their life. According to types of classroom writing performance, the teacher can choose a type of writing performance based on their needs in helping students’ understanding and make the learning process will be meaningful.

A.5 General Concept of text

a. Definition of Text

Siahaan and Shinoda (2008, p. 1) state that text is a meaningful linguistic unit in a context both a spoken and written text. It is used to understand how a different purpose in a discourse community. Learning many kinds of written text is expected to increase students’ ability in writing skill.

b. Kinds of Text

Based on syllabus of SMA 1 Seruway, some kinds of text are learned by the student, they are:

1. Narrative, it is a kind of text that tells about story which is based on some events or experience. Buscemi (2002, p. 341) divided types of narrative text into two categories: fiction and non-fiction. Narrative fiction is written based on author’s imagination. It has a purpose to inform people about developments that attract or influence them. The example of narrative fiction are fairy stories,
myth and legend, fable. The other type of narrative is nonfiction, it is written based on personal experience.

2. Exposition is a piece of text that presents one side of an issue which is supposed to persuade the readers or listeners by presenting one side of an argument that is the case for or the case against. Related to analytical exposition text, there are three generic structures; thesis statement which appears in the introductory paragraph, a series of arguments which come out in the following paragraphs, and reiteration which comes in concluding paragraph. Thesis in analytical exposition is an introductory statement which indicates the writer position or point of view so the thesis should be debatable and provide writers’ belief in which other people might disagree.

3. Explanation, it is a kind of genre which tell how or why something occurs. In The purpose is to tell the process and to give reasons about a case.

4. Argument, it is a written English text which the writer present and give a comment about an issue. In this text, the writer can state their perspective and opinion about something. The text always appears in newspaper.

5. Description, it is a kind of genre used describes an object, the object in this text can be concrete or abstract object. In the description text, the writer can describe people or something through their characteristics. By reading this text, the reader will imagine or have a clear description about the object of the text.

6. Recount, it is a kind of genre retells events which is used for informing, entertaining or reflecting. The recount text is a text that informs the readers about previous experience, it is used to share the writers’ information and experience to the readers.

Learning many kinds of text gives many advantages for learners. Every text gives many challenges for the writers because they have different generic structures and goals. Writing many kinds of text assists the writers to write effectively. The learners also should relate writing to other skill, it is needed to enrich their ideas and make their written will be meaningful. In this study, the researcher will concern on the recount text.
B. Writing of Recount Text

Recount text is a kind of texts which relates to the previous events or experiences. Hyland (2003) describes that a recount is the unfolding of a sequence of events over time. In the same line, Anderson and Anderson (2003, p. 96) state that the recount text is defined as a piece of text that retell past events, usually in the order in which they happened. Knapp (2005, p. 224) adds that recount text is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. A recount text has a social function. a need to strive towards standards of performance encountered in a wide range of situations especially in the school environment. Recount can be defined as one of the factual texts can be said as the simple text type because it even can be about familiar and everyday things or events. Recount text, however, can be more demanding if it is used on formal contexts such as report of a science experiment, police report, news report, historical account, etcetera.

B.1 Purpose of Recount Text

The purpose of recount text is to give the audience a description of what and when it occurred. Siahaan and Shinoda (2008, p. 9) explains that the purpose of a social function is to retell an event with a purpose to inform or entertain the readers. Recount tells a series of events and evaluate their significance in some way. It is also to give audience a description of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events or experience. The writer also can share their experiences to entertain and give the information to the readers.in addition, The purpose of recount text is to reconstruct a process of previous experience or event related to its’ chronological order.

B.2 Kinds of Recount Text

According to Tandukklangi, Siam and Tahir (2013, p. 104) who state that there are three types of recount text, they are:
1. First, a personal recount, it is retelling of an activity that the writer or speaker has experienced. This may simply be an oral, a letter or diary entry.

2. Second, a factual recount text, it records the details of something that has happened. This can take the form of historical recount, a science experiment, a traffic report or a sport report.

3. Third, an imaginative recount, it takes on an imaginary role and creates imaginary details but places them in a realistic context for instance, A day in the life of ant, my life as a roman emperor, etc.

   The students can learn and produce a kind of recount text based on their needs, the personal recount relates to the one’s experience, the factual recount relates to the real situation which happened in the certain place, it can be a police report, news report and etc. Then, imaginary recount text is used to develop students’ imagination which is connected to a realistic context.

B.3 Generic Structure of Recount

In recount text, the writers should focus on the generic structures of recount text. Tandukklangi, Siam and Tahir (2013, p. 104) maintain that the generic structures consist of three parts, they are:

1. Orientation, it is introducing participants, place and time. This part can be found in the first paragraph, it can be called as an introductory part of story. As introductory part of story, it is very important to introduce the characters which are involves in the story, it also is needed to make a story will be interesting and to interest the reader to read it. In this part, the writer also informs the readers to know where and when the story takes place. The writers commonly use proper nouns and pronouns such as I, you, it, Cermin Beach, Kuala Langsa and others to identify the person, animal or things. Hence, the orientation commonly is in first paragraph, it is used to give a background knowledge of the story about the setting, time, subject as starting point information for readers.

2. Second is event, it describes series of event or experience that happened. The event is a central or body of a text. In this part writer will explain and
reconstruct their previous events in writing form chronologically. Therefore, the chronological orders (first, second, and etc) are really needed in helping reader to understand the story.

3. Third is re-orientation, this part can be found in the end of the story. It is optional closure of events and the end of the text that is made by author. It includes of stating personal comment or conclusion of the story.

B.4 Language Features of Recount Text

Boardman (2008, p. 287) states that the language features usually found in a recount:

a) Use of nouns and pronouns to identify people, animals or things involved.

b) Use of past action verbs to refer the events.

c) Use of past tense to located events in relation to speaker’s or researcher’s time.

d) Use conjunctions and time connectives to sequence the event.

e) Use of adverb and adverbial phrases to indicate place and time.

f) Use of adjectives to describe nouns.

According to the Boardman statement, the language features of a text are distinction to other text therefore, the learners should focus on recount language features before writing the text. Then, in this research, the researcher taught and asked students to write recount texts related to its language feature.

Anderson and Anderson (2003, p. 96) maintain that there are several language features in recount text. First, proper noun is used in this text to identify those involved in the text. Second, descriptive words to give details about who, what, when, where and how, Third, the use of the past tense to retell the events. Fourth, words that show the order of events for instance, first, next and then. The recount text has specific language features, it also makes this text is different than the others

Text structure above is an important thing to make a recount text. Recount commonly are used when people retells events or experiences in the past. In orientation of text, there are some participants namely, first person, second person and third person. The first person consists of I, my group and name of a person. The chronological connection is used to connect one sentence to another sentence, so the
story can understand easily. Thus, the linking and action verbs are used to tell the action that occurred by participants.

The recount text is a text that can develop students’ ability in writing. The teacher can ask the students to write their best experience, the last activities and etc. The students can share their experience to each other and they can tell everything about their feeling, thought to the readers. They are also can share experience and information based on the previous events in their life.

The example of recount text can be seen as follow:

My Terrible Day
I had a terrible day yesterday

First, I woke up an hour late because my alarm clock didn’t go off. Then, I was in such a hurry that I burned my hand when I was making breakfast.

After breakfast, I got dressed so quickly that I forgot to wear socks. Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn’t have enough money.

Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

Chart 2. 1: The Example of Recount Text and It’s Structure

C. Diary Writing

Diary is a daily record which is used as strategy in this research. Taqi, et al. (2015, p. 5) state that the word ‘diary’ came from the Latin word ‘diarium’ where ‘di-’ means ‘day’ in modern English and the suffix ‘arium’ and its modern

\[ \text{Linking Verb} \]
equivalent the suffix ‘ary’ stands for ‘in connection with or pertaining to’. Thus, a
diary is a daily log that records the events that happen during the day. It is updated
137) defines that the diary tells a personal record of events, experiences and
observation of journal. Diary has special points of difference as personal text or
other kinds of text. It can help the students to develop their ability in writing.
Sometimes, learning writing is very bored, the teacher should use some strategies
that attract students to learn writing.

Moreover, Weaver (2004, p. 17) has point out that the diary writing is strategy
that enables students to record their responses to text as they read. In same line,
Barjesteh et al., (2011, p. 24) states that diary writing is a kind of free-writing
activity where writers write without fear of being evaluated. The diary writing
strategy can be used for the students to write down sentences or message which
related to reading text. In applying diary, the students can write a particular text
which is taught in syllabus for tenth grades students.

According to McDonough and McDonough in Taqi, et al. (2015, p. 5) who
emphasize that the role of diaries as a means for autonomous learning where the
writer is in control of his/her own writing not worrying about grammar and the
mechanics of writings. Diary writing is a part of the learner-centered approach
where learners take responsibility of their own and where learning is more
successful. The more learners have choices to make, the better learning takes place
and the more learners are motivated and interested in the activity.

Engin (2011, p. 2) defines that diary writing is seen as an opportunity for
reflection and inner dialogue. It emphasizes as a prompt for reflection and
development in language learning and teaching process. It also can be an
introspective and retrospective view of their teaching or learning realities. It
provides information or data about students’ understanding of material which is
already taught in the classroom whether the teacher can reflect on his or her role as
teacher. In addition, by using diary writing, the teacher can observe into students’
language processes, what learners do, understand and misunderstand in a language
class. Thus, the teacher can use it to verify and give an account of the learning process.

Taqi, et al. (2015) define that a diary study as a first-person account of a language learning or teaching experience written regularly and is analyzed later for recurring themes. Similarly, Hiemstra (2001, p. 3) writes about learning diaries where learners record their thoughts, feelings and reactions to specific course activities. Diary writing can be used by a learner to reflect on his/her learning experience of learning or by a pre-service teacher as a way of reflection on their practice. Also, a learner can use the diary to develop critical skills or analytic strategies. Learners can use the diary as a means to improve their communication skills and develop their creativity. Diaries can be used to support planning for research and finally, diaries can be used by the teacher to find out whether students understood the concepts in the lesson.

Diaries are used in writing to investigate the connection between writing and learning. Sadeq, et al. (2015, p. 10) maintain that using diary in learning process can be a reflection of learners’ experience of learning on their practice. It indicates that by using diary in learning process, the teacher can find out whether students understood the concepts in the lesson which is taught by his or her in the classroom. The usage of diary gives a positive advantage for learners to develop critical skills or analytic strategies. Thus, the Learners can improve their writing skills and develop their creativity.

Haghnavaz (2016, p. 4) states that the use of diary writing in teacher preparation courses is motivated by three ideas in education. The first idea is the connection between writing and learning. The second idea that motivates the use of diaries is that writing is a social activity as well as cognitive activity. The third idea is the current focus in language teaching on a communicative approach, which implies more learner involvement in the learning process. In this respect writing can be viewed as a discovery process- a way to explore ideas, generate and connect ideas, change preconceived notions, and connect abstract ideas and experiences. Diary writing has been used increasingly in content courses and in writing courses to exploit this writing-learning connection. Writing is seen not as a solitary but as a
discourse among people with shared interest. Teachers-in-preparation are exploring new ideas but they are also exploring the ways in which members of the language teaching profession talk and write about these ideas. Diary writing helps these student teachers to become members of this discourse community by giving them opportunities to write within it and to get responses from their teachers. These exchanges give students both a real audience within the community and a developing sense of being a member of the community. Teacher educators committed to a communicative approach emphasize the need for second language students to be active language learners, to get more involved in the learning process by taking responsibility for their role in it.

C.1 Types of Diary Writing

Haghnavaz (2016, p. 6) states that diary writing has several types. First, pedagogical use of diary, in pedagogical use of diary writing, the learners are routinely asked the teacher to keep a diary, this will give a great deal of interesting data for both students and teachers. Learners’ reaction to classroom tasks preferred activities and language development are mirrored in such diaries. Second, the keeping of diaries as a research tool, the diary has been kept by researchers about their own language learning experience. Third, the use of diaries (logs or journals), language learners use it as reflection tool in learning process. The learners can use any kinds of diaries based on their needs. The diary provides student to develop their experience and events which happened in their daily life. The data will be evaluated by the teacher so that they can revise their written. It also can be reflection of the learning process. Teacher can know students’ understanding about the last learning process by reading their written.

Furthermore, diary writing strategy commonly is used to help students in sharing their previous experience therefore; it is relevant to learn recount text by using this strategy because it also concerns on previous events or experience of writers. By using the diary, the researcher expects that it will trigger students to write by seeing their previous entries. It indicates this process will conduct in every meeting. They will write a recount text on diary. They need to produce their written
by hand because it has more emotional value, their can express their personal and warm feeling. In addition, diary writing strategy commonly is used to help students in sharing their previous experience therefore; it is relevant to learn recount text by using this strategy because it also concerns on previous events or experience of writers. By using the diary, the researcher expects that it will trigger students to write by seeing their previous entries. It indicates this process will conduct in every meeting.

C.2 Diary Writing: Purpose and Overall Objectives

The primary purpose of diary writing is to help students understand to express whatever they wanted to say without fear of teacher correction and develop free expression writing. Diary writing plays an important role in the learning of languages. As Rubin (2003, p. 3) points out, more successful learners are in control of their learning; they know what they are doing and what they want to achieve; they know when they make mistakes; and they know how to go about correcting them. In this process, teachers can help their students provided that students allow them to see their diaries, comment on them and make relevant suggestions. Besides, Haghnavaz (2016, p. 4) maintains that there are several objectives of diary writing, they are connecting reading, writing, and discussing through activities that accommodate diverse learning style, use as evaluative tools, applied as an authentic language practice, being indirect learning tools. In the same line, Barjesteh et al. (2011, p. 5) state that a diary being beneficial as it makes students write more. Independent of being read by teacher, facilitate self-exploration and personal growth, develop self-reflection, increase awareness, and help students develop fluency in writing and language. Students can also use the diaries for reflection to go back and evaluate their own performance. The diary writing uses to provide such an opportunity by encouraging learners to keep track of their own learning and reflect on it. It also has been used to record personal experience and observation relating to the language classroom and to explore the metacognitive processes linked with language development. This promotes autonomous learning where
students take the responsibility of their own learning, monitor their progress in developing their cognitive skills.

C.3 Advantages of Diary Writing

Sadeq, et al. (2015, p. 11) state that there are several advantages of diary writing. First, it provides learners write a written text every day, this process of writing becomes natural and it is expected can develop the students’ confident in writing both informal and formal writing. Second, the learners can stimulate their memory and repeat their lesson while they writing a diary. Third, the teacher can use diary writing to evaluate students’ fluency and their cognitive skills. The evaluation is important for students because it can a reflection of their performance. Fourth, diaries can be important introspective tools in language research. Learners can feel that they have responsibility to their writing, they can monitor and get their problems solved by talking and asking about their mistake in writing and teachers gain valuable insights to know students’ needs. Fifth, it explores their creativity, idea and diction. Sixth, it can enhance the quality of writing can be better. While recording our memories, we may sometimes have other motives, like writing to discover ourselves or to explore an idea. It also provides students to convey their idea and understanding without pressure of any one when they are compelled to write. It shows that it provides learner to write what they want and whenever they want to. Besides, in a reflective diary students record their thoughts on the level of awareness involved in their cognitive and comment on their learning decisions. Thus, based on the advantages, the researcher will prove the advantages by doing this study as a strategy in writing.

C.4 Teaching Recount Text by Using Diary Writing

Teaching writing a recount text through applying Diary Writing strategy can be applied at the tenth grade of senior high school students. They will write a recount text on diary. They need to produce their written by hand because it has more emotional value, their can express their personal and warm feeling. There are three
stages of teaching namely pre-teaching activities, whilst-teaching activities and post-teaching activities.

1. Pre-Teaching Activity

   In pre-teaching activity, the teacher does brainstorming activities that can activate students’ background knowledge about recount text. The teacher asks some questions to the students about their previous experiences or events in their life. By asking the students about the experiences or events, they are hoped to be able to re-tell what the experience that happened chronologically looks like briefly. By giving few questions, the teacher also introduces the topic of the lesson that will be learned. Then, she gives a brief explanation about recount text.

2. Whilst-Teaching Activity

   In whilst-teaching activity, the students are thought about writing and trained to use the skill that has been learned. Moreover, the students are guided to participate in discussing the topic. In teaching writing recount text by using the Diary Writing strategy, there are three steps in whilst teaching, such as exploration, elaboration, and confirmation.

   a) In exploration activity, the teacher builds students’ knowledge about recount text. First, the teacher mentions several themes which related to recount text. Then, the teacher will choose a theme of themes that will be re-tell in written form. After discussing about the theme, the teacher explains about the concept of recount text. She explains about what the recount text is, social function, generic structure, and language features of recount text. Afterwards, the teacher makes an example of recount text. She writes the example of this recount text on the whiteboard.

   b) Elaboration activity, the teacher asks the students to use the diary writing that helps them in writing process. The distributes the copies of diary that will be filled by students. The students are asked to write a recount text individually based on the theme which will be determined. They are asked to use the diary writing as have been modeled before.

   c) Confirmation activities, it is the time for the teacher to do assessment toward the result of students’ writing. The best assessment which can be applied for writing lesson is by asking students to come to the front to show their writing. This activity
is aimed to make the students more focus on knowing how well they create the writing. By showing some students to the whole class, the students can learn again about the recount text while the teacher corrects the generic structure and grammatical feature in every text.

3. The post activities, after the students finish their recount text, the teacher asks the difficulties which may be faced by the students. By asking their difficulties, the teacher will know about the students’ problem in writing and the teacher can solve it for the next teaching learning activity. In this case, the teacher can also know whether the students understand with the lesson or not. The teacher also asks about students’ feeling in writing recount text by using diary writing. Moreover, in post-teaching activities, the teacher evaluates the recount text that is written by students. She can evaluate the students’ writing based on writing’s rubric. The last activity in post-teaching is concluding the teaching and learning process of the day. The teacher guides the students to conclude the definitions of recount text, social function, language feature and its generic structure. Before the teacher closes the teaching activity, she allows the students to ask about everything that is related to recount text.

D. Jigsaw Strategy

In this study, the researcher uses jigsaw as a strategy which is used in control class. In this strategy, the students learn through their activities within small groups. Each member specializes in a specific portion of the study subject and then he shares the acquired knowledge with the other members of his group.

According to Aronson (2000, p. 3) jigsaw is a cooperative learning strategy that enables each student assigned to a group in one aspect of a learning unit. In the cooperative learning process, students meet with members from other groups who are assigned the same aspect of a topic and after mastering the material, return to the own group as experts and teach this material to the group members. Jigsaw can be used whenever material can be segmented into separate components. In cooperative strategy, the cooperation between a student to other students is really needed. They can share their understanding each other.
Naomi and Githua (2013, p. 3) maintain that each group member becomes an expert on a different concept or procedure and teaches it to the group. Therefore, each student is essential for the understanding of the whole concept being taught. The way students do cooperation in understanding material creates students’ enthusiasm in understanding the information which is related to the text or written.

D.1 Design of Jigsaw model

Salkhi (2015, p. 2) classifies the design of Jigsaw model has three main stages, they are:

A) Planning stage: which contains several steps
5. Purpose identification: the main purpose of Jigsaw strategy is to acquire the organized knowledge through specialty groups. Also, the necessary behavioral objectives of each study subject need to be identified.
6. Designing study material: the teacher is responsible for preparing the study material and tools such as textbooks, references, articles, video tapes, drawings, etc.
7. Grouping the students according to their interests, previous experience, and achievement level. However, the group should be heterogeneous to enable low performers learn from high performers.
8. Designing evaluation tools: the teacher should prepare a test in view of the identified behavioral objectives that cover all study subjects.

Furthermore, in this strategy, students can be divided into heterogeneous groups, each group consist of 4-5 members. In this strategy, the members of each group study the same subject, for example, a chapter in a textbook and each member concentrates on a specific part of the subject. After that, the members of different groups assigned the same part hold a discussion meeting. Then, each member joins his original group to explain to them what he has learned from his specific assignment. Finally, each member takes an individual test and all member scores are used to calculate each group’s score. Thus, according to Sakhi’s explanation, the researcher will use this strategy in control class. It is used to know the effect of the strategy to the students’ writing achievement.
D.2 Advantage of Jigsaw Strategy

Naomi and Githua (2013, p. 3) state that the advantage of use Jigsaw learning strategy in learning process is the students can perform the challenging and engaging tasks in their expert groups with enthusiasm since they know they are the only ones with that piece of information when they move to their respective groups. Besides, they can develop a clear idea of the concept after doing communication with their partner. The advantages of this strategy will be proved in this study by applying in control class.

Moreover, Naomi and Githua (2013) maintain that the jigsaw structure is somewhat complex. It may be best suited for when the students are comfortable with group work. There are high expectations and responsibilities placed on the students. Teaching the students in the original group can be a demanding experience for students. This can be mitigated if the jigsaw structure is altered so two group members share the same section and then join with another pair of students, if the sections are more open-ended so there is no single right answer, or if students are encouraged to take notes during the focus groups to provide a support when the original groups re-assembles. Thus, it is possibility can be an efficient way to learn the course material therefore, everyone in each group can works well together as a team.

D.3 The Concept of Motivation

Competition is faced by all people in the world. The competition to achieve high academic achievement has become one of the most important goals of the educational process. Therefore, the quality of performance has become a factor to measure personal progress. The desire for a high level of achievement causes a lot of pressure on students. Therefore, the strategy for helping the students to achieve the goals is really needed. Alam and Khan (2015, p. 7) state that motivation refers to the dynamics of our behavior, which involves needs, desires, and ambitions in our life. Motivation is internal drive that encourages somebody to do an action. People will have strong motivated to do whatever is necessary to get their wishes. In the same line, the that motivation explains why people decide to do something, how
the way that they can do in reaching their desire and how long they want to sustain to reach their desire. It indicates that someone who has motivation will do an action happily because it comes from their desire.

Pradeep and Ajeesh (2013) explain that motivation is the process of arousing action, sustaining activity in process of arousing action, sustaining activity in progress, regulating and directing pattern of activity. Anything that moves an individual to action may be described as a motive. There are a influences one’s behavior. It is also helpful in capturing attention therefore, people who have motivation will focus on how to achieve their specific goals.

Singh (2011, p. 6) states that the motivation provides an important foundation to complete cognitive behavior, such as planning, organization, decision-making, learning, and assessments. Bakar (2014, p. 8) states that the nature of motivation to learn is internal and external encouragement to students who are learning to hold a change of behavior. The motivation in one’s self influences his or her performance, behavior and thinking. For instance, learners who have high motivation will learn and do tasks diligently, they also show their interest in facing problems of learning, doing the learning process independently having high responsibilities of their tasks and having high self-esteem. Building the motivation of students is expected can encourage students’ ability in writing skill of the learners to success in learning process.

D.4 Teaching Writing by Using Jigsaw Strategy
Teaching writing a recount text through applying Jigsaw strategy can be applied at the tenth grade of senior high school students in control. There are three stages of teaching namely pre-teaching activities, whilst-teaching activities and post-teaching activities.

1. Pre-Teaching Activity

In pre-teaching activity, the teacher does brainstorming activities that can activate students’ background knowledge about recount text. The teacher asks some questions to the students about their previous experiences or events in their life. By
asking the students about the experiences or events, they are hoped to be able to re-tell what the experience that happened chronologically looks like briefly. By giving few questions, the teacher also introduces the topic of the lesson that will be learned. Then, she gives a brief explanation about recount text.

2. Whilst-Teaching Activity

In whilst-teaching activity, the students are divided into several group. In each group, they consist of four or five students. Then, they will discuss and choose a topic about recount text. After discussing about the theme, the students in every group about the concept of recount text. Then, after discussing, the teacher will conclude and inform about what the recount text is, social function, generic structure, and language features of recount text. Afterwards, the teacher makes an example of recount text. She writes the example of this recount text on the whiteboard.

d) Elaboration activity, the teacher asks the students to use the diary writing that helps them in writing process. The distributes the copies of diary that will be filled by students. The students are asked to write a recount text in a group based on the theme which will be determined.

e) Confirmation activities, it is the time for the teacher to do assessment toward the result of students’ writing. One of students in every group will be representation of his or her group. She or her will show their written. Then, the other group will assess the written. This activity is aimed to make the students more focus on knowing how well they create the writing and knowing how well they can make a different of correct written text.

3. The post activities, In the last meeting, the teacher asks students to write a recount text then she will assess based on writing rubric. after the students finish their recount text, the teacher asks the difficulties which may be faced by the students. By asking their difficulties, the teacher will know about the students’ problem in writing and the teacher can solve it for the next teaching learning activity. In this case, the teacher can also know whether the students understand with the lesson or not. Before the teacher closes the teaching activity, she allows the students to ask about everything that is related to recount text.
E. The Concept of Achievement Motivation

McClelland in Schunk and Schunk (2014) achievement motivation is a need or desire for better success or achievement. In the same line, Eccles (2004) state that a need to strive towards standards of performance encountered in a wide range of situations especially in the school environment. Shekhar and Devi (2012) add that achievement motivation consists of two words, “achievement” and “motivation”, achievement typically stresses the importance of accomplishment and attainment with effort involved whereas motivation relates to an individual’s reason for engaging in an activity, the degree to which an individual pursues the activity, and the persistence of the individual. Rani and Dalal (2013, p. 13) add that every individual born has his own specific motivational levels, which in turn are shaped by a range of factors such as situation, personality status, ethnicity and values etc. Achievement motivation is relatively a new concept in the world of Motivation. Achievement motive is used by an individual or society for achievement in various aspects like education, culture, money, etc.

Awan, Nousreen, and Naz, (2011, p. 14) explain that in academic engagement, motivation refers to cognitive, emotional, and behavioral indicators of student investment in and attachment to education. Achievement motivation is used in many aspects in our life, it is expected to encourage an individual to be success in achieving her or his goal. Those students, who hold a high desire of success will work hard and do some strategies to achieve their goals. They also can anticipate a failure by doing hard effort but if they fail in achieving their goal, they have consideration to do harder effort not to feel guilty or stress. It also indicates that a person who have high achievement motivation has different thinking and emotional in facing a failure. The achievement motivation influences to one’s behavior.

The achievement motivation is considered a prerequisite for success, not only in academic, but also in sports- and job related situations for instance. In academic settings, the achievement motivation relates to students’ competency and as a potential lead in improving learning and achievement processes. Individuals with high achievement motivation tend to set goals that are neither too easy nor extremely difficult. Easy tasks do not present a challenge and are of no interest.
Extremely difficult goals increase the risk of failure. A person with high achievement motivation gains great satisfaction from completing a challenging goal. This reward is more important than praise, recognition or monetary compensation. A major characteristic of high achievement motivation is a stronger-than-average need for feedback on performance versus feedback on characteristics. Feedback on performance allows for measurement of success.

Moreover, Ibnu and Zainal (2015, p. 2) state that the concept of achievement motivation in the current study refers to three intrinsic achievement motivation factors which are job ethic, excellence and mastery. The achievement motivation is an effort to overcome the obstacles, manipulating power, and strive to be completed faster and better as the desire or tendency to achieve something.

Moreover, Alam and Khan (2015, p. 12) maintain that the achievement motivation is characterized by a desire to attain a high standard of excellence and to accomplish the goal. It indicates that the achievement motivation in their self might give positive influence for their academic performance. Awan, Noureen, and Naz, (2011, p. 14) state that in achieving a need, people absolutely have their motivation for instance to their satisfaction, praise, reward or personal proud. Therefore, people who have high achievement motivation will do something unique to find their goal. This indication is expected can be a positive influence for learners to achieve their success in learning process.

Awan, Noureen & Naz (2011, p. 3) describes that lack of motivation is a big hurdle in learning and a pertinent cause in the deterioration of education standards. Learners who have high motivation will have a clear goal of the learning process, they know why the materials should be learned and how to get success. There is a strong relationship between learning and motivation. It influences on how learners do their learning process to get a success. In contrast, the learners who have not motivation will have less confident in doing competition and they have no direction to know why should they learn materials in learning process, and how to achieve the purpose of the learning.

Ibrahim and Gwari (2011, p. 3) state that achievement motivation cannot be described as something that occurs during competition but mostly as a trait having
‘permanent character,’ being formed during the preceding weeks, months and years. It is an essential element of human personality and it directs a person’s activity and makes an individual expects of his own actions. People with greater achievement motivation prefer tasks and situations where they can do their best. Achievement motivation leads people to set realistic but challenging goals. High achievers have a great desire to succeed and are not put off by the fear of failure. High-achievers tend to enjoy challenges, they need feedback and respond well to make their effort will be better time by time.

Awan, Noureen, and Naz, (2011, p. 15) maintain that there are two broad classes of goals, they are mastery goals and performance goals. Research indicates that when students adopt mastery goals, they tend to engage in more effective cognitive processing strategies. Then, the performance goal indicates that when students demonstrate their superior performance to others. Then, when students do their academic tasks, a set various personal goals and the types of goals that students adopt can directly influence their academic outcomes. Singh (2011, p. 12) states that the achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure. This definition consists of three elements: the stimulation of personal capabilities, constant efforts with drive and obtaining of sense of satisfaction. Theoretically, students who have motivation will be well-organized way to achieve their goals.

The need to achieve influences behavior in a large number of diverse situations, and because it is a learned motive, there are wide differences among individuals with respect to achievement. It is this difference in the strength of motivation to achieve that is important in understanding the development of the child. Both achievement motivation and motivation for competence are useful but effort is essential to accomplish both and learning probably comes faster to persons with high achievement motivation than to those with low achievement motivation.

E.1 The Kinds of Motivation

Motivation has two types, they are intrinsic and extrinsic motivation.

a. Intrinsic Motivation
The intrinsic motivation holds important role to make students will be success or failure in learning process. Classroom is also vital component in successful language learning. Emmanuel, et al. (2014, p. 11) maintain that intrinsic motivation has been associated with one’s ability, control, realistic task analysis and planning. Some students have motivation though method that is taught. An appropriate method can stimulate them to find their motivation. Students who lose confidence in the method become de-motivated. Therefore, this condition makes teacher has big role in motivating their children. In teaching and learning, every method has advantages and disadvantages. Therefore, teacher should choose an appropriate methods or strategies by looking at the students’ response. The appropriate method makes them focus, enjoy and get spirit in learning process. It means that teacher’s creativity of will give positive effect for the learner and motivate them.

b. Extrinsic Motivation

Students who want to study a language have some goals as their wish to reach out. Emmanuel, et al., (2014, p. 11) explain that extrinsic motivation is a construct which concerns with external reasons to find a judgment of others about one’s performance, grades, or reward. Dornyei (2008, 81) describes that motivation comes as students’ desire will encourage them to learn as much as possible culture of target language community. The culture is an amazing thing. It encourages people to have wishes in achieving a goal. The different culture makes language learner interest to know the target language culture deeply. Besides, parents and classroom also create and develop learners’ motivation. Therefore, the parents should give positive respond or reject by the right way toward learners’ desire. The family response, insight and caring stimulate children to learn target language. The family should give their attention and support to their children. Besides, the other extrinsic factors are parent and teacher.

Moreover, the motivation is being apart that influence people to success in mastering second language. Kaur (2013, p. 9) maintains that the level of success of language learning especially in writing, among various factors, motivation is cited as vital affecting language learning. The statement shows that motivation is something needed to help students plan to get their goal in learning process. The
students who have motivation are expected to get high score and spirit to get as much as possible knowledge especially in learning writing. Fadel, Othman and Shuqair (2013, p. 12) state that there are several motivational theories and variables that influence motivation in language learning. First, attitude, it is about the way to look and decide towards the goals. Second, beliefs about self, it is about expectations about one’s attitudes to succeed, self-efficiency, and anxiety of failure. Third, goals, it relates to one’s purposes and reasons in doing actions or it is end which is expected of the people therefore, it should be clarity and relevance of learning goals. Fourth, involvement, it is extent to which the learner actively and consciously participates in the learning process. Fifth, environmental support, it is extent of teacher and peer support. Sixth, personnel attributes, it is about aptitude, and language learning experience. Every people has their own goal or aim in learning second language. The motivation can be the aspect which determines success in learning process but the other variables, for instance the attitude should be considered. Attitudes towards a specific language could be either favorable or unfavorable. In this case, some students may have unfavorable attitudes towards the foreign language and aspire to be proficient in it in order to be more important than others in the community but usually favorable attitude reinforces their motivation. The theories and variables describe the motivation which is structure in one’s self will encourage positive result on their goals.

E.2 Elements of Achievement Motivation

Singh (2011, p. 12) explains that achievement motivation consists of four elements. First, mastery of needs, it tells about an is about an individual who like to take challenging, has intellectually demanding, and has thought-oriented. It indicates this individual enjoys playing a leadership role in groups and able to complete tasks already started. Second, work orientation, it tells about an individual takes a proactive attitude toward work and loves what he or she does. He or she obtains sense of satisfaction from work and pursues self-realization and growth. Third, competition, it tells about individual’s hopes for victory and has the desire to win over others. Fourth, personal unconcern, it tells about an individual does not
consider success or stellar performance to be the cause of being rejected by others. In other words, there is no fear of success. These elements indicate that the achievement motivation is a subjective and internal psychological drive, enabling individuals to pursue work they perceive to be valuable and prompting them to reach their goals. Meanwhile, achievement motivation is also a mentality to compete and compare with others.

According to the elements, achievement motivation is a subjective and internal psychological drive, enabling individuals to pursue work they perceive to be valuable and prompting them to reach their goals. People who have achievement motivation will do work by their desire. They also will do best effort to be success than others. Meanwhile, achievement motivation is also a mentality to compete and compare with others. The achievement motivation is basic for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. They face every challenge and use feedback to get a success.

People who are oriented towards achievement has self-respect. They set moderately difficult but easily achievable targets, which help them, achieve their objectives. They do not set up extremely difficult or extremely easy targets. By doing this they ensure that they only undertake tasks that can be achieved by them. Achievement motivated people prefer to work on a problem rather than leaving the outcome to chance. It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success.

Moreover, Bashir and Majeed (2016, p. 5) explain that the achievement motivation is one of the many important factors which determine academic proficiency of students. It is an essential element which affects the behavior of an individual in doing task well. Besides, people who have high achievement motivation have stimulation to achieve produces consistent striving for the pursuit of academic goals. The achievement motivation engages in academic tasks, they set various personal goals and the types of goals that students adopt can directly influence their academic outcomes.

Furthermore, those who engage themselves on achievement motive are said to work under the spirit of achievement motivation. In general, achievement
motivation is expectancy of finding satisfaction in mastery of difficult and challenging performance whereas in the field of education, in particular, it stands for the pursuit of excellence. A motive comes into picture when an individual knows that his performance will be evaluated and that the consequences of his actions will be either a success or failure and that good performance will produce a feeling of pride in accomplishment. Thus, it can be said that for any human planning a study of human behavior is must. To analyze the complexity of human behaviors, theory of motivation through understanding of achievement motivation is indispensable and the role of achievement motivation cannot be ignored in case of development of individual personality and influence his or her success.

E.3 Characteristic of Achievement Motivation

Furthermore, Schunk and Schunk (2014, pp. 203-204) states that there are several characteristics of people who have high achievement motivation. First, they have a high level of personal responsibility. Second, they are a risk taker. Third, they have a realistic goal. Fourth, they do the work based on their work plan and striving to realize the goal. Fifth, they accept and ask feedback in all activities performed. Sixth, they have well organized plan that has been programmed. In the same line, Luthans (2006, p. 144-148), he states that there are four aspects of achievement motivation, namely 1) dare to take risks, 2) require immediate feedback, 3) are satisfied with the achievement, 4) liked the job at hand. With that getting people motivated to achieve their best. People who have high achievement motivation manifested in the form of: 1) perform better than competitors, 2) selecting achieve difficult goals, 3) resolve complex problems, 4) associated with the achievement of a challenging success, 5) developing a better way to do something. This characteristic gives a description that differentiates between motivated person and de- motivated person. The people who have motivation will do and design plans to achieve their realistic goal. The realistic goal means that the goal might be possibility to achieve or to make it comes true. The well-organized of plan is something that really needed for the learners. Therefore, teachers and
parents’ contribution in giving feedback and give positive stimulation are needed for the learners.

F. Previous Related Studies

There are some sources that uses as the references are the theses and journal were used to combine the writer’s research. The first relevant study is The effect of diary writing on learning grammar by intermediate EFL learners. The research is written by Maryam Yavarian, Malek Ahmad Kord, Ahmad Kord, Atefe Azizi (2015), (international journal of research journal of English language and literature). In the research, the writer found this study aimed to investigate the impact of diary writing on learning grammar of EFL learners. The research design is experimental. In this study, 24 intermediate students from one of the institutes in Birjand, South Khorasan, in 2015 that were selected through purposive sampling. The mean of age was 20 and most of them had bachelor’s degree. Half of the participants were randomly assigned to the control group, and the other half to the experimental group. After the research finished, they concluded that keeping diaries is an effective way for the improvement of learning grammar by EFL learners. In addition, it was suggested that further researches should be conducted on the effect of diary writing on different dimensions of achieving English language and other institute subjects.

The second relevant study is Self-concept in relation to achievement motivation of high school students. The thesis is written by Ayesha Khan, Dr Shah Alam (2015), (The International Journal of Indian Psychology). In the research, the writer found this study aimed to find out the significant relationship between Self-concept and achievement motivation of high school students tried to measure the self-concept and achievement motivation in relation to gender. The research method is quantitative. The participants are 400 high school students were randomly selected from different schools of Aligarh. The age range of students was 16-17. One of the findings of the study showed a significant positive correlation existed between self-concept and achievement motivation of high school students. Another finding of the study revealed that it was no significant gender differences existed on
total self-concept, physical self-concept, intellectual self-concept, educational self-concept and temperamental self-concept. Furthermore, it was found that girls and boys differed significantly on social self-concept and moral self-concept.

The third relevant study is the impact of self-efficacy, achievement motivation, and self-regulated learning strategies on students’ academic achievement. The thesis is written by Muhammed Yusuf (2011), (International Journal of Educational Planning & Administration). In the research, the writer found this study aimed to investigates the impact of self-efficacy, achievement motivation, and learning strategies on students’ academic achievement. The research method is quantitative. The participants in this research are three hundred UKM undergraduate students. The results of direct and indirect technique indicated the effects of self-efficacy beliefs, achievement motivation, and learning strategies on academic achievement. Self-efficacy beliefs were significantly enhanced learning attainment.

The fourth relevant study is Improving Writing Skill in Writing Recount Text through Diary Writing. The research is written by Vita Ningrum, Ferry Rita and Hastini (2013), (e-Journal of English Language Teaching Society (ELTS) Vol. 1). The research investigates whether diary writing is effective to improve students’ skill in writing recount text or not. The population of this research was the tenth-grade students at SMA Alkhairaat Kalukubula and the sample was class XA. The number of the sample was 25 students. The research was pre-experimental research design. After the research finished, she concluded that the use of diary writing was effective to improve the students’ skill in writing recount text.

The result of those researches revealed that there was an improvement of students’ achievement in writing recount who wrote diary as the source for the writing. It indicates that diary writing can be a very productive and creative strategy for a writing classroom. The data shows that students who wrote diary as the source for the recount text writing had better achievement than those who did not use diary as the source of the recount text writing. Moreover, the previous research also shows that the achievement motivation gives positive influence for the students in learning process. It stimulates learners to have better effort in achieving their goals in learning process. Then, the difference of this research than other previous
research is this research does not only concern psychology side (motivation) but also strategy which will be used in teaching and learning process. Another independent variable that is discussed in this research is diary writing, in the research will show the effectiveness between independent variables to the dependent variable.

G. Conceptual Framework

Writing is one skill which should be mastered by students. In writing, students can develop their ideas, thoughts and insights about something in written text. Writing is complex skill because the learners need to focus on the several things to produce a good writing, they are diction, vocabulary, mechanical device, content, grammar and organization.

Writing recount text is a kind of writing texts which encourages students to express their ideas in written text which informs or entertains the reader. To produce an acceptable recount text, students must be able to understand the text in good-organization text which consists of orientation, events, and re-orientation by using appropriate vocabularies, connective, in form of simple past and using accurate punctuation and spelling. Being able to write in this text is important yet challenging for it is a kind of text that involves students’ achievement motivation.

Moreover, in learning writing, the researcher will use diary as strategy in facilitating learners to increase students’ ability in writing to show the effective writing. Diary writing is appropriate strategy in teaching writing, in this case writing primarily in recount text, it will help the students to write that text. The diary writing helps the students to improve their writing in the aspect of content. In writing process, the students firstly need to have capability in organizing idea which would be developed into readable recount text. Not only capability in organizing idea for the main topic of text, but also some supported ideas for each paragraph. In this case, diary writing enabled the students to do it by stimulating their goals in learning process. Diary writing is demanded the creativity of students which encourage students to think freely since there was no limitation for students to add as many as possible new ideas which come to their mind. However, in writing
process, students need not only effective strategy to organize their ideas well but also good stimulation in achievement motivation to create students’ consideration and responsibility in doing a learning process. Achievement motivation plays a role in stimulating students to have desire and spirit to produce a recount text. The students who have achievement motivation will think that the difficulties in writing are a challenge to get the goal.

The using of writing diary strategy and achievement motivation toward students’ writing ability give some positive effects. It means that if the teachers implement an appropriate strategy in teaching writing, in this case diary writing, while the students have achievement motivation, so that it will help the students to write a good written. Strategy is very important in teaching learning process. It has an essential part in supporting the success of teaching and learning process. Related to the strategy that used in teaching learning process of writing narrative text, the use of strategy in teaching and learning process is expected will give effect on students’ achievement motivation.

H. Research Hypothesis
1. There was difference of students’ score between those who were taught by diary writing and those who were taught by conventional strategy.
2. There was significant effect on students who have low achievement motivation who are taught by diary writing to their writing of recount text.
   There was significant effect on students’ writing a recount text between students with high achievement motivation who are taught jigsaw strategy to writing of recount text.
3. There was significant effect on students who have high achievement motivation who are taught by diary writing to their writing of recount text.
   There was significant effect on students’ writing a recount text between students with low achievement motivation who are taught jigsaw strategy to writing of recount text.
4. There was interaction between diary writing and achievement motivation towards their writing of recount text.
CHAPTER III
RESEARCH METHODOLOGY

This chapter involves the aim of study, the method and design of the study, the population and sample of the study, the technique of collecting data, the research instrument, the technique of data analysis, and the statistical hypothesis.

A. The Place and Time of the Study

This study was conducted at the tenth grade students of SMA 1 Seruway. The study was carried out for 2 months started from March 2017 up to May 2017 at the second semester of academic year 2016/2017. Treatment was given for one month in writing of recount text.

B. Research Design

In this study, the data was collected from students through their writing of recount text in pre-test and post-test after giving the treatment. The method used in this study is quantitative method with quasi-experimental design. The experiment is treated into two groups, one group was taught by using diary writing strategy as experimental class and another group as control class was taught with jigsaw strategy. Experimental design was used to investigate the effect of diary writing and achievement motivation on students’ writing recount text. This research was done by applying factorial design. Frankel et al. (2012, p. 277) explains that factorial design is a modification of the pre-test post-test controlled group design. In same line, Vogt (2005) in Creswell (2012, p. 311) explains that factorial design represents a modification of between-group design in which the researcher studies two or more independent variables which are examined at two or more levels. This design studies not only the main but also the simultaneous effect (interaction) of two or more independent variables on the outcome.

Since there were two classes and two levels for each class (high and low), the design the form of this research was the factorial design 2x2. It consists of two independent variables and one dependent variable. The first independent variable is teaching strategy and the second variable is achievement motivation, while dependent variable is students’ writing recount text.
Table 3.1  
Research Design

<table>
<thead>
<tr>
<th>Achievement Motivation (B)</th>
<th>Teaching Method (A)</th>
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<tbody>
<tr>
<td></td>
<td>Diary Writing (A1)</td>
<td>Jigsaw (A2)</td>
</tr>
<tr>
<td>High (B1)</td>
<td>(A1B1)</td>
<td>(A2B1)</td>
</tr>
<tr>
<td>Low (B2)</td>
<td>(A1B2)</td>
<td>(A2B2)</td>
</tr>
</tbody>
</table>

A1B1= Diary writing with high achievement motivation  
A2B2= Jigsaw with high achievement motivation  
A1B2= Diary writing with low achievement motivation  
A2B2= Jigsaw with low achievement motivation

Moreover, in this study, the two classes received the material on writing recount with the same time allocation. The material provided is according to time allocation in the syllabus. The material provided in accordance with that specified in the curriculum. There were 6 meetings for each class. Two meetings were for pre-test and post-test, while the other four meetings were for teaching and learning. The data in this study was obtained by giving test before and after the class and by giving the questionnaire for each of students both in experimental and control class. The pre-test was done to know the students’ writing recount text before achieving the treatment, while post-test was done to know their achievement and improvement.

C. The Population and Sample
1. Target Population

Population is as a group of individual that has one or more characteristics that has differences with other individual. Best and Khan (2001, p. 14) maintain that the population is selected because it is interesting to researched. Target population in this study is all students of SMA 1 Seruway which have common defining characteristic could be identified. It consists of 473 students and they are divided into seven classes in which each class consisted of 37 students. The researcher chooses the tenth-grade students because the recount text is one of texts that learned by students.
2. Sample

Fraenkle (2013, p. 86) states that the design of this research is inequivalent control group design, so the researcher takes the intact classes as the control group and experimental class. In this research, the researcher uses purposive sampling. The researcher uses purposive sampling because in determining the sample of the research, the head master of the school choose classes which can be used as experimental and control class. From the seven classes in that school, the researcher assumed that each class met the homogeneity as it has the equal criteria. One class as experimental class comprised of 37 students, and the other class as controlled class comprised of 37 students as well.

D. Research Instrument

Information needed in this study involved data of achievement motivation. Achievement motivation data are obtained through questionnaire. The questionnaires on students’ achievement motivation are developed on a five point Likert. The five responses used in the Likert scale include: Completely Agree, Mostly Agree, Agree to Some Extent, Mostly Disagree (D) Completely Disagree. In addition, for writing a recount text instrument test used to gain information related to writing is in Essay. This test consists of several themes.

1) Instrument for Achievement Motivation
   a. Conceptual Definition

The student’s achievement motivation is desire of arising out from within oneself and supported by environment to write and share their previous experience or knowledge and it is related about someone’s tendency towards writing. The indicators of student’s achievement motivation of SMA 1 Seruway at tenth grade are as follows: (1) the obedience of to take responsibility of the task, (2) The consideration to take calculated risks, (3) Having creativity in doing the tasks, (4) Having a strong desire, need feedback.
b. Operational Definition

The achievement motivation score is obtained based on the instrument concerning attention of the students in writing especially writing recount text accompanied with existence of follow up from writing instrument that measured every indicator: (1) the obedience of to take responsibility of the task, (2) The consideration to take calculated risks, (3) Having creativity in doing the tasks, (4) Having a strong desire, need feedback. The questionnaires on students’ achievement motivation are developed on a five point Likert. The five responses used in the Likert scale include: Completely Agree, Mostly Agree, Agree to Some Extent, Mostly Disagree (D) Completely Disagree.

c. Blueprint

The blueprint of writing test and achievement motivation questionnaire can be clearly seen in the following table:

<table>
<thead>
<tr>
<th>Measured Aspect</th>
<th>Indicators</th>
<th>Number of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>- The obedience takes a responsibility for solving problems.</td>
<td>1, 2, 4, 7, 8, 14, 19, 25, 29, 32, 34, 38, 40</td>
</tr>
<tr>
<td></td>
<td>- Achievement is as a priority and effort is as way to achieve a goal.</td>
<td></td>
</tr>
<tr>
<td>Risk Consideration</td>
<td>- The consideration to take calculated risks and to attainable goal.</td>
<td>5, 35, 36, 11, 20, 12</td>
</tr>
<tr>
<td>Creative, innovative</td>
<td>- Having creativity</td>
<td>6, 10, 17, 18, 33, 36, 37, 39</td>
</tr>
<tr>
<td></td>
<td>- Having strategies or ways to make learning process will be more effective and efficient.</td>
<td></td>
</tr>
</tbody>
</table>
Focus on Feedback
- Having a strong desire, need feedback about their progression so that they know how well they are doing.

<table>
<thead>
<tr>
<th>Measured Aspect</th>
<th>Indicators</th>
<th>Number of Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on Feedback</td>
<td>- Having a strong desire, need feedback about their progression so that they know how well they are doing.</td>
<td>3, 9, 13, 15, 16, 21, 22, 23, 24, 25, 26, 27, 28, 30, 31</td>
</tr>
</tbody>
</table>

(Adapted from McClelland in in Muthee J.M and Immanuel Thomas (2009)

1. The Validity and Reliability of Instrument

Validity is a precise degree between data from the respondents and obtained data from the researcher (Fraenkel, 2012, p. 56). In the same line, validity is used as a tool to measure a thing that should be measured. Reliability is consistency of a measurement tool to measure a subject and produce a constant result although used in different time. Validity and reliability is important aspects in a research. The validity and readability data will be obtained after the instrument is tried out for the participants.

The appropriateness of the test could be achieved by using SPSS 23.00 to calculate the validity and Alpha method in calculating its reliability. To judge the validity of each item could be seen from the column corrected item-total correlation \( r_{count} \) compared with \( r_{table} \). If \( r_{count} > r_{table} \) that item was valid or otherwise using \( \alpha = 0.05 \). Based on trying out instrument of students’ reading comprehension which was conducted to 21 respondents with 40 multiple choice questions related to achievement motivation, it was obtained that 30 items were valid and 10 items were invalid. The invalid items were removed and students’ achievement motivation instrument using 30 valid questions. It could be seen in the following table:

<table>
<thead>
<tr>
<th>Item</th>
<th>( r_{count} )</th>
<th>( r_{table} )</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.099</td>
<td>0.433</td>
<td>Drop</td>
</tr>
<tr>
<td>2</td>
<td>0.720</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>3</td>
<td>0.567</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>4</td>
<td>0.086</td>
<td>0.433</td>
<td>Drop</td>
</tr>
<tr>
<td>Item</td>
<td>$r_{count}$</td>
<td>$r_{table}$</td>
<td>Status</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>6</td>
<td>0.521</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>7</td>
<td>0.578</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>8</td>
<td>0.601</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>9</td>
<td>0.498</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>10</td>
<td>0.667</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>11</td>
<td>0.708</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>12</td>
<td>0.513</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>13</td>
<td>0.437</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>14</td>
<td>0.146</td>
<td>0.433</td>
<td>Drop</td>
</tr>
<tr>
<td>15</td>
<td>0.519</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>16</td>
<td>0.527</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>17</td>
<td>0.523</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>18</td>
<td>0.549</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>19</td>
<td>0.564</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>20</td>
<td>0.501</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>21</td>
<td>0.591</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>22</td>
<td>0.557</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>23</td>
<td>0.401</td>
<td>0.433</td>
<td>Drop</td>
</tr>
<tr>
<td>24</td>
<td>0.448</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>25</td>
<td>0.477</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>26</td>
<td>0.244</td>
<td>0.433</td>
<td>Drop</td>
</tr>
<tr>
<td>27</td>
<td>0.523</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>28</td>
<td>0.068</td>
<td>0.433</td>
<td>Drop</td>
</tr>
<tr>
<td>29</td>
<td>0.624</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>30</td>
<td>0.111</td>
<td>0.433</td>
<td>Drop</td>
</tr>
<tr>
<td>31</td>
<td>0.338</td>
<td>0.433</td>
<td>Drop</td>
</tr>
<tr>
<td>32</td>
<td>0.371</td>
<td>0.433</td>
<td>Drop</td>
</tr>
<tr>
<td>33</td>
<td>0.557</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>Item</td>
<td>$r_{count}$</td>
<td>$r_{table}$</td>
<td>Status</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>35</td>
<td>0.548</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>36</td>
<td>0.358</td>
<td>0.433</td>
<td>Drop</td>
</tr>
<tr>
<td>37</td>
<td>0.632</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>38</td>
<td>0.611</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>39</td>
<td>0.714</td>
<td>0.433</td>
<td>Valid</td>
</tr>
<tr>
<td>40</td>
<td>0.712</td>
<td>0.433</td>
<td>Valid</td>
</tr>
</tbody>
</table>

Based on Table 3.3, it could be seen that there were 10 numbers of item which were invalid, number 1, 4, 14, 23, 26, 28, 30, 31, 32 and 36.

2. **The Reliability of Instrument**

Reliability test conducted to determine the consistency of the interval among the variables and instruments. The point about item tested was matter which valid. Looking for reliability interval method used was Cronbach Alpha method.

Cronbach Alpha method:

$$r_{11} = \left(\frac{n}{n-1}\right) \left(1 - \frac{\sum \sigma^2_i}{\sigma^2}\right)$$

$r_{11}$ : Reliability score

$\sum \sigma^2_i$ : Total variance score

$\sigma^2_i$ : Total variance

$n$ : Item score

According to Sudjono (2001, p. 87), the criteria of instrument reliability were stated as follow:

a. If $r_{account}$ was equal or higher than 0.433, it meant that the instrument was reliable.

b. If $r_{account}$ was lower than 0.433, it meant that the instrument was unreliable.

Based on trying out reading interest instrument which had been done to 21 participants, there were 30 items of achievement motivation questionnaire were
valid and reliable with reliability $0.926 > 0.433$. It could be concluded that the test of instrument in this study was reliable.

2) Instrument for Writing of Recount Text
   
a. Conceptual Definition

Writing of recount text is a process to produce a text which is related to students’ previous events or experiences. In this study, the researcher focuses on how to produce a recount text which is talked about previous experience or events. There are five indicators of writing, they are content, grammar, organization, vocabulary and mechanic.

b. Operational Definition

Operationally, writing of recount text is measured through a score gained by the students from objectives of test, consist of: (1) ability to tell about previous experience or event, (2) ability to use recount text feature, (3) the ability to use mechanical devise. The objective test was a sub-set of test with instructional test. It means the teacher will ask students to write a recount around 250 words and they asked to choose one of themes.

c. Blueprint

The blueprint of rubric of written test can be clearly seen in the following table.

**Table 3.4**

<table>
<thead>
<tr>
<th>Basic Competence</th>
<th>Indicators</th>
<th>Number of Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang</td>
<td>1. Content Students are able to: a. State main idea (statement or position for specific issue)</td>
<td>1</td>
</tr>
<tr>
<td>Basic Competence</td>
<td>Indicators</td>
<td>Number of Question</td>
</tr>
<tr>
<td>------------------</td>
<td>------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya.</td>
<td>clearly b. Elaborate supporting ideas by providing arguments, explaining facts and examples.</td>
<td></td>
</tr>
<tr>
<td>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya</td>
<td>2. Organization Students are able to write analytical exposition text by using rhetorical steps and acceptable structure (thesis statement, argument, and reiteration).</td>
<td></td>
</tr>
<tr>
<td>4.7 teks recount – peristiwa bersejarah</td>
<td>4. Language use Students are able to: a. Write a text in form of present tense. b. Use connectives and relational process</td>
<td></td>
</tr>
<tr>
<td>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</td>
<td>5. Mechanics Students are able to write the text by using correct punctuation, capitalization, and other mechanics of writing.</td>
<td></td>
</tr>
<tr>
<td>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Adapted from the syllabus of English subject for X grade semester II (Curriculum of 2013) of SMA 1 Seruway, Aceh Tamiang

Students’ works of recount text were scored by using scoring rubric of writing test that was developed by Hughes where each paper was rated on five aspects of writing. The five aspects have different weights according to their emphasis; content (6 points), language use (6 points), organization (6 points), vocabulary (6 points), mechanics (6 points), and total (30 points).
points), and mechanics (6 points) Adopted from Weigle (2002, p. 118). Thus, possible maximum score was 100 and minimum score was 17. The scoring rubric of the writing test can be seen in the table below.

Table 3.5
Rubric of Written Test Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td><strong>Excellent</strong> (27—30)</td>
<td>Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.</td>
</tr>
<tr>
<td></td>
<td>Good (22—26)</td>
<td>Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail</td>
</tr>
<tr>
<td></td>
<td>Fair (17—21)</td>
<td>Limited knowledge of the subject, little substance, inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td><strong>Poor</strong> (13—16)</td>
<td>Does not show knowledge of subject, non substantive, not pertinent or not enough to evaluate</td>
</tr>
<tr>
<td>Organization</td>
<td><strong>Excellent</strong> (18—20)</td>
<td>Fluent expression, ideas clearly stated/ supported, succinct, well organized, logically sequencing, cohesive</td>
</tr>
<tr>
<td></td>
<td>Good (14—17)</td>
<td>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
</tr>
<tr>
<td></td>
<td>Fair (10—13)</td>
<td>Non-fluent, ideas confused or disconnected, lacks logical sequencing and development</td>
</tr>
<tr>
<td></td>
<td><strong>Poor</strong> (7—9)</td>
<td>Does not communicate, no organization, or not enough to evaluate.</td>
</tr>
<tr>
<td>Component</td>
<td>Level</td>
<td>Criteria</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td><strong>Excellent</strong></td>
<td>Sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register</td>
</tr>
<tr>
<td></td>
<td>(18—20)</td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>(14—17)</td>
<td>Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured</td>
</tr>
<tr>
<td><strong>Fair</strong></td>
<td>(10—13)</td>
<td>Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused or obscured</td>
</tr>
<tr>
<td><strong>Poor</strong></td>
<td>(7—9)</td>
<td>Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.</td>
</tr>
<tr>
<td><strong>Language Use</strong></td>
<td><strong>Excellent</strong></td>
<td>Effective complex constructions, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.</td>
</tr>
<tr>
<td></td>
<td>(22—25)</td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>(18—21)</td>
<td>Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, pronouns, prepositions, but meaning seldom obscured</td>
</tr>
<tr>
<td><strong>Fair</strong></td>
<td>(11—17)</td>
<td>Major problems is simple / complex constructions, frequent errors of negation, agreement, tense, number, word order/ or function, articles, pronouns, preposition and / or</td>
</tr>
<tr>
<td>Component</td>
<td>Level</td>
<td>Criteria</td>
</tr>
<tr>
<td>-----------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Excellent (5)</td>
<td>Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td></td>
<td>Good (4)</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>Fair (3)</td>
<td>Frequent errors or spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused and obscured</td>
</tr>
<tr>
<td></td>
<td>Poor (1—2)</td>
<td>No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible OR not enough to evaluate</td>
</tr>
</tbody>
</table>

Adopted from Weigle (2002, p. 118)

1. **Validity and Reliability of Instrument**

The validity of recount text writing test was measured based on the content validity and construct validity. The content validity in this case is the validity focusing on the conceptual definition that has been designed and developed. Fraenkel et al. (2012, p. 148) say that a test can be said has content validity if the content format consistent with the definition of the variable and the sample of
subjects to be measured. The indicators of the test have to measure the specific purposes suitable with the material that has been given to participants. It means that, the test that was given to the participants should be fixed with the objectives of the test, materials that had been given to them, and based on the curriculum and syllabus that was used by the teacher in their school. In this case, before the writing test was given to students, it had discussed with the English teacher of the tenth grade of SMAN 1 Seruway, Aceh related to the suitability between the test and syllabus which is used in that school.

Construct validity is capability of measuring certain specific characteristics in accordance with a theory of a language behavior and learning. For construct validity, the researcher scored the essays based on Jacobs et al. scale. Weigle (2002, p. 118) gives scale of each paper is rated on five aspects of writing; content, organization, vocabulary, language use, and mechanics. Therefore, the test should cover all five components. On the estimate of reliability for recount text writing test, the researcher used Test-Retest technique. Testing reliability of instrument by using Test-Retest is done by trying out the instrument to the same respondents twice in different time (Creswell, 2012, p. 160; Siregar, 2013, p. 60). The reliability is measured from the coefficient of correlation between the first and the second try out. The correlation technique that was used was Product Moment technique. Based on Siregar (2013, p. 60), the reliability test by using Test-Retest was done as follows.

1) Creating Hypothesis

The hypotheses were:

$H_0$: First measurement (X) and second measurement (Y) was not consistent (not reliable)

$H_a$: First measurement (X) and second measurement (Y) was consistent (reliable)

2) Identifying Significant Error

The significant error was $5\%$ or $\alpha = 0.05$

3) Calculating $r_{observed}$ and $r_{table}$ by using the following formulas.
\[ r_{sy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(N\sum X^2 - (\sum X)^2)(N\sum Y^2 - (\sum Y)^2)}} \]

b) \( r_{table} = \alpha (n - 2) \)

Note:
\( X \) = First measurement score
\( Y \) = Second measurement score
\( n \) = Number of respondent
\( \alpha \) = significant error (0.05)

4) Comparing \( r_{observed} \) and \( r_{table} \)
5) Deciding to accept or refuse \( H_0 \) by using the criteria as below.
   \( H_0 \) is accepted if \( r_{observed} \leq r_{table} \)
   \( H_0 \) is rejected if \( r_{observed} > r_{table} \)

E. The Technique of Collecting Data

Experimental design which is used in this study is Treatment by Level 2x2.
There are one dependent variable and two independent variables in this study. The
dependent variable is writing recount text and independent variables are teaching
strategy (writing diary) and students’ achievement motivation. The techniques of
collecting data in this study are test and non-test technique.

1. Test
   In this study, test is the most important instrument to collect the data. It is used
to know the influence of “Diary Writing” on students’ writing of the recount text.
The test which is used by researcher is instructional writing. Therefore, the
researcher gave some themes and determine amount of words which are used. This
research will be organized like this:
   a. Pre-test
      The data was collected through pre-test in both classes in order to know the
difference between the two classes that are taught by “Diary Writing” and
Conventional strategy. Pre-test was held in both classes to measure the students’
writing of recount text before the treatment. In writing test, each student was asked to write an essay related to the topic which gave by teacher.

b. Post-test

The writing test was conducted twice; pre-test and post-test. Pre-test was conducted to know the students’ ability before the treatment, while post-test was done to know the students’ achievement and improvement. After the researcher applies diary writing in learning process, the post-test will be given. In writing test, each student was asked to choose one of some available topics that should be developed to be an essay in form of recount text in 45 minutes. Based on their scores, the students from both of groups were classified into two levels, they are high and low.

2. Questionnaire

Questionnaire is non-test technique which is used in this study. It is useful to know about the students’ achievement motivation. The questionnaire concerns on several questions about achievement motivation.

F. The Techniques of Data Analysis

According to Creswell (2012, p. 175), there are several interrelated steps used in the process of analyzing quantitative data. The first step is to prepare the data and analyze it. Commonly, it is conducted by using a descriptive analysis of the data reporting measures of central tendency and variation. Then it is continued by using inferential analysis to test hypotheses. Next, the data analysis result is reported by using tables, graphs, and a discussion. The final step is interpreting the results of the data analysis which consists of summarizing the results, comparing the results with past literature and theories, advancing the limitations of the study, and ending with suggestions for future research. Based on the explanation above, the data then were analyzed in some steps as follows.

1. Arranging the writing and achievement motivation scores and then classifying them into some categories.
Table 3.6

<table>
<thead>
<tr>
<th>Classifying writing and achievement scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Students who were taught by using Writing Diary (A1)</td>
</tr>
<tr>
<td>2) High LI students who were taught by using Writing Diary (A1B1)</td>
</tr>
<tr>
<td>3) Students who were taught by using Jigsaw Strategy (A2)</td>
</tr>
<tr>
<td>4) High LI students who were taught by using Jigsaw Strategy (A2B1)</td>
</tr>
<tr>
<td>5) Low LI students who were taught by using Jigsaw Strategy (A2B2).</td>
</tr>
</tbody>
</table>

2. Presenting the data by using descriptive analysis. Descriptive analysis meant to get general overview of the study result. The data result was presented in the amount of descriptive statistics such as the average (mean), the (median), the highest frequency (mode), standard deviation (standard deviation).

Data analysis was conducted using a method of quantitative or statistical methods. Data analysis techniques used in this study is ANOVA 2 (two) ways or two-dimensional analysis of variance. Setiadi, (2006, p. 108) explains that Two ways ANOVA is used where there are two independent variables to compare in which both variables has two or more levels.

1. Test Data Analysis Requirement

   Before the ANOVA carried out, first tested with the data requirements of normality and homogeneity.

   a. Normality test

   Normality test of data research was performed on six group data: (1) teaching strategy, (2) achievement motivation, (3) high achievement motivation on students’ writing recount text resulting from Writing diary strategy, (4) low achievement motivation on students’ writing recount text resulting from Writing diary strategy, (5) high achievement motivation on students’ writing recount text resulting from conventional method, and (6) low achievement motivation on students’ writing recount text resulting from conventional method. Normality test is done by using the Kolgorov-Smirnov test (Suparman, 2012, p. 68). Data that is considered normal
if the price $F_{observed} < F_{table}$ tested with a significance level $\alpha = 0.05$. As for linear data if $F_{observed} < F_{table}$ tested with a significance level $\alpha = 0.05$.

b. Homogeneity test

Homogeneity of the test is designed to test the version of the normal distribution of the population, the homogeneity of the test carried out by the Levenu’s test. Research data that has been collected from a homogenous population if adequate significance is $\alpha = 0.05$. If $F_{observed} < F_{table}$, it can be concluded that data is homogeneity or otherwise.

G. Statistical Hypothesis

Hypothesis 1:

$H_0$: $\mu_{A1} \leq \mu_{A2}$

$H_a$: $\mu_{A1} > \mu_{A2}$

Note:

$H_0$: There was no significant difference of students’ score those between who were taught by diary writing and those who are taught by conventional strategy.

$H_a$: There was significant difference of students’ score those between who were taught by diary writing and those who are taught by conventional strategy.

Hypothesis 2:

$H_0$: $sig. > 0.05$

$H_1$: $sig. < 0.05$

Note:

$H_0$: There was significant effect on students who have low achievement motivation who are taught by diary writing to their writing of recount text. There was significant effect on students’ writing a recount text between students with high achievement motivation who are taught jigsaw strategy to writing of recount text.
Ha: There was no significant effect on students who have low achievement motivation who are taught by diary writing to their writing of recount text. There was no significant effect on students’ writing a recount text between students with high achievement motivation who are taught jigsaw strategy to writing of recount text.

Hypothesis 3:

H0 : $\mu_{A2B1} \leq \mu_{A2B2}$
H1 : $\mu_{A2B1} > \mu_{A2B2}$

Note:
H0: There was significant effect on students who have high achievement motivation who are taught by diary writing to their writing of recount text. There was significant effect on students’ writing a recount text between students with low achievement motivation who are taught jigsaw strategy to writing of recount text.

Ha: There was no significant effect on students who have high achievement motivation who are taught by diary writing to their writing of recount text. There was no significant effect on students’ writing a recount text between students with low achievement motivation who are taught jigsaw strategy to writing of recount text.

Hypothesis 4:

H0 : Int. AxB= 0
H1 : Int. AxB $\neq$ 0

Note:
H0: There was no interaction between diary writing and achievement motivation towards their writing of recount text.

Ha: There was interaction between diary writing and achievement motivation towards their writing of recount text.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter consists of research findings and discussion. It discusses the effect of Writing Diary and Students’ Achievement Motivation on their writing recount text at X grade students of SMA 1 Seruway in academic year 2017/2018. It covers the data description, data analysis, testing hypothesis and discussion of research findings.

A. Research Finding

1. The Description of the Data

In this study, data was obtained by gaining test to know students’ writing in recount text and distributing questionnaire to gain data of students’ achievement motivation. Descriptive analysis of the data performed to determine the mean, mode, variance, range, minimum, maximum, sum and standard deviation. This data was taken from the post test result of students in each group. A statistical description of calculation and test performed through frequency formula of SPSS V. 23.00 as well as analysis and interpretation shown in the following table.

1.1 Description data of Post-test

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>37</td>
<td>37</td>
<td>39</td>
<td>35</td>
<td>26</td>
<td>11</td>
<td>12</td>
<td>24</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
<td>0</td>
<td>46</td>
<td>50</td>
<td>59</td>
<td>74</td>
<td>73</td>
<td>61</td>
</tr>
<tr>
<td>Mean</td>
<td>79.76</td>
<td>71.57</td>
<td>80.08</td>
<td>65.20</td>
<td>80.96</td>
<td>76.91</td>
<td>77.42</td>
<td>68.38</td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>.696</td>
<td>.953</td>
<td>.688</td>
<td>.456</td>
<td>.671</td>
<td>1.430</td>
<td>1.003</td>
<td>.829</td>
</tr>
<tr>
<td>Median</td>
<td>80.00</td>
<td>71.00</td>
<td>80.00</td>
<td>65.00</td>
<td>80.00</td>
<td>75.00</td>
<td>77.50</td>
<td>68.50</td>
</tr>
<tr>
<td>Mode</td>
<td>80</td>
<td>65</td>
<td>80</td>
<td>65</td>
<td>80</td>
<td>75</td>
<td>80</td>
<td>65</td>
</tr>
<tr>
<td>Range</td>
<td>20</td>
<td>23</td>
<td>23</td>
<td>9</td>
<td>16</td>
<td>17</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Minimum</td>
<td>73</td>
<td>60</td>
<td>70</td>
<td>60</td>
<td>77</td>
<td>73</td>
<td>70</td>
<td>60</td>
</tr>
<tr>
<td>Maximum</td>
<td>93</td>
<td>83</td>
<td>93</td>
<td>69</td>
<td>93</td>
<td>90</td>
<td>83</td>
<td>75</td>
</tr>
<tr>
<td>Sum</td>
<td>2951</td>
<td>2648</td>
<td>3123</td>
<td>2282</td>
<td>2105</td>
<td>846</td>
<td>929</td>
<td>1641</td>
</tr>
</tbody>
</table>

a. Multiple modes exist. The smallest value is shown

Note:
A1 : Group of students who are taught by writing diary
A2 : Group of students who are taught by conventional strategy
B1 : Group of students who have high achievement motivation
B2 : Group of students who have low achievement motivation
A1B1 : Writing Diary with high achievement motivation
A1B2 : Writing Diary with low achievement motivation
A2B1 : Conventional strategy with high achievement motivation
A2B2 : Conventional strategy with low achievement motivation

Here are the descriptions of writing recount text in each group;

1. **Score of Writing Recount Text by Using Writing Diary (A1)**

<table>
<thead>
<tr>
<th>A1 Frequency Table of Writing Recount Text by Using Writing Diary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Valid</strong></td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Valid</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<tr>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Missing</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Scoring the data as seen in Table 4.2, writing recount text was conducted by using essay which consists of three themes. The students are asked to choose a theme and write the
essay. The essay had validity and readability. The essay was examined by considering on in six aspects, they are grammar, vocabulary, mechanics, fluency and organization. Each of the aspect will be graded 6-1. Hence the maximum score will be 30, while minimum score will be 5. Respondents for experimental group were 37 students, treated by using Writing Diary. The empiric score stated that the highest score was 93, the lowest score was 73. Furthermore, mean was 79.76, median was 80.00, mode was 80, standard deviation was 4.232, and variance was 17.911. The mean indicated that the average score for the students was relatively good. It can be seen in the display of histogram and polygon presented below:

![Histogram and Polygon](image)

Figure 4.1
Graph of Students’ Writing who are Taught by Writing Diary.

2. Score of Writing Recount Text by Using Conventional Strategy (A2)

After analyzing post-test score, the researcher found the score of students who are taught by conventional strategy. In this study, the researcher presented the frequency table and graph. The score and graph can be seen as follows:
### Table 4.3 Frequency Table of Writing Recount Text by Using Conventional Strategy

<table>
<thead>
<tr>
<th>Number</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>60</td>
<td>2</td>
<td>2.4</td>
<td>5.4</td>
</tr>
<tr>
<td></td>
<td>64</td>
<td>1</td>
<td>1.2</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>4</td>
<td>4.7</td>
<td>10.8</td>
</tr>
<tr>
<td></td>
<td>67</td>
<td>2</td>
<td>2.4</td>
<td>5.4</td>
</tr>
<tr>
<td></td>
<td>68</td>
<td>3</td>
<td>3.5</td>
<td>8.1</td>
</tr>
<tr>
<td></td>
<td>69</td>
<td>2</td>
<td>2.4</td>
<td>5.4</td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>4</td>
<td>4.7</td>
<td>10.8</td>
</tr>
<tr>
<td></td>
<td>71</td>
<td>1</td>
<td>1.2</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>72</td>
<td>2</td>
<td>2.4</td>
<td>5.4</td>
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<tr>
<td></td>
<td>73</td>
<td>1</td>
<td>1.2</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>74</td>
<td>2</td>
<td>2.4</td>
<td>5.4</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>4</td>
<td>4.7</td>
<td>10.8</td>
</tr>
<tr>
<td></td>
<td>76</td>
<td>1</td>
<td>1.2</td>
<td>2.7</td>
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<tr>
<td></td>
<td>77</td>
<td>1</td>
<td>1.2</td>
<td>2.7</td>
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<tr>
<td></td>
<td>78</td>
<td>2</td>
<td>2.4</td>
<td>5.4</td>
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<tr>
<td></td>
<td>80</td>
<td>4</td>
<td>4.7</td>
<td>10.8</td>
</tr>
<tr>
<td></td>
<td>83</td>
<td>1</td>
<td>1.2</td>
<td>2.7</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>43.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>48</td>
<td>56.5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scoring the data as seen in Table 4.3, writing recount text was conducted by using essay which consists of three themes. The students are asked to choose a theme and write the essay. The Essay had validity and readability. The essay was examined by considering on in six aspects, they are grammar, vocabulary, mechanics, fluency and organization. Each of the aspect will be graded 6-1. Hence the maximum score will be 30, while minimum score will be 5. Respondents for control group were 37 students, treated by using conventional strategy. The empiric score stated that the highest score was 83, the lowest score was 60. Furthermore, mean was 71.57, median was 71.00, mode was 65, standard deviation was 5.795, and variance was 33.586, the complete result gained from calculation can be seen below.

The mean indicated that the average score for the students was relatively good. It can be seen in the display of histogram and polygon presented below:
Figure 4.2: Graph of students’ writing who are taught by conventional strategy.

3. Score of Students’ Writing Recount Text with High Achievement Motivation (B1);

Table 4.4. Frequency Table of Students’ Writing with High Achievement Motivation

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>1</td>
<td>1.2</td>
<td>2.6</td>
</tr>
<tr>
<td>73</td>
<td>1</td>
<td>1.2</td>
<td>2.6</td>
</tr>
<tr>
<td>75</td>
<td>2</td>
<td>2.4</td>
<td>5.1</td>
</tr>
<tr>
<td>76</td>
<td>1</td>
<td>1.2</td>
<td>2.6</td>
</tr>
<tr>
<td>77</td>
<td>5</td>
<td>5.9</td>
<td>12.8</td>
</tr>
<tr>
<td>78</td>
<td>4</td>
<td>4.7</td>
<td>10.3</td>
</tr>
<tr>
<td>79</td>
<td>2</td>
<td>2.4</td>
<td>5.1</td>
</tr>
<tr>
<td>80</td>
<td>9</td>
<td>10.6</td>
<td>23.1</td>
</tr>
<tr>
<td>81</td>
<td>4</td>
<td>4.7</td>
<td>10.3</td>
</tr>
<tr>
<td>82</td>
<td>2</td>
<td>2.4</td>
<td>5.1</td>
</tr>
<tr>
<td>83</td>
<td>2</td>
<td>2.4</td>
<td>5.1</td>
</tr>
<tr>
<td>85</td>
<td>3</td>
<td>3.5</td>
<td>7.7</td>
</tr>
<tr>
<td>87</td>
<td>1</td>
<td>1.2</td>
<td>2.6</td>
</tr>
<tr>
<td>90</td>
<td>1</td>
<td>1.2</td>
<td>2.6</td>
</tr>
<tr>
<td>93</td>
<td>1</td>
<td>1.2</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>45.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>46</td>
<td>54.1</td>
</tr>
<tr>
<td>Total</td>
<td>85</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Scoring the data as seen in Table 4.4, writing recount text was conducted by using essay which consists of three themes. The students are asked to choose a theme and write the essay. The Essay had validity and readability. The essay was examined by considering on in six aspects, they are grammar, vocabulary, mechanics, fluency and organization. Each of the aspect will be graded 6-1. Hence the maximum score will be 30, while minimum score will be 5. Respondents for experimental group were 37 students, treated by using Writing Diary. The empiric score stated that the highest score was 93, the lowest score was 70. Furthermore, mean was 80.08, median was 80.00, mode was 80, standard deviation was 4.294, and variance was 18.441, the complete result gained from calculation can be seen below.

The mean indicated that the average score for the students was relatively good. It can be seen in the display of histogram and polygon presented below:

![Graph of Students’ Writing a Recount Text With High Achievement Motivation](image_url)

**Figure 4.3**
Graph of Students’ Writing a Recount Text With High Achievement Motivation
4. Score of Students’ Writing Recount Text with Low Achievement Motivation (B2)

Table 4.5

<table>
<thead>
<tr>
<th>Table of Students’ Writing Recount Text with Low Achievement Motivation</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>3</td>
<td>7.7</td>
<td>8.6</td>
</tr>
<tr>
<td>62</td>
<td>2</td>
<td>5.1</td>
<td>5.7</td>
</tr>
<tr>
<td>63</td>
<td>4</td>
<td>10.3</td>
<td>11.4</td>
</tr>
<tr>
<td>64</td>
<td>4</td>
<td>10.3</td>
<td>11.4</td>
</tr>
<tr>
<td>65</td>
<td>9</td>
<td>23.1</td>
<td>25.7</td>
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<tr>
<td>66</td>
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<td>2.6</td>
<td>2.9</td>
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<td>3</td>
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</tr>
<tr>
<td>69</td>
<td>6</td>
<td>15.4</td>
<td>17.1</td>
</tr>
<tr>
<td>Total</td>
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<td>89.7</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Valid</th>
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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>System</td>
<td>4</td>
<td>39</td>
</tr>
</tbody>
</table>

Scoring the data as seen in Table 4.5, writing a recount text was conducted by using instrument essay which consists of several themes. The question was valid. The students asked to choose one of the themes. After collecting students’ essay, the researcher calculated the score of their writing and achievement motivation questionnaire by using SPSS 23.00. Each of the correct answer will be graded 6 and the incorrect answer will be graded 1. Hence the maximum score will be 30, while minimum score will be 5.

Respondents for experimental group were 37 students, treated by using Writing Diary. The treatment will be given after the pre-test. The empiric score stated that the highest score was 69, the lowest score was 60. Furthermore, mean was 65.20, median was 65.00, mode was 65, standard deviation was 2.699, and variance was 7.282. The mean indicated that the average score for the students was relatively good. It can be seen in the display of histogram and polygon presented below:
5. Score of Writing a Recount Text by Using Writing Diary with High Achievement Motivation (A1B1)

Table 4.6

Table Frequency of Writing Recount Text with High Motivation: A1B1

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>77</td>
<td>3</td>
<td>3.5</td>
<td>11.5</td>
</tr>
<tr>
<td>78</td>
<td>3</td>
<td>3.5</td>
<td>11.5</td>
</tr>
<tr>
<td>79</td>
<td>1</td>
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<td>3.8</td>
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<td>80</td>
<td>7</td>
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<td>26.9</td>
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<td>81</td>
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<td>4.7</td>
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<td>82</td>
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<td>3.5</td>
<td>11.5</td>
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<td>85</td>
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<td>1.2</td>
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<td>87</td>
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<td>3.8</td>
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<tr>
<td>93</td>
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<td>1.2</td>
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</tr>
<tr>
<td>Total</td>
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<td>100.0</td>
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</tbody>
</table>
Scoring the data as seen in Table 4.6, writing a recount text was conducted by using instrument essay and consists of some themes. The question was valid. The students asked to choose one of the themes. After collecting students’ essay, the researcher calculated the score of their writing and achievement motivation questionnaire by using SPSS 23.00. Each of the correct answer will be graded 6 and the incorrect answer will be graded 1. Hence the maximum score will be 30, while minimum score will be 5. Respondents for experimental group were 37 students, treated by using Writing Diary. The empiric score stated that the highest score was 93, the lowest score was 77. Furthermore, mean was 80.96, median was 80.00, mode was 80, standard deviation was 3.423, and variance was 11.718, the complete result gained from calculation can be seen below.

The mean indicated that the average score for the students was relatively good. It can be seen in the display of histogram and polygon presented below:

![Graph of Students’ Writing a Recount Text by Using Writing Diary with High Achievement Motivation](image-url)
6. Score of Writing a Recount Text by using Writing Diary with Low Achievement 
Motivation (A1B2)

Table 4.7

Frequency Table of Writing a Recount Text by using Writing Diary with Low 
Achievement Motivation (A1B2)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>73</td>
<td>1</td>
<td>2.6</td>
<td>9.1</td>
</tr>
<tr>
<td>74</td>
<td>2</td>
<td>5.1</td>
<td>18.2</td>
</tr>
<tr>
<td>75</td>
<td>3</td>
<td>7.7</td>
<td>27.3</td>
</tr>
<tr>
<td>76</td>
<td>1</td>
<td>2.6</td>
<td>9.1</td>
</tr>
<tr>
<td>77</td>
<td>2</td>
<td>5.1</td>
<td>18.2</td>
</tr>
<tr>
<td>80</td>
<td>1</td>
<td>2.6</td>
<td>9.1</td>
</tr>
<tr>
<td>90</td>
<td>1</td>
<td>2.6</td>
<td>9.1</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>28.2</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing</td>
<td>28</td>
<td>71.8</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Scoring the data as seen in Table 4.7, writing a recount text was conducted by using 
instrument essay and consists of some themes. The question was valid. The students asked 
to choose one of the themes. After collecting students’ essay, the researcher calculated the 
score of their writing and achievement motivation questionnaire by using SPSS 23.00. 
Each of the correct answer will be graded 6 and the incorrect answer will be graded 1. 
Hence the maximum score will be 30, while minimum score will be 5. Respondents for 
experimental group were 37 students, treated by using Writing Diary. The empiric score 
statement that the highest score was 90, the lowest score was 73. Furthermore, mean was 
76.91, median was 75.00, mode was 75, standard deviation was 4.742, and variance was 
22.491, the complete result gained from calculation can be seen below.

The mean indicated that the average score for the students was relatively good. It can 
be seen in the display of histogram and polygon presented below:
Graph of Students’ Writing a Recount Text by Using Writing Diary with Low Achievement Motivation

7. Score of Writing a Recount Text by using Conventional Strategy with high Achievement Motivation (A2B1)

Table 4.8

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>1</td>
<td>2.6</td>
<td>8.3</td>
</tr>
<tr>
<td>75</td>
<td>3</td>
<td>7.7</td>
<td>25.0</td>
</tr>
<tr>
<td>76</td>
<td>1</td>
<td>2.6</td>
<td>8.3</td>
</tr>
<tr>
<td>77</td>
<td>1</td>
<td>2.6</td>
<td>8.3</td>
</tr>
<tr>
<td>78</td>
<td>1</td>
<td>2.6</td>
<td>8.3</td>
</tr>
<tr>
<td>80</td>
<td>4</td>
<td>10.3</td>
<td>33.3</td>
</tr>
<tr>
<td>83</td>
<td>1</td>
<td>2.6</td>
<td>8.3</td>
</tr>
<tr>
<td>Valid</td>
<td>12</td>
<td>30.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Missing</td>
<td>System</td>
<td>27</td>
<td>69.2</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
Scoring the data as seen in Table 4.8, writing a recount text was conducted by using instrument essay and consists of some themes. The essay had validity and readability. The students asked to choose one of the themes. After collecting students’ essay, the researcher calculated the score of their writing and achievement motivation questionnaire by using SPSS 23.00. Each of the correct answer will be graded 6 and the incorrect answer will be graded 1. Hence the maximum score will be 30, while minimum score will be 5. Respondents for control group were 37 students, treated by using Conventional Strategy. The empiric score stated that the highest score was 83, the lowest score was 70. Furthermore, mean was 77.42, median was 77.50, mode was 80, standard deviation was 3.476, and variance was 12.083, the complete result gained from calculation can be seen below.

The mean indicated that the average score for the students was relatively good. It can be seen in the display of histogram and polygon presented below:

Figure 4.8
Graph of Students’ Writing a Recount Text by Using Conventional Strategy with High Achievement Motivation
8. Score of Writing a Recount Text by using Conventional Strategy with Low Achievement Motivation (A2B2)

Table 4.9. Frequency Table of Writing Recount Text by using Conventional Strategy with Low Achievement Motivation (A2B2)

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>2</td>
<td>5.1</td>
<td>8.3</td>
<td>8.3</td>
</tr>
<tr>
<td>64</td>
<td>1</td>
<td>2.6</td>
<td>4.2</td>
<td>12.5</td>
</tr>
<tr>
<td>65</td>
<td>4</td>
<td>10.3</td>
<td>16.7</td>
<td>29.2</td>
</tr>
<tr>
<td>67</td>
<td>2</td>
<td>5.1</td>
<td>8.3</td>
<td>37.5</td>
</tr>
<tr>
<td>68</td>
<td>3</td>
<td>7.7</td>
<td>12.5</td>
<td>50.0</td>
</tr>
<tr>
<td>69</td>
<td>2</td>
<td>5.1</td>
<td>8.3</td>
<td>58.3</td>
</tr>
<tr>
<td>70</td>
<td>3</td>
<td>7.7</td>
<td>12.5</td>
<td>70.8</td>
</tr>
<tr>
<td>71</td>
<td>1</td>
<td>2.6</td>
<td>4.2</td>
<td>75.0</td>
</tr>
<tr>
<td>72</td>
<td>2</td>
<td>5.1</td>
<td>8.3</td>
<td>83.3</td>
</tr>
<tr>
<td>73</td>
<td>1</td>
<td>2.6</td>
<td>4.2</td>
<td>87.5</td>
</tr>
<tr>
<td>74</td>
<td>2</td>
<td>5.1</td>
<td>8.3</td>
<td>95.8</td>
</tr>
<tr>
<td>75</td>
<td>1</td>
<td>2.6</td>
<td>4.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Valid</td>
<td>24</td>
<td>61.5</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing System</td>
<td>15</td>
<td>38.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Scoring the data as seen in Table 4.9, writing a recount text was conducted by using instrument essay and consists of some themes. The essay had validity and readability. The students asked to choose one of the themes. After collecting students’ essay, the researcher calculated the score of their writing and achievement motivation questionnaire by using SPSS 23.00. Each of the correct answer will be graded 6 and the incorrect answer will be graded 1. Hence the maximum score will be 30, while minimum score will be 5. Respondents for control group were 37 students, treated by using Conventional Strategy. The empiric score stated that the highest score was 75, the lowest score was 60. Furthermore, mean was 68.38, median was 68.50, mode was 65, standard deviation was 4.063, and variance was 16.505. The complete result gained from calculation can be seen below:

The mean indicated that the average score for the students was relatively good. It can be seen in the display of histogram and polygon presented below:
4.2 The Difference Test Score between Pre-Test and Post Test by using Paired Sample t-test.

Paired Sample t-test is a test of two different sample pairs. Two samples have same subject but in different treatment (in this study, experimental which was used Writing diary strategy and in control class was used conventional strategy).

Before looking for difference test score between pre- test and posttest, the researcher will present the description data of pre- test both in conventional class and control class.

a. Experimental Class

The pre-test result obtained before giving the treatment in the classroom. The respondents of experimental group were 37 students. The empiric scores of pre-test showed that the highest score of students in pre-test was 76 and the lowest was 50. Furthermore, the mean was 63.76, the median was 63.00, the mode was 60, the standard of deviation was 5.595, and the variance 31.300. To make it clear, we can see the display of the histogram which is presented below.
Table 4.10

Statistics
PretestExperiment

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N Valid</td>
<td>37</td>
</tr>
<tr>
<td>Missing</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>63.76</td>
</tr>
<tr>
<td>Std. Error of Mean</td>
<td>.920</td>
</tr>
<tr>
<td>Median</td>
<td>63.00</td>
</tr>
<tr>
<td>Mode</td>
<td>60</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>5.595</td>
</tr>
<tr>
<td>Variance</td>
<td>31.300</td>
</tr>
<tr>
<td>Range</td>
<td>26</td>
</tr>
<tr>
<td>Minimum</td>
<td>50</td>
</tr>
<tr>
<td>Maximum</td>
<td>76</td>
</tr>
<tr>
<td>Sum</td>
<td>2359</td>
</tr>
</tbody>
</table>

Figure 4.9

Graph of Writing Pre-test Scores in Experimental Class
b. Control Class

The respondents of experimental group were 37 students. The empiric scores of pre-test showed that the highest score of students in pre-test was 75 and the lowest was 50. Furthermore, the mean was 63.62, the median was 66.00, the mode was 65, the standard of deviation was 5.246, and the variance 27.520. To make it clear, we can see the display of the histogram which is presented below.

<table>
<thead>
<tr>
<th>Statistics</th>
<th>PRETESTCONTROL</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Valid</td>
</tr>
<tr>
<td></td>
<td>Missing</td>
</tr>
<tr>
<td>Mean</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td></td>
</tr>
<tr>
<td>Variance</td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td></td>
</tr>
<tr>
<td>Sum</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.10: Graph of Writing Pre-test Scores in Control Class
The following table shows there was data which was taken in different time. Then, the data calculated by using paired sample T test of SPSS 23.00.

Table 4.12

**Paired Samples Statistics**

<table>
<thead>
<tr>
<th>Pair</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pretest of Experiment</td>
<td>63.76</td>
<td>37</td>
<td>5.595</td>
</tr>
<tr>
<td></td>
<td>Posttest of Experiment</td>
<td>79.76</td>
<td>37</td>
<td>4.232</td>
</tr>
</tbody>
</table>

The following table is output of explaining data about the descriptive statistic summary of both sample data pre- test and post- test in experimental class.

Table 4.13

**Paired Samples Test**

<table>
<thead>
<tr>
<th>Pair</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean -16.00</td>
<td>Std. Deviation Mean 4.197 Std. Error Mean .690</td>
<td>t -23.191 df 36</td>
</tr>
<tr>
<td></td>
<td>Lower -17.399</td>
<td>Upper -14.601</td>
<td></td>
</tr>
</tbody>
</table>

The last output explains that there is a difference between pre-test and post-test result in this study.

There are several basic decision- making for paired sample T- Test

1. If $\text{Sig value (2-tailed)} < 0.05$ then there is a significant difference between learning outcomes in pre-test and post-test.
2. If *Sig* value (2-tailed) > 0.05 then there is no a significant difference between learning outcomes in pre-test and post-test.

3. Based on the analysis of the data result, it can be concluded that *Sig* value in experimental class is (0.000 < 0.05) which indicates that there is a significant difference between students’ writing of recount text in pre-test and post-test.

1. **The Prerequisite Test for Data Analysis**

Before analyzing the test of hypothesis, it was needed to do the prerequisite analysis test of X1, X2, and Y variables. Moreover, it was one of the requirements must be accomplished in order to make the regression analysis or hypothesis done well. Normality and homogeneity test must be done first before the ANOVA test conducted. Normality test was applied to the representative research sample. This test was done as hypotheses test which was required that the sample must be normal. Next step was homogeneity test, which was assumed that the score of dependent variable (Y) was categorized based on the equation of independent variable scores (X1 and X2). The result of the test is presented in the following:

**a. Normality Test**

Normality test is used to find out whether the data was distributed normally or not. In this study, the normality test used Kolmogorov-Smirnov strategy in which the significance level α = 0.05 as the rule to accept or reject the normal test.

The normality test is done to both experimental and control groups by using statistical hypotheses formula stated as follows:

- **H₀** = sample data is distributed normally
- **H₁** = sample is not distributed normally

The calculating of this research data was used statistical and using SPSS version 23.00. Based on the criteria of this program, the data is normal if *p value (Sig)* > 0.05 which means H₀ is accepted and on the contrary H₁ is rejected (data is distributed normally). The score of *p value (Sig)* is the number on the column of Sig from the table of normality test outcome by using SPSS program (Kadir, 2015, p. 147). In this case, the formula used is *Kolmogorov-Smirnov*. The computation of normality test can be seen on the table below:
Table 4.14
Recapitulation of Normality Test
One-Sample Kolmogorov-Smirnov Test

<table>
<thead>
<tr>
<th>N</th>
<th>Teaching Strategy</th>
<th>Motivation</th>
<th>Score Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TEACHING</td>
<td>MOTIVATION</td>
<td>SCORE</td>
</tr>
<tr>
<td></td>
<td>STRATEGY</td>
<td></td>
<td>WRITING</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>1.50</td>
<td>2.47</td>
</tr>
<tr>
<td></td>
<td>Std. Deviation</td>
<td>0.503</td>
<td>1.274</td>
</tr>
<tr>
<td></td>
<td>Absolute</td>
<td>0.340</td>
<td>0.228</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td>0.340</td>
<td>0.228</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td>-0.340</td>
<td>-0.209</td>
</tr>
<tr>
<td></td>
<td>Kolmogorov-Smirnov Z</td>
<td>2.922</td>
<td>1.958</td>
</tr>
<tr>
<td></td>
<td>Asymp. Sig. (2-tailed)</td>
<td>0.000</td>
<td>0.001</td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.
b. Calculated from data.

Based on table 4.10, it could be seen that the score of p Value (sig) by Kolmogorov-Smirnov formula for each variable were displayed as follows 2.922, 1.958 and 0.849 which means all the p value score are bigger than 0.05. Hence, H₀ is accepted and H₁ is automatically rejected. So, it can be concluded that all data from the sample of this research have been distributed normally.

b. Homogeneity test

Beside normality test, one prerequisite test mostly needed to analyze the data using ANOVA is homogeneity test. The purpose of this test is to find out whether the designed groups are homogenous or not.

The homogeneity test for the data of writing a recount text is performed by using Levene’s test in the significant level of 5%. The result of homogeneity computation can be seen on the Table 4.11 below:
Table 4.15
Levene's Test of Equality of Error Variances

Dependent Variable: Score Writing

<table>
<thead>
<tr>
<th>F</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.602</td>
<td>3</td>
<td>70</td>
<td>.616</td>
</tr>
</tbody>
</table>

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Teaching Strategy + Achievement Motivation + Teaching Strategy

* Achievement Motivation.

The hypotheses for homogeneity test were set as follows:

$H_0$: Data comes from homogenous population

$H_a$: Data comes from non-homogenous population

The criteria were set as follows:

If the Sig value (Levene’s test) > 0.05 means that $H_0$ is accepted and $H_1$ is automatically rejected.

Based on the table 4.11 above, it can be seen that the $sig (p\ value)$ was 0.616. It means that $p\ value$ is bigger than 0.05 (0.616 > 0.05). So, $H_0$ is accepted and $H_1$ automatically rejected, which implies the data came from homogenous population.

Based on both normality test and homogeneity test revealed above, it can be concluded that the prerequisite test which are needed before processing the data by using ANOVA test are already fulfilled.

2. The Testing of Hypotheses

A hypothesis test was used to determine whether there was enough evidence in a sample of data to infer that a certain condition was true for the entire population or to determine null hypotheses ($H_0$) tested at a certain significance level. The hypotheses testing were done starting from first till the last hypotheses.
The analysis was done by using *Two-Ways Anova* through SPSS V.20.00. The sig value was 0.05; if the sig value > 0.05 means H\(_0\) accepted and if the sig value < 0.05 means H\(_0\) rejected.

The computation of data analysis by using ANOVA test can be seen on the table 4.12 below:

**Table 4.16**

ANOVA Test (2x2)

Tests of Between-Subjects Effects

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>2063.828(^a)</td>
<td>3</td>
<td>687,943</td>
<td>46.720</td>
<td>.000</td>
</tr>
<tr>
<td>Intercept</td>
<td>371,987,034</td>
<td>1</td>
<td>371,987,034</td>
<td>252,628,856</td>
<td>.000</td>
</tr>
<tr>
<td>TEACHINGSTRATEGY</td>
<td>584,042</td>
<td>1</td>
<td>584,042</td>
<td>39.664</td>
<td>.000</td>
</tr>
<tr>
<td>MOTIVATION</td>
<td>696,212</td>
<td>1</td>
<td>696,212</td>
<td>47.282</td>
<td>.000</td>
</tr>
<tr>
<td>TEACHINGSTRATEGY * MOTIVATION</td>
<td>102,202</td>
<td>1</td>
<td>102,202</td>
<td>6.941</td>
<td>.010</td>
</tr>
<tr>
<td>Error</td>
<td>1030,726</td>
<td>70</td>
<td>14,725</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>426727,000</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>3094,554</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) R Squared = .667 (Adjusted R Squared = .653)
Table 4.17
Multiple Comparisons

Dependent Variable: SCOREWRITING
Tukey HSD

<table>
<thead>
<tr>
<th>(I) MOTIVATION</th>
<th>(J) MOTIVATION</th>
<th>Mean Difference (I-J)</th>
<th>Std. Error</th>
<th>Sig.</th>
<th>95% Confidence Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH CONVEN</td>
<td>LOW</td>
<td>4.05*</td>
<td>1.380</td>
<td>.023</td>
<td>.42</td>
</tr>
<tr>
<td>HIGH</td>
<td>HIGH CONVEN</td>
<td>3.50*</td>
<td>1.303</td>
<td>.044</td>
<td>.07</td>
</tr>
<tr>
<td>HIGH</td>
<td>LOW CONVEN</td>
<td>12.59*</td>
<td>1.086</td>
<td>.000</td>
<td>9.73</td>
</tr>
<tr>
<td>HIGH</td>
<td>HIGH</td>
<td>-4.05*</td>
<td>1.380</td>
<td>.023</td>
<td>-7.68</td>
</tr>
<tr>
<td>LOW CONVEN</td>
<td>HIGH</td>
<td>-.55</td>
<td>1.572</td>
<td>.985</td>
<td>-4.69</td>
</tr>
<tr>
<td>LOW</td>
<td>LOW CONVEN</td>
<td>8.53*</td>
<td>1.397</td>
<td>.000</td>
<td>4.86</td>
</tr>
<tr>
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Based on observed means.

The error term is Mean Square(Error) = 14.725.

*. The mean difference is significant at the .05 level.
### Multiple Regression

#### Coefficients

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<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
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*a. Dependent Variable: Y*

#### Coefficients

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<th>Model</th>
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<th>Standardized Coefficients</th>
<th>t</th>
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*a. Dependent Variable: Y*

1) **Testing the First Hypothesis**

**Ho:** \( \mu_{A1} \leq \mu_{A2} \)

**H1:** \( \mu_{A1} > \mu_{A2} \)

Based on the table above, it was found that \( p \) value (Sig) of teaching strategy was 0.000 which was < than 0.05, and \( F \) observed was 39.664 > \( f \) table 3.97. It means that \( H_0 \) was rejected and \( H_1 \) was automatically accepted. It could be concluded that there was significant effect of on students’ Writing a Recount Text between those who are taught by writing diary and who are not taught by writing diary. In other words, students’ writing a recount text score who were taught by writing diary was higher than those who were not taught by using writing diary.
2) Testing the second Hypothesis

Ho: \( \text{sig.} > 0.05 \)

H\(_1\): \( \text{sig.} < 0.05 \)

Based on the table 4.13, if \( p \text{ value} (\text{sig}) > 0.05 \), means that Ho is accepted, and H\(_1\) is rejected but if \( p \text{ value} < 0.05 \) means that Ho is rejected and H\(_1\) is accepted.

From the analysis result in the table 4.13, it was found \( p \text{ value} < 0.05 \), it shows that \( p \text{ value} \) was smaller than 0.05. It means that Ho was rejected. It can be said that there was significant effect on students who have low achievement motivation who are taught by writing diary to their writing of recount text.

Ho: \( \text{sig.} > 0.05 \)

H\(_1\): \( \text{sig.} < 0.05 \)

Based on the table 4.13, if \( p \text{ value} (\text{sig}) > 0.05 \), means that Ho is accepted, and H\(_1\) is rejected but if \( p \text{ value} < 0.05 \) means that Ho is rejected and H\(_1\) is accepted.

From the analysis result in the table 4.13, it was found \( p \text{ value} < 0.05 \), it shows that \( p \text{ value} \) was bigger than 0.05. It means that Ho was accepted. It can be said that there was no significant effect on students who have high achievement motivation who are taught by jigsaw to their writing of recount text.

3) Testing the Third hypothesis

Ho: \( \text{sig.} > 0.05 \)

H\(_1\): \( \text{sig.} < 0.05 \)

Based on the table 4.13, if \( p \text{ value} (\text{sig}) > 0.05 \), means that Ho is accepted, and H\(_1\) is rejected but if \( p \text{ value} < 0.05 \) means that Ho is rejected and H\(_1\) is accepted.

From the analysis result in the table 4.13, it was found \( p \text{ value} < 0.05 \), it shows that \( p \text{ value} \) was bigger than 0.05. It means that Ho was accepted. It can be said that there was no significant effect on students who have high achievement motivation who are taught by diary writing to their writing of recount text.

Ho: \( \text{sig.} > 0.05 \)

H\(_1\): \( \text{sig.} < 0.05 \)

Based on the table 4.13, if \( p \text{ value} (\text{sig}) > 0.05 \), means that Ho is accepted, and H\(_1\) is rejected but if \( p \text{ value} < 0.05 \) means that Ho is rejected and H\(_1\) is accepted.
From the analysis result in the table 4.13, it was found \( p \text{ value} < 0.05 \), it shows that \( p \text{ value} \) was bigger than 0.05. It means that Ho was accepted. It can be said that there was significant effect on students’ writing a recount text between students with low achievement motivation who are taught jigsaw strategy to writing of recount text.

4) Testing the Fourth hypothesis

Ho: \( Int. AxB = 0 \)

H1: \( Int. AxB \neq 0 \)

Note:

Ho: There was no interaction between diary writing and achievement motivation towards their writing of recount text.

H1: There was interaction between diary writing and achievement motivation towards their writing of recount text.

Referring to Table 4.16, it was shown that \( p \text{ value sig} \) of achievement motivation and teaching strategy was 0.010 which was lower than 0.05 \( f \text{ observations} 6.941 > 3.97 \). It could be concluded that there was interactional effect of teaching strategy and achievement motivation. In other words, teaching strategy and questionnaire of achievement motivation have a very significant relationship on students’ writing a recount text. Thus, teaching strategy effected on achievement motivation and achievement motivation have effected on students’ writing a recount text.

B. Discussion

The purpose of this research is to investigate the effect of writing diary and achievement motivation on students’ writing a recount text of tenth grade students at SMAN 1 Seruway. This chapter presents the result of this study in bringing to four research questions.

1. **There was significant effect of teaching strategy towards students’ Writing a recount text.**

In diary writing, the students were taught how to write and develop their ability in retell about their experiences or events in order which they happened. By using this strategy, the students feel unstresful because they can write the text as if their personal book (diary). Their creativity, imagination and writing development can be increased step by step. The
development in their writing increased, it is proven through tests which gave by teacher in the beginning and ending of meeting. This strategy also encourages students to be an independent, self- regulated, self- esteem and creative student.

Sadeq, et al, (2015, p. 10) maintain that using diary in learning process can be a reflection of learners’ experience of learning on their practice. In practically, the students told their experience which is related to the topics which were given by the teacher. By using this strategy, they produced their written text independently. They wrote the text chronologically which was related to recount text’s structure.

On the previous research, Haghnavaz (2016, p.3) asserts that diary has helps L2 learners to discover underlying factors that affect their success in learning. It also proves that the use of diary provides many advantages for the learners in achieving their goals in learning process. By using diary, the students have explored their ideas and have opportunities to write within it and to get responses from their teacher. The teacher’s response helps students to know their mistakes in writing a recount text. In learning process, the teacher had some responsibility. First, she or he must be a reader for students’ writing, it indicates by using this strategy, there was a communication process between the students as writers and teacher as a reader and examiner. Second, teacher built students’ responsibility for their role in writing process. Third, she has to find ways to meet learner needs by analyzing their product oriented.

In this study, writing diary had work well, based on the numerical data which was obtained from writing score test, the score was improved. The mean score of experiment class was 79.76.it could be concluded that the mean score of the students were good, higher for the minimum grade which was 73.

After conducting the research, the writer analyzed that students become more proficient in producing text in a good grammar, mechanics, organization, vocabulary and fluency. The students anticipate the error grammar by learning their mistakes in last task. They also have made different and understand about chronological events and know when they should use it in their writing. Thus, they also have ability in concluding the text which are written by them.

The writing diary as teaching stimulate the students as autonomous learners. They create learning process by doing their own writing. They have had responsibility on it. They elicit feedback by the teacher as facilitator in learning process. Furthermore, they
share their experience and ideas in their written. They were trained to write in interesting experience first to create their creativity and confidence in writing without using the technique haphazardly. Thus, the students are able to apply the strategy and to have interesting experience in writing, know what they should do; they are able to work systematically after learning their mistake in last written. Since they accustomed to use it, the results of students’ test were increased.

Meanwhile the students who applied jigsaw needed a lecturer’s instructional during teaching and learning process. The students discuss the material of writing in the group while the lecturer involves and instruct the steps in writing a recount text. The students’ role was not explicated in the group. They gave an idea which other students therefore, some students were passive, they sat and have no ideas to share. When they were not able to clarify, they gathered the same idea which declared by their friends. The students needed lecturer’s clarification after doing the discussion. When the students cannot overcome the problem, the teacher helps them to write the text. This condition would give positive influence only for the active learners. The students who were unconfident and have lower ability in mastering vocabulary, fluency and other aspects of writing would have difficulty and feel bad in the learning process. They still depend on the lecturer’s clarification. Consequently, when they have a test of writing, their score did not get maximum score.

From the discussion above, it can be concluded that the students in experimental class were able to implement this strategy in writing class. This diary writing gives a positive impact for them in learning a recount text. The strategy not also increase their score but also develop their creativity and capability in producing a good text.

2. There was significant effect of students with low achievement motivation who are taught by diary writing towards students’ writing of recount text and there was no significant effect of students with high achievement motivation who are taught jigsaw strategy towards students’ writing of recount text.

Based on the analysis result in table 4.13 above, it was obtained the $p$ value <0.05, it shows that $p$ value was smaller than 0.05. It means that Ho was rejected. From the analysis result in the table 4.13, it was found $p$ value < 0.05, it shows that $p$ value was smaller than 0.05. It means that Ho was rejected. It can be said that there was significant effect on
students who have low achievement motivation who are taught by writing diary to their writing of recount text. Meanwhile, from the analysis result in the table 4.13, it was found \( p \text{ value} < 0.05 \), it shows that \( p \text{ value} \) was bigger than 0.05. It means that Ho was accepted. It can be said that there was no significant effect on students who have high achievement motivation who are taught by jigsaw to their writing of recount text.

This result was relevant to Yavarian, et al., (2015, p. 186) who state that writing diary improves students’ achievement and gives them motivation to write in the second language. In same line, Sadeq, et al., (2015) concluded that diary writing positively affected the students' attitudes towards English, motivated them to write and be a strong motivational factor in learning. This statement showed that using diary in learning proses give positive impact in achieving their score and stimulate them to have an aim in the end of learning process. Diary writing provides learners to have a pleasant and supportive atmosphere and establishing rapport with the students, promoting ideal forms of interaction between the teacher and learners, can help avoid stress and the level of anxiety, provides encouragement of learners and a constant feedback and personal attention form a teacher, makes learning stimulating, increases learners’ self-esteem, creates learners’ autonomy, increases learner’ interest and involvement in tasks, stimulates motivationally appropriate feedback.

Moreover, in this study, the students’ scores in post-test were higher than pre-test score, although they who have low motivation, it indicates that this strategy gives positive influence in increasing their score. Thus, based on the theories which were explained above, it will be possible that the students will have higher achievement motivation if this strategy will implement continuously in writing process.

Moreover, in implementing jigsaw strategy, students are divided into several groups. It indicates that in every group there consists of some students who might have different achievement motivation. If in one group, there is fewer students who have high motivation than student who have low achievement motivation, the score of their writing can be influenced by this condition. Then, it can be concluded high achievement motivation cannot give positive effect to students who taught by using jigsaw strategy towards their writing of recount text.
3. There was significant effect of students with high achievement motivation who are taught by diary writing towards students’ writing of recount text and there was significant effect of students with low achievement motivation who are taught jigsaw strategy towards students’ writing of recount text.

Based on analysis result in table 4.13 above, it found $p$ value $<0.05$, it shows that $p$ value was smaller than 0.05. It means that Ho was rejected. It can be said that there was significant effect on students’ writing a recount text between students with high achievement motivation who are taught by writing diary is higher than those who are not taught by writing diary. It can be concluded that writing diary was more effective than conventional strategy with low achievement motivation.

Pradeep and Ajeesh (2013) explain that motivation is the process of arousing action, sustaining activity in process of arousing action, sustaining activity in progress, regulating and directing pattern of activity. In same line, Singh (2011, p. 6) states that the motivation provides an important foundation to complete cognitive behavior, such as planning, organization, decision-making, learning, and assessments. According to the students’ score, students who have achievement motivation produced well-structured text. It indicates that the achievement motivation encourages them to be well organized people. Moreover, anything that moves an individual to action may be described as a motive, it influences one’s behavior. In this case, it proved that students who have high achievement motivation have clear aims in their learning process. They understand and focus on how to achieve their specific goals. They wanted to get high score. It can be seen through their score, they tried to produce as good as possible recount text.

Bakar (2014, p. 8) states that the nature of motivation to learn is internal and external encouragement to students who are learning to hold a change of behavior. In same line, Awan, Noureen, and Naz, (2011, p. 14) explain that in academic engagement, motivation refers to cognitive, emotional, and behavioral indicators of student investment in and attachment to education. The motivation in one’s self influences his or her performance, behavior and thinking. In practically, learners of SMAN 1 Seruway did the test well, it indicated that they had change their behavior. Their scores were increased, it was proven by their pre-test and post test score. It also indicated that they showed their motives in facing problems of learning, doing the learning process independently having high responsibilities of their tasks and having high self-esteem in doing the test. Moreover,
those statements are relevant to the study, score of students who have high motivation in experimental class showed that they tried to be success in achieving her or his goal. The goal of test absolutely was to get high score. Those students, who hold a high desire of success learned recount text by diary writing strategy to achieve their goals. They also anticipated a failure by learned the text independently, they did not just learn the text in classroom. It is proven by their score which above of average.

Smith (2015, p. 3) states that levels of achievement motivation which had by students in educational settings are predictors of their success. Yazdani and Godbole (2014, p. 827) also add that poor motivation becomes one of the chief predictors for teenager’s low achievement in secondary school. In same line, McClelland in Birgani, Sahaghi, and Moridi (2016, p.2) explain that achievement motivation is one of the psychological motives that play an important role in a man’s success. In broadly, Bashir and Majeed (2016, p. 5) explain that the achievement motivation is one of the many important factors which determine academic proficiency of students. Refer to the theoretical review mentioned above, it can be concluded that the motivation gives positive impact on students’ success in experimental class. The students who have had achievement motivation have properly directed, stimulation excellent goal in developing and producing the good written. The writing diary as strategy facilitate students to be more creative, independent and confident in producing their own written. The collaboration between writing diary and achievement motivation certainly enhances students to be success in writing.

Furthermore, in implementing jigsaw strategy, every group should have cooperation in learning process. Juweto (2015, p. 33) state that academic achievements of students have been found to be enhanced if students seek to improve their critical thinking, reasoning and problem solving skills. Therefore, it indicates that the high achievement motivation does not hold important role in this strategy.

4. **There was interactional effect of diary writing and achievement motivation.**

Based on analysis result in Table 4.12 above, if the value of $\text{Sig} > 0.05$, it means that $H_0$ is accepted and $H_1$ is automatically rejected. On the other hand, if the value of $\text{Sig} < 0.05$ it means that $H_0$ is rejected and $H_1$ is automatically accepted. The computation performed by using SPSS version 20 for windows it was found that the value of $\text{Sig}$ for
teaching strategy*achievement motivation was 0.010. It can be concluded that there were interactional effects of teaching strategy (diary writing) and achievement motivation toward students’ writing a recount text depend on the level of students’ achievement motivation.

In other words, the students’ writing a recount text is influenced by the use of teaching strategy and the ability of achievement motivation as well. Refer to ANOVA test, the interaction between teaching strategy and achievement motivation toward students’ writing a recount text is significant. This finding was relevant with Haghnavaz (2016, p.4) states that the use of diary writing in teacher preparation courses is motivated by three ideas in education. The first idea is the connection between writing and learning. The second idea that motivates the use of diaries is that writing is a social activity as well as cognitive activity. The third idea is the current focus in language teaching on a writing diary strategy, which implies more learner involvement in the learning process. Those theories were relevant to this study. Students who use diary had increased score. The use of diary also gives positive impact to stimulate them in writing a recount text.

Moreover, Medina (2013, p. 124) states that participation, attitude, as well as motivation were motivational factors in the diary. This statement has similarity in practically, the students’ participation was indicated through their participation in every class leading to a positive attitude. Learners were willing to participate in the exercises and did tests which are given by the teacher. Their achievement motivation can be indicated through their effort in getting high score and they also showed positive desire in doing learning process.

Furthermore, in applying diary, students had creativity in exploring their ideas, generate and connect ideas, change preconceived notions, and connect abstract ideas or experiences in a written. This strategy also provided every student both as a real audience within the community and a developing sense of being a member of the community. The students also were active language learners, to get more involved in the learning process by taking responsibility for their role in it.

Moreover, the explanation above shows that the strategy gives effect both in their capability in producing a text and in building their motivation. it also provides tangible experience and meaningful act of writing. Operationally, writing a recount text is measured through an Essay and through the questionnaire, students had to answer the questions
based on the level of a recount text they have. Refer to the theoretical review mentioned above; the students’ writing a recount text is influenced by teaching strategy used in classroom (Writing Diary) and the achievement motivation. Based on quantitative data obtained, it can be concluded that both teaching strategy (Writing Diary) and achievement motivation bring effects to the achievement of students’ writing a recount text significantly.

In summary, from hypothesis analysis above, it can be said that writing diary was accepted to improve students’ writing a recount text score of recount text in tenth grade students of senior high school level. By implementing writing diary, most students were able to produce good written and have high achievement motivation to achieve their success in writing.
CHAPTER V
CONCLUSIONS, IMPLICATION AND SUGGESTIONS

A. Conclusion

Based on the result of hypothesis testing and data analysis in chapter four, it can be summed up as follows:

The first, there was a significant difference of writing a recount text between students who were taught by diary writing and those who were taught by jigsaw strategy. In other words, the students’ writing a recount text was effected by the use of diary writing. The second, there was significant effect on students who have low achievement motivation on students who taught by diary writing towards their writing of recount text and there was no significant effect on students who have high achievement motivation who taught by jigsaw strategy towards their writing of recount text students. The third, there was significant effect on students who have high achievement motivation on students who taught by diary writing towards their writing of recount text and there was significant effect on students who have low achievement motivation who taught by jigsaw strategy towards their writing of recount text students. The last, there was interactional effect of diary writing and achievement motivation. In other words, teaching strategy and achievement motivation have a very significant relationship on students’ writing of recount text. Thus, diary writing is effected on achievement motivation and achievement motivation effected on students’ writing of recount text.

B. Implication and Suggestion

Based on the conclusion of the study, some implications and suggestions related to the researcher to convey in this study are:

The research finding implies that diary writing is beneficial for the students to share and inform their experience in written. It enables them to be more strategy to identify the use of theme, recognize conjunction and chronological events, share idea, and combine all of them in written. Besides, by using diary writing in writing a recount text helps students both in high and lower achievement motivation.
Knowing the use and the advantage of using diary writing to help students in writing a recount text, there are some recommendations that may be used as guidance in implementing diary writing as a writing strategy. Those especially are recommended to teachers, institution, students, and other researchers.

Firstly, for the teachers, based on the data obtained, the result of students’ writing recount text that are taught by using diary writing is higher than those who are taught by using conventional strategy. Thus, it indicates that diary writing can be applied in the tenth grade students of senior high school as interesting strategy in writing. Therefore, English teachers should be creative to build students’ confidence in sharing their experience independently. The teacher should patiently guide and give feedback to use diary writing teachers should stimulate students’ achievement motivation by teaching interesting material which relates to the real situation so that students’ achievement in learning writing can be improved. One of the ways to develop students’ achievement motivation is to make them know and have a goal in their learning process. They can have their goals if they know what their needs is, so that the teacher should inform them the important in writing any kinds of text especially the recount text. Thus, practice regularly is an important way to develop students’ ability in writing.

Secondly, the result of students’ writing of recount text taught by diary writing is better than those who are taught by jigsaw strategy. Therefore, it is required English teachers’ training or workshop in order to optimize the capability of providing appropriate material/ lesson by using this kind of this strategy. Besides, the students must realize that writing is an essential skill in the global world. It enables the students to share idea and information. They need to know that writing is one of the keys to develop of success. To be good writers, the students require good capability in recognize and producing any kinds of texts. For that, the students may employ diary writing in writing activity.

Thirdly, for institution, an educator should possess which associated to English learning, the facilities should be developed and improved to support students’ creativity for instance add English books collection, Wi-Fi and writing competition at the school.
Lastly, teachers should stimulate students’ achievement motivation by teaching interesting material which relates to the real situation so that students’ achievement in learning writing can be improved. One of the ways to develop students’ achievement motivation is to make them know and have a goal in their learning process. They can have their goals if they know what their needs is, so that the teacher should inform them the important in writing any kinds of text especially the recount text.
REFERENCES


Siburian, T. A. (2013). The effect of interpersonal communication, organizational culture, job satisfaction, and achievement motivation to organizational commitment of state high school teacher in the district humbanghasundutan,


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## SILABUS BAHASA INGGRIS WAJIB

Nama Sekolah: SMA NEGERI 1 Seruyau  
Mata Pelajaran: Bahasa Inggris  
Kelas / Semester: X / 2  
Kompetensi Inti:  
KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.  
KI 2: Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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### Pengetahuan

- Memiliki pengetahuan fakta, konseptual, prosedural, dan metakognitif pada tingkat teknis, spesifik, detil, dan kompleks berkenaan dengan:
  1. Ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, keagamaan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minat.

- Pengetahuan fungsional sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang mengisyaratkan waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)

- Pengetahuan fungsional sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang mengisyaratkan waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunannya. (Perhatikan unsur kebahasaan past simple and the past perfect)

### The difference between the past simple and the past perfect

When the events of a story are told in the order in which they occurred, the past simple tense is used:

- *I missed the bus, so I only got home at about 6 o'clock. I was really tired, so I took a hot bath. Then I made some dinner and watched a film. At 10, I was in bed.*

However, if the events are told in a different order or there are references to an earlier time, the past perfect tense is used to express the earlier events:

- *I only got home at about 6 o'clock because I had missed the last bus. I was really tired, so I took a*
<table>
<thead>
<tr>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>lingkungan alam sekitar, bangsa, negara, serta kawasan regional dan internasional.</td>
</tr>
<tr>
<td>melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</td>
</tr>
<tr>
<td>4.6.1 Mempelajari teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</td>
</tr>
<tr>
<td>4.6.2 Mendiskusikan teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait</td>
</tr>
</tbody>
</table>

- **Fungsi Sosial**
  Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb.

- **Struktur Teks**
  - Memulai
  - Menanggapi (diharapkan/di luar dugaan)

- **Unsur Kebahasaan**
  - Kalimat deklaratif dan interrogative dalam simple past tense, present perfect tense.
  - Adverbial dengan since, ago, now; klause dan adverbial penunjuk waktu
  - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- **Topik**
  Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI

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Penilaian keterampilan:
1. Teknik: Tes Tertulis
2. Bentuk: Writing Assessment
3. Instrumen: Create a text based on your unforgettable experience.
| 4. Mengolah, menalar, dan menyaji dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan | 4.6 menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. | 4.6.3 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks |

| 3.7 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya | 3.7.1 Mempelajari fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya | What is Recount? Definition of Recount
Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. |

| | | Menggunakan scientific approach dengan discovery based learning
- Menyimak guru membacakan peristiwa bersejarah, kembali bagian demi bagian dengan ucapan dan temakan kata yang benar, |

| | | Penilaian
Pengetahuan dan keterampilan:
1. Teknik: Tes Tertulis |
2. Bentuk: writing assessment |
3. Instrumen:
Write a recount text about historical event in Indonesia |
3.7.2 Mendiskusikan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

<table>
<thead>
<tr>
<th><strong>Generic Structure</strong></th>
<th><strong>Language Feature</strong></th>
<th><strong>Example of Recount Text:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation: Introducing the participants, place and time</td>
<td>• Introducing personal participant; I, my group, etc</td>
<td><em>Mr. Richard’s family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get</em></td>
</tr>
<tr>
<td>2. Events: Describing series of event that happened in the past</td>
<td>• Using chronological connection; then, first, etc</td>
<td><strong>dan bertanya jawab tentang isi teks</strong></td>
</tr>
<tr>
<td>3. Reorientation: It is optional. Stating personal comment of the writer to the story</td>
<td>• Using linking verb; was, were, saw, heard, etc</td>
<td><strong>- Bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</strong></td>
</tr>
<tr>
<td></td>
<td>• Using action verb; look, go, change, etc</td>
<td><strong>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian menggerakan hal sama dengan teks tentang peristiwa bersejarah lainnya</strong></td>
</tr>
<tr>
<td></td>
<td>• Using simple past tense</td>
<td><strong>- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia</strong></td>
</tr>
</tbody>
</table>

**Example of Recount Text:**

*Vacation to London*

*Mr. Richard’s family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get* **dan bertanya jawab tentang isi teks**

**- Bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks**

**- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian menggerakan hal sama dengan teks tentang peristiwa bersejarah lainnya**

**- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia**

**- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya**

**- Melakukan refleksi tentang proses dan hasil belajar.**
visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them news paper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-
<table>
<thead>
<tr>
<th>4.7 teks recount – peristiwa bersejarah</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</td>
</tr>
<tr>
<td>4.7.2 menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
</tr>
<tr>
<td>card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food. The two weeks in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy.</td>
</tr>
<tr>
<td>4.7.1.1 Menelusuri makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</td>
</tr>
<tr>
<td>4.7.1.2 Menyimpulkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</td>
</tr>
<tr>
<td>4.7.2.1 Mempelajari teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
</tr>
<tr>
<td>4.7.2.2 Mendiskusikan teks recount lisan dan</td>
</tr>
<tr>
<td>3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>3.8.1 mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</td>
</tr>
<tr>
<td>Narrative text</td>
</tr>
<tr>
<td>A. The definition of narrative text</td>
</tr>
<tr>
<td>Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.</td>
</tr>
<tr>
<td>B. The purpose of narrative text</td>
</tr>
<tr>
<td>The Purpose of Narrative Text is to amuse or to entertain the reader with a story.</td>
</tr>
<tr>
<td>Menggunakan scientific approach dengan active learning</td>
</tr>
<tr>
<td>- Membagi siswa dalam beberapa kelompok di setiap kelompok diberikan satu judul legenda Indonesia kemudian para siswa menuliskan legenda tersebut dan dalam kelompok – kelompok tersebut mereka berlafath membacaakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi</td>
</tr>
<tr>
<td>Penilaian Pengetahuan dan keterampilan :</td>
</tr>
<tr>
<td>1. Teknik : Tes lisan</td>
</tr>
<tr>
<td>2. Bentuk : story telling</td>
</tr>
<tr>
<td>3. Instrumen : Retell an Indonesian legend in front of the class</td>
</tr>
<tr>
<td>C. Generic Structures of Narrative Text</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>1) Orientation</td>
</tr>
<tr>
<td>Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story.</td>
</tr>
<tr>
<td>2) Complication</td>
</tr>
<tr>
<td>Tells the beginning of the problems which leads to the crisis (climax) of the main participants.</td>
</tr>
<tr>
<td>3) Resolution</td>
</tr>
<tr>
<td>The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending</td>
</tr>
<tr>
<td>4) Re-orientation/Coda</td>
</tr>
<tr>
<td>This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer.</td>
</tr>
<tr>
<td>The example of Indonesian legend</td>
</tr>
<tr>
<td>legend sangkuriang</td>
</tr>
<tr>
<td>A long time ago, the ancient land of Sunda was ruled by a king and a queen who had but a single daughter. Her</td>
</tr>
</tbody>
</table>
name was Dayang Sumbi. She was beautiful and clever but also pampered and spoiled. One day as she was weaving in her pavilion, she became moody and distracted, which caused her to keep dropping her shuttle on the floor. Once when it fell she exclaimed she would marry the one who gave it back to her. At that very moment her dog Tumang, a demigod possessing magic powers, came up to her with the shuttle in his mouth. Dayang Sumbi had to marry him.

They lived happily together, and Dayang Sumbi gave birth to a baby boy, human in appearance but endowed with his father’s magic powers. She named him Sangkariang. As the boy grew up, he was always guarded by the faithful dog Tumang, whom he knew only as a companion and not as his father, Sangkariang became handsome and brave. One day his mother asked him to go hunting with the dog and bring her venison for a feast. After hunting all day without success, Sangkariang worried about facing his mother empty-handed. Desperate, he took an arrow and shot
the dog. He returned home and handed over the meat to his pleased mother.

Soon after the feast, however, Dayang Sumbi questioned her son about the absence of Tumang. At first he evaded her queries but finally told her what had happened. She was horrified and struck her son so hard on the temple that he collapsed. For that, the old king banished his daughter from the court and she was made to roam around the kingdom. Sangkuriang recovered with a large scar on his temple, and he too left the court to wander about the world.

Years later, Sangkuriang met a beautiful woman and instantly fell in love with her. It was his own mother-they did not recognize each other. He proposed to her and she agreed to marry him. On the day before the wedding, as she was caressing her fiancée’s hair, Dayang Sumbi detected the scar on the temple. Horror struck her, for she was about to marry her own son, Sangkuriang. Without revealing the whole truth
to him, she tried unsuccessfully to dissuade him. When Dayang Sumbi saw that he was about to accomplish what she had thought impossible, she called on the gods to bring the sun up early and thwart Sangkuriang.

The cock crowed, the sun rose much earlier than usual, and Sangkuriang realized he had been deceived. In a fit of fury he cursed Dayang Sumbi and kicked the half-finished boat back into the forest. There it lies upside down today, forming

the mountain Tangkuban Perahu (Upturned Boat). Not far away is the stump of the tree Sangkuriang had felled, now called Bukit Tunggul. The dam Sangkuriang had built caused the valley to become a lake, where both Sangkuriang and Dayang Sumbi drowned themselves. They were never heard of again.

<table>
<thead>
<tr>
<th>3.9 menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9.1 me gulang fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja</td>
</tr>
<tr>
<td>• <strong>Fungsi social</strong></td>
</tr>
<tr>
<td>Mengembangkan nilai-nilai kehidupan dan karakter yang positif</td>
</tr>
<tr>
<td>• <strong>Unsur kebahasaan</strong></td>
</tr>
<tr>
<td>- Kosa kata dan tata bahasa dalam lirik lagu</td>
</tr>
<tr>
<td>- Membaca, menyimak, dan</td>
</tr>
<tr>
<td>Menggunakan scientific approach dengan active learning</td>
</tr>
<tr>
<td>- Melengkap rumah lirik lagu</td>
</tr>
</tbody>
</table>

Penilaian

Pengetahuan :
1. Teknik ; Tes tertulis
2. Bentuk : mensuplai jawaban berupa isian /melengkap
3. Instrumen :
<table>
<thead>
<tr>
<th>No</th>
<th>Teks</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 4.9 | Menangkap makna terkait fungsi sosial dan unsur kebahasan secara kontekstual lirik lagu terkait kehidupan remaja | - Topik  
Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termut di KI  
Learning song  
You might think the steps of learning a song obvious: learn the words; learn the melody. But there is actually more to it and ways to make it faster and easier. When learning a song, first construct its skeleton: the technical details. Then give it a soul - your interpretation of its meaning which in turn inspires your musical styling and song performance  
The example of the song  
SHAWN MENDES LYRICS  
"Treat You Better"  
I won't lie to you  
I know he's just not right for you  
And you can tell me if I'm off  
But I see it on your face  
When you say that he's the one that you want | Menirukan lirik lagu secara lisan  
- Menanyakan hal-hal yang tidak diketahui atau berbeda  
- Mengambil teladan dari pesan-pesan dalam lagu  
- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu  
- Melakukan refleksi tentang proses dan hasil belajarnya |  
Penilaian  
Pengetahuan :  
1. Teknik : Tes lisan  
2. Bentuk : presentation  
3. Instrumen : Explain the context of the song using your own words |
And you're spending all your time
In this wrong situation
And anytime you want it to stop

I know I can treat you better than he can
And any girl like you deserves a gentleman
Tell me why are we wasting time
On all your wasted crying
When you should be with me instead
I know I can treat you better
Better than he can

I'll stop time for you
The second you say you'd like me too
I just wanna give you the loving that you're missing
Baby, just to wake up with you
Would be everything I need and this could be so different
Tell me what you want to do
Reff:
'Cause I know I can treat you better than he can
And any girl like you deserves a gentleman
Tell me why are we wasting time
On all your wasted crying
When you should be with me instead
I know I can treat you better
Better than he can
Better than he can
<table>
<thead>
<tr>
<th>Give me a sign</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take my hand, we'll be fine</td>
</tr>
<tr>
<td>Promise I won't let you down</td>
</tr>
<tr>
<td>Just know that you don't</td>
</tr>
<tr>
<td>Have to do this alone</td>
</tr>
<tr>
<td>Promise I'll never let you down</td>
</tr>
<tr>
<td>Back to ref</td>
</tr>
</tbody>
</table>
RENCAWA PELAKSANAAN PEMBELAJARAN
(RPP in Experimental Class)

Nama Sekolah : SMA Negeri 1 Seruway
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1
Alokasi Waktu : 8 x 45 menit
Topik Pembelajaran : Recount Text

A. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.
KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif 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.
KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan fakultual, konseptual, dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan
B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <strong>recount</strong> lisan dan tulis dengan memberi dan meminta informasi terkait <strong>peristiwa bersejarah</strong> sesuai dengan konteks penggunaannya</td>
<td>3.7.1 Mempelajari fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait <strong>peristiwa bersejarah</strong> sesuai dengan konteks penggunaannya</td>
</tr>
<tr>
<td>4.7 teks recount – peristiwa bersejarah</td>
<td>4.7.1.1 Menelusuri makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</td>
</tr>
<tr>
<td>4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</td>
<td>4.7.1.2 Menyimpulkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</td>
</tr>
<tr>
<td>4.7.2 menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
<td>4.7.2.1 Mempelajari teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
</tr>
<tr>
<td></td>
<td>4.7.2.2 Mendiskusikan teks</td>
</tr>
</tbody>
</table>
recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

4.7.2. Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

C. Tujuan Pembelajaran

Setelah mengikuti kegiatan pembelajaran peserta didik diharapkan dapat:

3.7.1 Mempelajari fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

3.7.2 Mendiskusikan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

Generic Structure

1. Orientation: Introducing the participants, place and time

2. Events: Describing series of event that happened in the past

3. Reorientation: It is optional. Stating personal comment of the writer to the story

Language Feature

- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

4.7.1.1 Menelusuri makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah

4.7.1.2 Menyimpulkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah

4.7.2.1 Mempelajari teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

4.7.2.2 Mendiskusikan teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

4.7.2.3 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

D. Materi Pembelajaran

RECOUNT TEXT

1. **Fungsi sosial**: Memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

2. The Purpose of the recount text is to give the audience a description of what and when it occurred.

3. The generic Structure of Recount Text
   1. Orientation: Introducing the participants, place and time
   2. Events: Describing series of event that happened in the past
   3. Re-orientation: It is optional. Stating personal comment of the writer to the story

4. Language Features
   - Introducing personal participant; I, my group, etc
   - Using chronological connection; then, first, etc
   - Using linking verb; was, were, saw, heard, etc
   - Using action verb; look, go, change, etc
• Using simple past tense

**Topik**
Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas

**E. Metode Pembelajaran**
1. Strategy : Diary Writing

**F. Media Pembelajaran**
1. Alat : kertas dan pulpen

**G. Sumber Belajar**
1. Sumber : - Internet/Website/Newspaper/Magazine
- Th. M. Sudarwati & Eudia Grace, Pathway to English for Senior High School Grade X, General Programme, Erlangga, 2013 dan materi dari berbagai sumber lainnya.

**H. Langkah-langkah Pembelajaran**

**Pertemuan Pertama: (2JP)**

a. **Kegiatan Pendahuluan**
- Mengucapkan salam dan berdoa bersama
- Mengecek kesiapan siswa belajar secara fisik maupun psikologis
- Menyapa
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Menyampaikan garis besar cakupan materi dan penjelasan kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan – latihan dan tugas dalam pembelajaran

b. **Kegiatan Inti**

**Mengamati**
- Guru meminta siswa menyiapkan sebuah diary.
- Guru meminta siswa mengamati contoh teks recount yang telah ada
- Guru meminta siswa untuk mendiskusikan bentuk dan language feature yang digunakan pada teks recount.
Menanya
- Siswa membuat pertanyaan terkait teks yang diberikan oleh guru.
- Siswa bertanya langkah menyusun teks tulis recount
- Siswa bertanya bagaimana cara membuat kalimat-kalimat dalam teks recount
- Guru bertanya tentang pertanyaan yang sudah dipikirkan atau dibuat siswa

Mengeksplorasi
- Guru memberikan teks yang berisi kalimat-kalimat yang tidak utuh. Dibawah teks tersebut terdapat beberapa kata kerja.
- Siswa secara individual berlatih menyusun kata kerja tersebut untuk melengkapi teks tersebut sehingga menjadi cerita yang utuh.
- Guru memberi contoh cara mencocokkan kata kerja sesuai dengan alur dan meletakkan sesuai generic structure.
- Guru memberikan arahan kepada siswa untuk menulis kembali teks tersebut kedalam diary mereka dan meminta siswa untuk mengisi re-orientation dari teks tersebut.
- Siswa berlatih menuliskan teks yang di berikan secara semangat dan kompak.
- Siswa menyampaikan hasil secara individu ke depan kelas.

Kegiatan Penutup
- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu kedalam diary.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
  - Thank you very much for your participation.
  - You did a good job today.
  - I’m very happy with your activity in the class.
  - How about you, did you enjoy my class?
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya
- By the way, how do you feel to be in my class? Please write your experience about the learning process during my class in your diary, please write it in recount text.
- Peserta didik menuliskan permasalahan dalam menulis recount text.

Pertemuan Kedua: (2JP)
a. Kegiatan Pendahuluan
b. Kegiatan Inti
   Mengasosiasi
   - Guru membagikan beberapa tema mengenai teks recount.
   - Siswa berlatih membuat teks recount berdasarkan tema yang dibagikan guru secara individu.
   - Guru memberikan contoh cara menuliskan teks recount berdasarkan generic structure dan struktur kalimat yang benar.
   - Siswa berlatih kembali menulis teks recount berdasarkan generic structure dan struktur kalimat yang benar kedalam diary.

c. Kegiatan Penutup (10 Menit)
   - Memberikan umpan balik terhadap proses dan hasil pembelajaran;
   - Memberikan hasil koreksi terhadap diary yang telah ditulis siswa (isi diary terkait pengalaman mereka terhadap proses belajar belajar dikelas).
   - You did a great job today, I’m very happy with your activity. Thank you very much for your participation.
   - By the way, how do you feel to be in my class? Please write your hope or willingness, during my class in your diary,
   - Peserta didik menuliskan permasalahan dalam menggunakan menulis recount text.

Pertemuan Ketiga: (2JP)

a. Kegiatan Pendahuluan
   - Mengucapkan salam dan berdoa bersama
   - Mengecek kesiapan siswa belajar secara fisik maupun psikologis
   - Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
   - Menyampaikan garis besar cakupan materi dan penjelasan kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan – latihan dan tugas dalam pembelajaran
b. Kegiatan Inti
Mengasosiasi
- Siswa berlatih membuat teks recount secara individual berdasarkan pengalaman yang mereka rasakan (hal-hal yang menakutkan, mengejutkan dan lain sebagainya).
- Guru menawarkan tema-tema mengenai teks yang akan dibuat.
- Siswa berlatih kembali menulis teks recount dengan tanda baca dan generic structure yang benar secara individu kedalam diary mereka.
- Setiap siswa menukarkan cerita yang telah mereka tulis kepada teman disebelahnya.
- Setiap siswa diminta untuk mengoreksi dan memberikan tanggapan atas tulisan tersebut.

Menyimpulkan
- Setiap siswa menyimpulkan hasil tulisan mereka berdasarkan koreksi dan informasi yang mereka peroleh dari siswa lainnya.

c. Kegiatan Penutup (10 Menit)
- Memberikan umpan balik terhadap proses dan hasil pembelajaran;
- You did a great job today, I’m very happy with your activity. Thank you very much for your participation.
- Guru memberikan koreksi terkait isi diary yang ditulis siswa.
- By the way, how do you feel to be in my class? Please write your experience about the learning process during my class in your diary, please write it in recount text.
- Peserta didik menuliskan permasalahan dalam menulis recount text.

Pertemuan Keempat: (2JP)
a. Kegiatan Pendahuluan
- Mengucapkan salam dan doa bersama
- Mengecek kesiapan siswa belajar secara fisik maupun psikologis
- Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
- Menyampaikan garis besar cakupan materi dan penjelasan kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan – latihan dan tugas dalam pembelajaran

b. Kegiatan Inti
Mengasosiasi
• Siswa berlatih membuat teks recount secara individual berdasarkan pengalaman atau kejadian yang mereka rasakan (hal-hal yang mengenai pengalaman atau kejadian yang mereka alami saat mempelajari Bahasa Inggris) kedalam diary.
• Guru menawarkan tema-tema mengenai teks yang akan dibuat.
• Siswa berlatih kembali menuliskan teks recount dengan tanda baca dan generic structure yang benar secara individu.
• Setiap siswa membacakan cerita yang telah mereka tulis kedepan kelas.
• Siswa-siswa lainnya dipersilahkan untuk mengajukan pertanyaan mengenai cerita tersebut.

Menyimpulkan
• Setiap siswa menyimpulkan hasil tulisan mereka berdasarkan koreksi dan informasi yang mereka peroleh dari siswa-siswa lainnya.
• Guru memberikan koreksi dan penampilan dari teks yang ditulis siswa.

c. Kegiatan Penutup (10 Menit)
• Memberikan umpan balik terhadap proses dan hasil pembelajaran;
• You did a great job today, I’m very happy with your activity. Thank you very much for your participation.
• By the way, how do you feel to be in my class? Please write your experience about the learning process during my class in your diary, please write it in recount text.
• Peserta didik menuliskan permasalahan dalam menulis recount text.

II. Penilaian Hasil Pembelajaran
Rubric of Written Test Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Level</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent</td>
<td>Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td>(27—30)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good</td>
<td>Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to</td>
</tr>
<tr>
<td>Topic</td>
<td>Fair</td>
<td>Poor</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>(17—21)</td>
<td>Limited knowledge of the subject, little substance, inadequate development of topic</td>
<td>Does not show knowledge of subject, non substantive, not pertinent or not enough to evaluate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>(18—20)</td>
<td>Fluent expression, ideas clearly stated/ supported, succinct, well organized, logically sequencing, cohesive</td>
<td>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
<td>Non-fluent, ideas confused or disconnected, lacks logical sequencing and development</td>
<td>Does not communicate, no organization, or not enough to evaluate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Excellent</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>(18—20)</td>
<td>Sophisticated range, effective word/ idiom choice and usage, word form mastery, appropriate register</td>
<td>Adequate range, occasional errors of word/ idiom form, choice, usage but meaning</td>
</tr>
<tr>
<td>Language Use</td>
<td>Fair (11—17)</td>
<td>Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Poor (7—9)</td>
<td>Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>Excellent (5)</td>
<td>Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>Good (4)</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td>Frequent errors or spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused and obscured</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td>No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible OR not enough to evaluate</td>
<td></td>
</tr>
</tbody>
</table>

Adopted from Weigle (2002, p. 118)
Appendix 2b

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP in Control Class)

Nama Sekolah : SMA Negeri 1 Seruway
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1
Alokasi Waktu : 8 x 45 menit
Topik Pembelajaran : Recount Text

D. Kompetensi Inti (KI)

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif 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.

KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahu serta tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
### E. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks** recount** lisan dan tulis dengan memberi dan meminta informasi terkait <strong>peristiwa bersejarah</strong> sesuai dengan konteks penggunaannya</td>
<td>3.7.1 Mempelajari fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait <strong>peristiwa bersejarah</strong> sesuai dengan konteks penggunaannya</td>
</tr>
<tr>
<td>3.7.1 Mempelajari fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait <strong>peristiwa bersejarah</strong> sesuai dengan konteks penggunaannya</td>
<td>3.7.2 Mendiskusikan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait <strong>peristiwa bersejarah</strong> sesuai dengan konteks penggunaannya</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.7 teks recount – peristiwa bersejarah</th>
<th>4.7.1.1 Menelusuri makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</td>
<td>4.7.1.2 Menyimpulkan makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</td>
</tr>
<tr>
<td>4.7.2 menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
<td>4.7.2.1 Mempelajari teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
</tr>
<tr>
<td>4.7.2.2 Mendiskusikan teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
<td></td>
</tr>
</tbody>
</table>
F. Tujuan Pembelajaran
Setelah mengikuti kegiatan pembelajaran peserta didik diharapkan dapat:

3.7.1 Mempelajari fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

3.7.2 Mendiskusikan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

Generic Structure
1. Orientation: Introducing the participants, place and time
2. Events: Describing series of event that happened in the past
3. Reorientation: It is optional. Stating personal comment of the writer to the story

Language Feature
- Introducing personal participant; I, my group, etc
- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense
4.7.1.1 **Menelusuri** makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah

4.7.1.2 **Menyimpulkan** makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah

4.7.2.1 **Mempelajari** teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

4.7.2.2 **Mendiskusikan** teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

4.7.2.3 **Menyusun** teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

**D. Materi Pembelajaran**

**RECOUNT TEXT**

1. **Fungsi sosial**: Memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

2. The Purpose of the recount text is to give the audience a description of what and when it occurred.

3. The generic Structure of Recount Text
   1. Orientation: Introducing the participants, place and time
   2. Events: Describing series of event that happened in the past
   3. Reorientation: It is optional. Stating personal comment of the writer to the story

4. **Language Features**
   - Introducing personal participant; I, my group, etc
   - Using chronological connection; then, first, etc
   - Using linking verb; was, were, saw, heard, etc
   - Using action verb; look, go, change, etc
   - Using simple past tense

**Topik**
Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas
E. Metode Pembelajaran
1. Strategy : Jigsaw

G. Media Pembelajaran
2. Alat : kertas dan pulpen

G. Sumber Belajar
2. Sumber : - Internet/Website/Newspaper/Magazine
   - Th. M. Sudarwati & Eudia Grace, Pathway to English for Senior High School Grade X, General Programme, Erlangga, 2013 dan materi dari berbagai sumber lainnya.

H. Langkah-langkah Pembelajaran

Pertemuan Pertama: (2JP)
d. Kegiatan Pendahuluan
   • Mengucapkan salam dan berdoa bersama
   • Mengecek kesiapan siswa belajar secara fisik maupun psikologis
   • Menyapa
   • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
   • Menyampaikan garis besar cakupan materi dan penjelasan kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan – latihan dan tugas dalam pembelajaran

e. Kegiatan Inti
   Mengamati
   • Guru membagi siswa kedalam beberapa kelompok.
   • Guru meminta siswa mengamati contoh teks recount yang telah ada
   • Guru meminta siswa unuk mendiskusikan bentuk dan language feature yang digunakan pada teks recount.
   Mendiskusikan
   • Siswa- siswa dalam setiap kelompok berdiskusi mengenai informasi yang terdapat dalam contoh teks yang diberikan oleh guru.
   • Setiap siswa dalam setiap kelompok berdiskusi mengenai langkah menyusun teks tulis recount text.
   • Setiap siswa dalam setiap kelompok berdiskusi mengenai bagaimana cara membuat kalimat-kalimat dalam teks recount text.
   • Setiap siswa dalam setiap kelompok berdiskusi mengenai feature serta language use yang digunakan pada teks recount.
   • Setiap siswa dalam setiap kelompok berdiskusi mengenai perbedaan teks recount dengan teks lainnya.
   • Guru bertanya tentang hasil yang sudah didiskusikan siswa.
• Salah satu siswa dalam setiap kelompok dipersilahkan untuk menyampaikan hasil diskusi mereka kepada kelompok lainnya.
• Setelah membagikan informasi dan mendapat informasi dari kelompok lainnya setiap siswa dari perwakilan kelompoknya kembali ke kelompoknya masing-masing dan membagikan informasi terkait kepada anggota kelompok yang lain.

Mengeksplorasi
• Guru membagikan teks recount dengan susunan cerita yang acak pada tiap kelompok.
• Siswa berlatih menyusun cerita dalam teks tersebut secara berkelompok
• Guru memberi contoh cara menyusun teks recount sesuai generic structure.
• Siswa berlatih menyusun dan menuliskan kembali teks yang di berikan secara semangat dan kompak.
• Siswa menyampaikan hasil diskusi secara berkelompok ke depan kelas.

f. Kegiatan Penutup
• Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu
• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran;
  - Thank you very much for your participation.
  - You did a good job today.
  - I’m very happy with your activity in the class.
  - How about you, did you enjoy my class?
• Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya.

Pertemuan Kedua: (2JP)
a. Kegiatan Pendahuluan
• Mengucapkan salam dan berdoa bersama
• Mengecek kesiapan siswa belajar secara fisik maupun psikologis
• Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
• Menyampaikan garis besar cakupan materi dan penjelasan kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan – latihan dan tugas dalam pembelajaran

b. Kegiatan Inti
  Mendiskusikan
• Siswa mendiskusikan mengenai tujuan kontekstual teks recount terkait fungsi sosial.
• Siswa mendiskusikan mengenai contoh teks recount yang berkaitan dengan peristiwa bersejarah atau peristiwa yang terjadi dalam kehidupan mereka sehari-hari.

Mengasosiasi
• Siswa berlatih membuat teks recount secara berkelompok.
• Guru memberikan tema mengenai teks yang akan dibuat.
• Guru memberikan contoh cara menuliskan kalimat penghubung dan order of events.
• Guru memberi contoh cara menuliskan generic structure teks recount dan menjelaskan sekilas tentang teks recount.
• Siswa berlatih kembali teks recount dengan menuliskan tanda baca dengan benar. (punctuation)
• Siswa berlatih kembali menuliskan tanda baca dan generic structure secara berkelompok.

Pertemuan Ketiga: (2JP)

a. Kegiatan Pendahuluan
• Mengucapkan salam dan berdoa bersama
• Mengecek kesiapan siswa belajar secara fisik maupun psikologis
• Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
• Menyampaikan garis besar cakupan materi dan penjelasan kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan – latihan dan tugas dalam pembelajaran

b. Kegiatan Inti

Mengasosiasi
• Siswa berlatih membuat teks recount secara berkelompok dengan tema yang berbeda antara satu kelompok dengan kelompok yang lain.
• Guru memberikan tema- tema mengenai teks yang akan dibuat.
• Siswa berlatih kembali menuliskan teks recount dengan tanda baca dan generic structure yang benar secara berkelompok.
• Salah satu siswa dari tiap kelompok menunjukkan hasil tulisan mereka kepada kelompok lain.
• Siswa- siswa dari tiap kelompok diminta untuk mengajukan pertanyaan- pertanyaan mengenai teks yang telah ditulis oleh kelompok lainnya.

Menyimpulkan
• Tiap kelompok memberikan hasil penilaian mereka terhadap hasil tulisan dari anggota kelompok lainnya.
• Setiap kelompok menyimpulkan hasil tulisan mereka berdasarkan koreksi dan informasi yang mereka peroleh dari kelompok lainnya.
Pertemuan Keempat: (2JP)
a. Kegiatan Pendahuluan
   • Mengucapkan salam dan berdoa bersama
   • Mengecek kesiapan siswa belajar secara fisik maupun psikologis
   • Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;
   • Menyampaikan garis besar cakupan materi dan penjelasan kegiatan yang akan dilakukan siswa untuk menyelesaikan latihan – latihan dan tugas dalam pembelajaran

b. Kegiatan Inti
   Mengasosiasi
   • Siswa berlatih membuat teks recount secara berkelompok dengan tema yang berbeda antara satu kelompok dengan kelompok yang lain.
   • Guru memberikan tema- tema mengenai teks yang akan dibuat.
   • Siswa berlatih kembali menuliskan teks recount dengan tanda baca dan generic structure yang benar secara berkelompok.
   • Salah satu siswa dari tiap kelompok menunjukkan hasil tulisan mereka kepada kelompok lain.
   • Siswa- siswa dari tiap kelompok diminta untuk mengajukan pertanyaan- pertanyaan mengenai teks yang telah ditulis oleh kelompok lainnya.

   Menyimpulkan
   • Tiap kelompok memberikan hasil penilaian mereka terhadap hasil tulisan dari anggota kelompok lainnya.
   • Setiap kelompok menyimpulkan hasil tulisan mereka berdasarkan koreksi dan informasi yang mereka peroleh dari kelompok lainnya.

c. Kegiatan Penutup (10 Menit)
   • Memberikan umpan balik terhadap proses dan hasil pembelajaran;
   • You did a great job today, I’m very happy with your activity. Thank you very much for your participation.

II. Penilaian Hasil Pembelajaran
Rubric of Written Test Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Level</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>Content</td>
<td>Excellent</td>
<td>Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic</td>
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<tr>
<td></td>
<td>(27—30)</td>
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<tr>
<td>Good</td>
<td></td>
<td>Some knowledge of</td>
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<td></td>
<td>Excellent (18—20)</td>
<td>Good (14—17)</td>
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<td>------------------------------------------------------------------------------</td>
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<tr>
<td>Subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail</td>
<td>Fluent expression, ideas clearly stated/ supported, succinct, well organized, logically sequencing, cohesive</td>
<td>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
</tr>
<tr>
<td>Organization</td>
<td>Vocabular</td>
<td>Adequate range, occasional errors of word/ idiom form, choice, usage but meaning not obscured</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail</td>
<td>Limited knowledge of the subject, little substance, inadequate development of topic</td>
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<tr>
<td>Category</td>
<td>Rating</td>
<td>Description</td>
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<td>-------------------</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Fair</td>
<td>(10—13)</td>
<td>Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured</td>
</tr>
<tr>
<td>Poor</td>
<td>(7—9)</td>
<td>Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate</td>
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<tr>
<td><strong>Language Use</strong></td>
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<tr>
<td>Fair</td>
<td>(11—17)</td>
<td>Major problems is simple / complex constructions, frequent errors of negation, agreement, tense, number, word order/ or function, articles, pronouns, preposition and / or fragments, deletions, meaning confused or obscured.</td>
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<tr>
<td>Poor</td>
<td>(5—10)</td>
<td>Virtually no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate</td>
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<tr>
<td><strong>Mechanics</strong></td>
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<tr>
<td>Excellent</td>
<td>(5)</td>
<td>Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing</td>
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<tr>
<td>Good</td>
<td>(4)</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured</td>
</tr>
<tr>
<td>Fair</td>
<td>(3)</td>
<td>Frequent errors or spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused and obscured</td>
</tr>
<tr>
<td>Poor (1—2)</td>
<td>No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible OR not enough to evaluate</td>
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</table>

Adopted from Weigle (2002, p. 118)
Appendix 3a

ACHIEVEMENT MOTIVATION QUESTIONNAIRE
Adapted from McClelland in Muthee J.M and Immanuel Thomas (2009)

Instructions:
Please indicate how much you agree with the following statements. There are five response categories with A, B, C, D, E

A = Completely Agree, B = Mostly agree C = Agree to some extent D = Mostly disagree E = completely disagree

After reading each statement, mark your answer with ☑ in the response sheet. Do not leave any questions unanswered. All your responses will be kept confidential and used only for research purposes.

1. I dislike failing in my school examinations due to unpreparedness.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

2. I like to be the best student in my class.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree.

3. I enjoy finishing my school assignments even when they are difficult and time consuming. A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree.

4. I believe that success in life has less to do with hard work and more to do with luck and being in the right place at the right time.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree.

5. I would like to deal with difficult situations, so that the blame or praise for its results come to me alone.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

135
6. I enjoy reading all kinds of books, including those that are not part of our school syllabus.
   A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree.

7. I get restless and annoyed when I feel I am wasting time?
   A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree.

8. I enjoy spending most of my time alone concentrating on my school work.
   A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree.

9. I avoid becoming a center of attraction in a group.
   A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree.

10. I plan a head what subject to study during my free time.
    A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree.

11. I feel that it would be better if all people stuck to their own business so that, I get complete freedom to stick to mine.
    A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree.

12. It is not a good idea to be always above others in achievement, because that may make them feel bad about themselves.
    A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree.

13. I like doing everything on my own, rather than seek the help of others to do it in the way majority of people do.
    A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree.

14. I will be satisfied if my performance in the examination is not below average.
    A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree.
15. I enjoy working with people who score at my level or lower, rather than with those who are smarter and more hard working than me.
A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree

16. I like when people say in front of others that I am doing well in school
A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree

17. I am not attracted to do my school’s task with needs creativity
A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree

18. I prefer to use my time for doing something else rather than trying to perfect something that I have already completed.
A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree

19. I always work very hard to be among the best students in my school.
A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree

20. I feel I am a lazy person.
A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree

21. When I come to know that somebody like me have achieved something great, I am motivated to do the same thing in a better way.
A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree

22. I aim at reaching the highest level in education.
A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree

23. I enjoy making friends with the most intelligent student in my class as to keep up my standards of performance.
A = Completely Agree  B = Mostly agree  C = Agree to some extent  D = Mostly disagree  E = Completely disagree
24. I am basically a competitive person and I compete just for the sake of competing.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

25. I shall be satisfied with an above average performance, even though it may not be my best.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

26. Most people who know me say that I am hard working and ambitious.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

27. I will go ahead with my plans only if I am sure that other people will approve of it.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

28. For me a discussion group in class is less important than finishing my pending work.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

29. Most evening I relax rather than prepare for the next day's school work.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

30. When I grow up, I want to do something which others have not done.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

31. Days often go by without me having done a thing.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

32. I find myself just taking life as it comes without planning.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree
33. I don't feel it's good to finish answering questions in an examination before the expected time.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

34. I never leave a task / Assignment, I start unfinished.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

35. I always plan my work - schedule in such a way that difficult tasks are finished first and easier ones later.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

36. For me, creativity is really important.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

37. I like reading the biography of great people to learn how they overcome hurdles and achieved great things in life.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

38. Sometimes, I forget to do my homework.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

39. I take a lot of time to get started to the task of study.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree

40. I go on postponing what I should be studying today.
   A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree
Appendix 3b

ACHIEVEMENT MOTIVATION QUESTIONNAIRE
Adapted from McClelland in Muthee J.M and Immanuel Thomas (2009)

Instructions:
Please indicate how much you agree with the following statements. There are five response categories with A, B, C, D, E

A = Completely Agree, B = Mostly agree C = Agree to some extent D = Mostly disagree E = completely disagree

After reading each statement, mark your answer with ☑ in the response sheet. Do not leave any questions unanswered. All your responses will be kept confidential and used only for research purposes.

Note:
A = Completely Agree B = Mostly agree C = Agree to some extent D = Mostly disagree E = Completely disagree.

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<thead>
<tr>
<th>No.</th>
<th>Statements</th>
<th>CA</th>
<th>MA</th>
<th>ASE</th>
<th>MD</th>
<th>CD</th>
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<td>1</td>
<td>I like to be the best student in my class.</td>
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<td>2</td>
<td>I enjoy finishing my school assignments even when they are difficult and time consuming.</td>
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<td>3</td>
<td>I would like to deal with difficult situations, so that the blame or praise for its results come to me alone.</td>
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<td>16</td>
<td>I always work very hard to be among the best students in my school.</td>
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<td>17</td>
<td>I feel I am a lazy person.</td>
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<td>18</td>
<td>When I come to know that somebody like me have achieved something great, I am motivated to do the same thing in a better way.</td>
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<td>19</td>
<td>I aim at reaching the highest level in education.</td>
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<td>20</td>
<td>I am basically a competitive person and I compete just for the sake of competing.</td>
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<td>I shall be satisfied with an above average performance, even though it may not be my best.</td>
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<td>25</td>
<td>I never leave a task / Assignment, I start unfinished.</td>
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<td>28</td>
<td>Sometimes, I forget to do my homework</td>
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<td>29</td>
<td>I take a lot of time to get started to the task of study.</td>
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<td>30</td>
<td>I go on postponing what I should be studying today.</td>
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Appendix 3c

ACHIEVEMENT MOTIVATION INVENTORY

RESPONSE SHEET

Indicate your opinion with ☑️ in this response sheet.
Appendix 4a

Pre- Test

Name : 

Class : 

1. Write a recount text about “My Holiday” with minimum 250 words in 60 minutes!

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

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____________________________________________________________________________
Appendix 4b

Post-Test

Name:

Class:

1. Write a recount text with minimum 250 words in 45 minutes about one of topics below!

   Topics:
   a. Unforgettable Moment
   b. Embarrassing Moment
   c. Sad Moment

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## Try Out Calculation of Writing Test

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Test I (X)</th>
<th>Test II (Y)</th>
<th>XY</th>
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<td><strong>1159</strong></td>
<td><strong>74099</strong></td>
<td><strong>84942</strong></td>
<td><strong>68197</strong></td>
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</table>
a. Correlation Product Moment

\[ r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}} \]

\[ r_{count} = \frac{21 (74099) - (1310) (1159)}{\sqrt{21 (84942) - (1310)^2} \sqrt{21 (68197) - (1159)^2}} \]

\[ r_{count} = \frac{1556079 - 1518290}{\sqrt{((1783782 - 1716100) \times (1432137 - 1343281))}} \]

\[ r_{count} = \frac{37789}{\sqrt{((67682) \times 88856)}} \]

\[ r_{count} = \frac{37789}{\sqrt{6013951792}} \]

\[ r_{count} = \frac{37789}{77549.673} \]

\[ r_{count} = 0.487 \]

\[ r_{count} = 0.487 \]

After doing the test and retest and then calculated the result, it could be found that \( r_{observed} \) was 0.487 while \( r_{table} \) was 0.456 (Siregar, 2013, p. 515). From the result, it could be seen that \( r_{observed} (0.487) > r_{table} (0.456) \). It means that the writing test instrument was reliable.
Post-Test

Name: Ruia Juhra Fugamalh

Class: 

1. Write a recount text with minimum 250 words in 45 minute about one of topics below:

topics:
(a) Unforgettable Moment
(b) Embarrassing Moment
(c) Sad Moment

Come Late to School

Last Wednesday I came late to my school because I played playstation until 2:00 in the night. Because of that I woke up late. My mother called my name but I didn't hear. I woke up about 8:00. I shocked. I ran to bathroom to take a bath. I did not have breakfast after taking a bath. So, I went to school by ADI (Public transportation). I was so afraid because I missed my examination math. I arrived at school at 8:00. I ran to my class but I saw my teacher in front of the class to teach. I entered to my class and my teacher was angry to me because I came late. I sat down but my teacher did not give me to follow examination. My teacher asked me to stand in front of class and said: I promised to not come late. If I am late, I will stand below of flagpole. My friends were laugh. I was so shame, my face was redness. I was really sad because I failed my examination. Next, I do examination in great time and in teacher's office. The teachers constate why I examination in office. It made me shame and sad. I lost my concentration because of that. After I did examination, I felt so hungry I run to cafeteria I ordered fried banana and orange juice but when I must paid them, I considered that I forgot to bring my pocket. Other people see me and laugh, I was so shame I said sorry and run to classroom. I asked money with my friend and fortunately, she had much money. I came to cafeteria to pay that. It was my bad experience and I hoped I would not do that again.
Kepada Yth.

Kepala Sekolah SMA 8 Muhammadiyah
Di Tempat

Assalamu’alaikum wr.wb.

Dengan hormat kami sampaikan bahwa:
Nama : Milda Hanim
NIM : 2115014000017
Jurusan/Prodi : Tarbiyah/ Magister PBI
Semester : IV


Demikianlah, atas perhatian dan bantuan Saudara kami ucapkan terima kasih.

Wassalamu’alaikum wr.wb.

a.n. Dekan
Kabag. Tata Usaha

Sulamah Susilawati, SE., MM. Y-
NIP.19590208 198303 2 001

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
SURAT KETERANGAN
Nomor: 091/III.4AU/KET/2017

Yang bertanda tangan di bawah ini:

Nama: Hafis Umar, SE.
Jabatan: Kepala SMA Muhammadiyah 8 Ciputat

Menerangkan bahwa:

Nama: Mildha Hanim
Nomor Pokok: 21150140000017
Jurusan/Prodi: Tarbiyah/Magister PBI
Semester: IV

Nama di atas telah melaksanakan kegiatan Observasi dan melakukan pre-liminary test di SMA Muhammadiyah 8 Ciputat, pada hari Selasa, 28 Februari s/d 1 Maret 2017.

Demikian surat ini dibuat dengan sebenarnya untuk digunakan sebagaimana mestinya.

SMA Muhammadiyah 8, Ciputat, 1 Maret 2017

Hafis Umar, SE.
SURAT IZIN MELAKSANAKAN PENELITIAN
Nomor: 074 / 083 / 2017

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Seruway Kabupaten Aceh Tamiang menerangkan bahwa:

Nama : MILDA HANIM
NIM : 21150140000017
Semester : IV (Epat)
Jenjang Studi : Magister Pendidikan Bahasa Inggris

Benar telah melaksanakan Penelitian dan pada SMA Negeri 1 Seruway Kabupaten Aceh Tamiang sejak tanggal 20 Maret s/d 20 Mei 2017 sesuai surat Rektor UIN Syarif Hidayatullah Jakarta Nomor : Un.01/Ft.MPBI/002/III/2017 tanggal 15 Maret 2017 untuk keperluan penyusunan Skripsi dengan judul:
The Effect of Diary Writing and Students' Achievement Motivation on their Writing of Recount Text.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

Seruway, 23 Mei 2017
KEPALA

Drs. Muhammad Sofyan Nst. M.Si
NIP. 19640828 199412 1 001
# BIOGRAPHY

1. **Name**: Milda Hanim  
2. **Date of birth**: Langsa, 11 Januari 1989  
3. **Sex**: Female  
4. **Religion**: Islam  
5. **Nationality**: Indonesia  
6. **Marital Status**: Married  
7. **Address**: Kota Langsa - Aceh  
8. **Education**:  
   2. SDN 1 Langsa (1995-2001)  
   4. SMAN 3 Langsa (2004-2007)  
   5. IAIN Zawiyah Cot Kala Langsa  
9. **Name of Father**: Drs. Umar Arifin, MM  
10. **Name of Mother**: Zuarni  
11. **Name of Husband**: Julni Hakim, S. Pd. I  
12. **Name of Son**: M. Zhafran Hakim

Ciputat, 2018

Milda Hanim