

**THE INFLUENCE OF USING WRITING DIARY
TOWARDS STUDENTS' RECOUNT TEXT WRITING ABILITY
AT THE EIGHTH GRADE OF MTs BANI SUEB TARAHAH
SOUTH LAMPUNG AT THE SECOND SEMESTER
IN THE ACADEMIC YEAR OF 2015/2016**



A Thesis
Submitted as a Partial Fulfillment of
the Requirements for S1-Degree

By:

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Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC STATE UNIVERSITY OF
RADEN INTAN LAMPUNG
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ABSTRACT

THE INFLUENCE OF USING WRITING DIARY TOWARDS STUDENTS' RECOUNT TEXT WRITING ABILITY AT THE EIGHTH GRADE OF MTs BANI SUEB TARAHAH SOUTH LAMPUNG AT THE SECOND SEMESTER IN THE ACADEMIC YEAR OF 2015/2016

**By:
Rahman Hakim**

The goal of the learning English as a foreign language for the students is to make them be able to communicate in English both spoken and written. The competence refers to four language skills. They are listening, speaking, reading and writing. Writing is often considered as a difficult subject. Some techniques are needed by a teacher to overcome the writing difficulties. One of the tools is by writing diary. Furthermore, students often make mistake in writing while targeted to construct the text. The objective of this research was to know whether there is a significant influence of using writing diary towards students' recount writing ability.

Method of this research was quasi experimental method with the treatment held in 3 times of meeting, 2 x 40 minutes for each meeting. In collecting the data, the writer used the instrument in written test questions. After being tried out, the instrument was used for the pre-test and post-test. This design used pre-test to find out students' ability before treatment. After giving the post-test, the writer then analyzed the data. The population of this research was students of MTs Bani Sueb Tarahan South Lampung at the eighth grade which consisted of 104 students. The sample taken were two classes VIII A and VIII B. It was taken by using randomly that is cluster random sampling technique.

Based on the data analysis, it was found that the result of t_{observed} was 3.59, this result then was consulted to the score of t_{critical} in this case 5% was 1.6669. H_0 is refused, if the score of $t_{\text{observed}} < t_{\text{critical}}$. Because t_{observed} was higher than the t_{critical} value, H_0 was refused. In short, the use of writing diary towards students' recount writing ability had significant influence. The conclusion of this research is it is effective to use writing diary technique in teaching writing process to increase students' recount writing ability. It is clear that there is any significant influence of using writing diary technique towards students' recount writing ability. It is better to use this technique in teaching writing for the teachers and other reader because this technique is interesting and enjoyable when it is applied.

Keywords: Recount Text Writing, Quasi Experimental Design, Writing Diary, Writing Ability