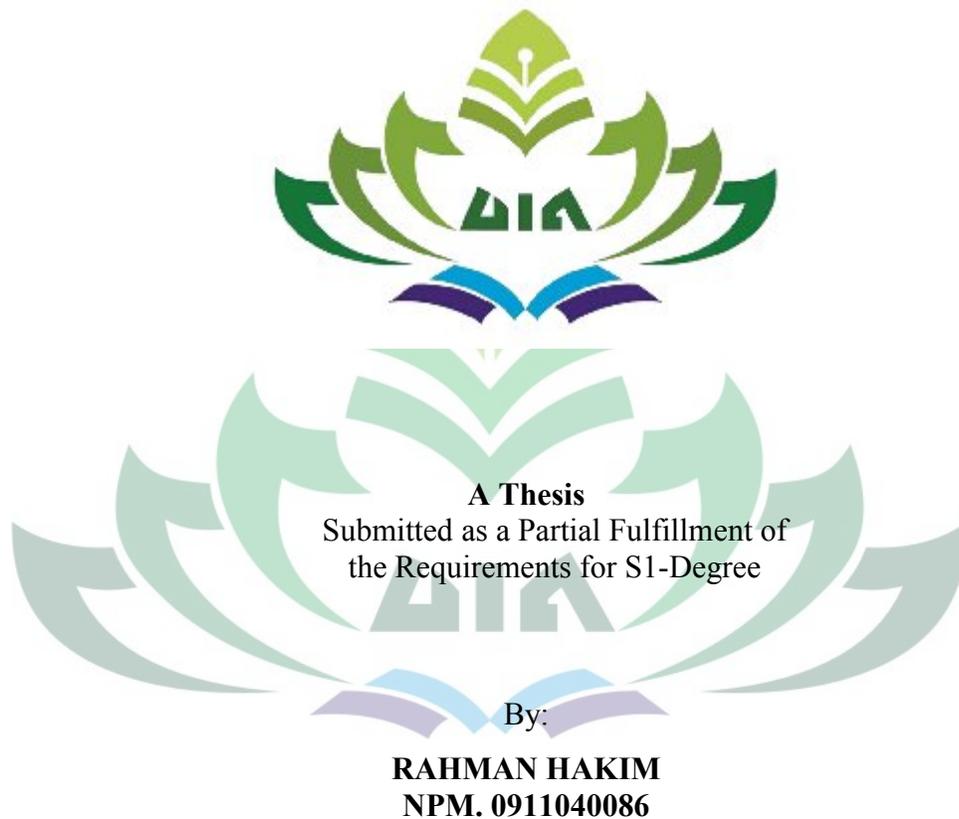


**THE INFLUENCE OF USING WRITING DIARY  
TOWARDS STUDENTS' RECOUNT TEXT WRITING ABILITY  
AT THE EIGHTH GRADE OF MTs BANI SUEB TARAHAH  
SOUTH LAMPUNG AT THE SECOND SEMESTER  
IN THE ACADEMIC YEAR OF 2015/2016**



**Study Program : English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
ISLAMIC STATE UNIVERSITY OF  
RADEN INTAN LAMPUNG  
2017**

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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

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2017**

## **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  $t_{\text{observed}}$  was 3.59, this result then was consulted to the score of  $t_{\text{critical}}$  in this case 5% was 1.6669.  $H_0$  is refused, if the score of  $t_{\text{observed}} < t_{\text{critical}}$ . Because  $t_{\text{observed}}$  was higher than the  $t_{\text{critical}}$  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



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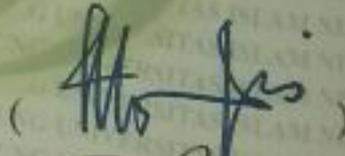
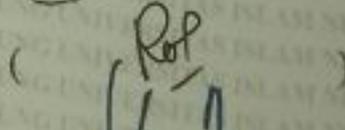
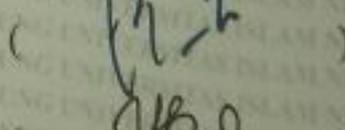
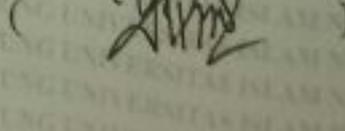
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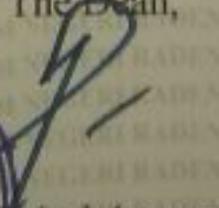
A thesis entitled : **THE INFLUENCE OF USING WRITING DIARY TOWARDS STUDENTS' RECOUNT WRITING ABILITY AT THE EIGHTH GRADE OF MTS BANI SUEB TARAHAH SOUTH LAMPUNG AT THE SECOND SEMESTER IN THE ACADEMIC YEAR OF 2015/2016**, by **RAHMAN HAKIM**, NPM 0911040086, English Education Study Program, was tested and defended in the examination session on Thursday, June 16<sup>th</sup>, 2016.

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## DECLARATION

I hereby state that this thesis entitled: “The Influence of Using Writing Diary towards Students’ Recount Text Writing Ability at the Eighth Grade of MTs Bani Sueb Tarahan South Lampung at the Second Semester in the Academic Year of 2015/2016” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this text.

Bandar Lampung, February 2016

Declared by,

**RAHMAN HAKIM**



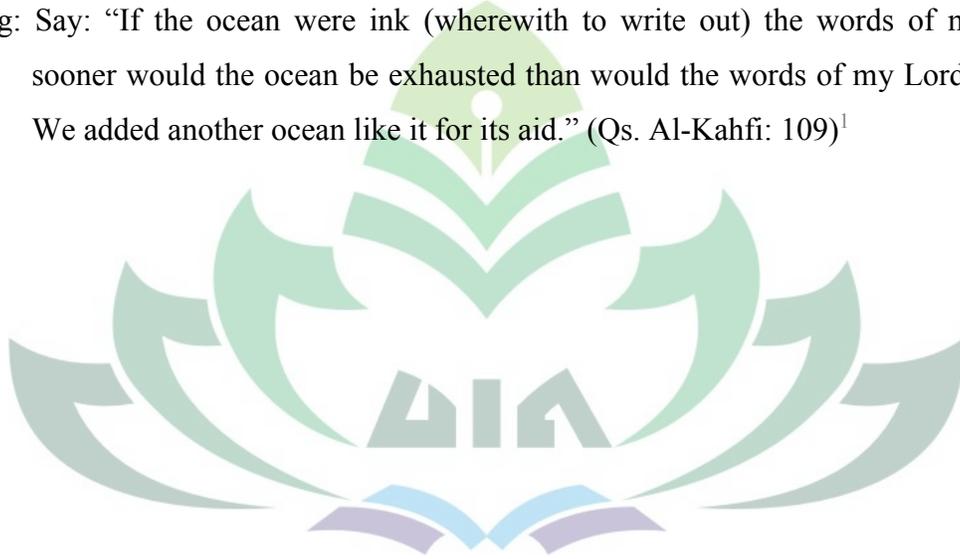
## MOTTO

بِسْمِ الرَّحْمَنِ الرَّحِيمِ

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا

بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

Meaning: Say: “If the ocean were ink (wherewith to write out) the words of my Lord, sooner would the ocean be exhausted than would the words of my Lord, even if We added another ocean like it for its aid.” (Qs. Al-Kahfi: 109)<sup>1</sup>



---

<sup>1</sup> Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Meriland: Amana Publications, 1989), pp. 736-737.

## DEDICATION

This thesis is dedicated for:

1. My beloved parents, the late Mr. Abdul Jabbar and Mrs. Sulianah who always pray, support for my success and advice me wisely.
2. My beloved wife, Siti Zulaika who always support, motivate, and be patient to help me.
3. My beloved brother, Samsul Bahri, Dedy Muslim, and Alfikrul Akbar.
4. My beloved almamater, UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The name of the writer is Rahman Hakim. He was born in Bandar Lampung on November 22<sup>nd</sup> 1990 from the happy couple of Mr. Abdul Jabbar (Alm) and Mrs. Sulianah. Their prayers always be with the writer and may Allah forgive them (amin). He is the second of four children.

His education started at SDN 3 Way urang Kalianda South Lampung and graduated in 2003. Then, he entered SMPN 1 Kalianda South Lampung and continued at SMPN 10 Bogor City, and finished in 2006. In the same year, he continued his study to SMKN 2 Kalianda South Lampung graduated in 2009.

After graduating from high school, he continued his study to UIN Raden Intan Lampung (2009) as an S1 degree student of Tarbiyah and Teacher Training Faculty Majoring English Education Study Program, Tarbiyah and Teacher Training Faculty.

During his study, he followed some student organizations to expand the knowledge, creativity and self potentials. The organizations are:

1. UKM BAPINDA, as the coordinator of Student Development division (2010-2011).
2. DLM-F, as the coordinator of Student Development division (2010-2011)
3. UKM Bahasa, as the secretary of Secretariat division (2011-2012).
4. KAMMI, as the Chairman (2011-2012).

He also joined a number of training such as: Public Speaking Training by UKM BAHASA UIN Raden Intan Lampung in 2009, Leadership Management Training by BEM UIN Raden Intan Lampung in 2010, and TOEFL Training by Language Center of UIN Raden Intan Lampung in 2011.



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When finishing this thesis, the writer has obtained so much help, assistance, aid, or support and many valuable things from various sides. Therefore, the writer would sincerely thank to:

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9. His beloved wife, Siti Zulaika who always support, motivate, and be patient to help him.
10. His big family in BAPINDA and KAMMI (Benny, Suhaimi, Madyani, Zedri, Marcos, Endah, Susi, Anisa, Rika, etc.) who always give me support.
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12. All his friends who have supported him so far.

Finally, the writer realizes that this thesis is still far from being perfect. Therefore, he hopes constructive criticism and correction from the readers for the betterment of this thesis in the future.

Bandar Lampung, February 2016

The Writer

Rahman Hakim



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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is a system for the expression of meaning.<sup>1</sup> It means that language is a tool used to express ideas, opinions and feelings to other people. Without language, it is impossible for people to join interaction each other in daily life or in learning something, and the human activities cannot run well too exactly without language. Therefore, it is very important thing for human being.

People can share their ideas, opinions and feelings to others and make the other understand what they mean by using the language that is understood each other. It is why there should be the same language that can be understood by people because there are many languages in the world. If there is no language understood together, and a language is used only by one person, it is impossible for people to communicate well. In this case, English is the most used international language. Moreover, Harmer

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<sup>1</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2000), p.10.

states that English has been used by almost all countries in the world either as native (primary), second or foreign language.<sup>2</sup>

Indonesia is one of the countries that is trying to develop the education quality and make English as an essentially subject in every grade of education. In this case, students should master four skills of English. They are listening, speaking, reading, and writing. However, writing is expected as the most difficult because it is very complicated in which demands one to think about some aspects such as letter, punctuation, grammatical aspect, the use of appropriate vocabulary and so forth. Furthermore, Nezakatgoo states that writing is the most difficult skill to be mastered for foreign learners such Indonesian learners because they have to pay much attention to higher level skills (macro level skills) such as planning, organization as well as lower level skills (micro level skills) such as spelling, punctuation, diction, and so on.<sup>3</sup> Therefore, we need to learn how to write in English well to increase the quality of education in Indonesia in order to be able to compete in globalization era demanding everyone to be good in English including in writing information.

According to Grenville, any piece of writing will be trying to do at least one of the following things:

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<sup>2</sup> Jeremy Harmer, *the Practice of English Language Teaching*, (New York: Longman, 2002), p.17.

<sup>3</sup> Behzad Nezakatgoo, *The Effects of Portfolio Assessment on Writing of EFL Students*, (Tehran: Auameh Tabatabaie University, 2010), p. 231.

1. Entertain; it does not necessarily make the readers laugh, but it at least engages their feelings in some way.
2. Inform; it tells the reader about something.
3. Persuade; it tries to convince the reader of something.<sup>4</sup>

Based on Grenville's explanation above, we know that there are many purposes of writing actually. Hence, there are many kinds of piece of writing that can be written especially by students at school that has been set in curriculum too. One of the text is recount text. According to Anderson, it is a text about past events usually in the order which they happened.<sup>5</sup> Recount text means the form of the text telling about someone experience in the past, such the experience of the readers themselves like adventure and their day's activities. In this case, recount text is a good text to be used to exercise the students to like English, even for junior high school in which they need to master English especially to be implemented in their own life. By writing recount text, they learn how to tell their own life story at least.

Based on the pre-research data obtained on June 10<sup>th</sup> 2015, by interviewing the English teacher, Samsul Bahri, S.Pd, and some students (Ahmad, Ainun, Siti and Lukman) at MTs Bani Sueb Tarahan South Lampung, the writer found there were some problems that the students faced in learning English especially in writing. Most

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<sup>4</sup> Kate Grenville, *Writing From Start to Finish*, (Sydney: Griffin Press, 2001), p.1.

<sup>5</sup> Mark Anderson, *TextTypes in English I and II*, (SountYarra: Machmillan Education Australia, 1997), p.48.

students' writing ability were not good yet. In addition, the teacher said that he seldom taught writing skill to the students and just focused on how to enable students to do the assessment test. He just thought about making students expert in answering questions in the examination instead of teaching the language skills. Moreover, there was no writing test in the examination, so writing was considered less important to teach. Another reason why the teacher seldom taught writing was because it was time consuming to correct.<sup>6</sup> It was why the students seldom practice writing because the teacher did not ask them to do so. The teacher taught writing by using controlled writing in which the teacher gave stimulators for writing activity to students. The stimulators could be written grammar elements, reading and listening activities, video viewing, and so on.<sup>7</sup>

Controlled writing is seen as a useful media for teaching composition to English language learners (ELLs) at different levels of English proficiency especially beginner learners of English who are totally new to the language. Raimes states that, unlike free writing, controlled writing takes place when learners are supplied with “a great deal of the content and/or form [such as] an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue”.<sup>8</sup> By using this type of writing, students were forced to compose a piece of writing based on the stimulators

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<sup>6</sup>Samsul Bahri, S.Pd, interview with the teacher, MTs Bani Sueb Tarahan, June 10<sup>th</sup>, 2015.

<sup>7</sup>*Ibid.*

<sup>8</sup> A. Raimes, *Techniques in Teaching Writing*, (New York: Oxford University Press, 1983), p. 95.

given by the teacher, so they did not have any other choice to write. Students just wrote what was limited by the control of stimulators given. Consequently, the students' ability of writing test were still low.

Moreover, in fact, the students' score of writing recount text was still low. It can be seen in the following table.

**Table 1**  
**The Students' Writing Recount Score of the Eighth Grade at the Second Semester of MTs Bani Sueb Tarahan South Lampung in Academic Year of 2014/2015**

No	Score	Class		Total	Percentage
		A	B		
1	< 70	23	19	42	61.76%
2	≥ 70	13	13	26	38.24%
Total		36	32	68	100%

*Source: English Teachers' Document of MTs Bani Sueb Tarahan South Lampung*

This condition showed that students' writing recount score was still under the standard. The criteria of minimum mastery (KKM) in writing was 70. From the table above, the number of students under criteria were 42 from 68 students. It means that students who felt difficult to understand in writing were 61.76%, and only 26 students were above the criteria. Eventually, it can be concluded that the students' writing ability in MTs Bani Sueb Tarahan was still low.

Furthermore, after analyzing the students' recount writing score of the eighth grade at the second semester of MTs Bani Sueb Tarahan South Lampung in academic year of

2014/2015, the teacher told the writer in the interview about some aspects of writing assessment that were scored in which the students' ability in writing recount text was concluded low. The aspects of writing assessments such as content, organization, vocabulary, language and mechanic were not considered by the students.

In the case of content, there were some students who wrote the recount text in which the contents were not suitable with the topic given. Also, in the case of organization, there were also some students who were still not able to arrange words into sentences and develop their sentences in order to be a good paragraph, and some of them could not understand the generic structure of recount text. Some did not write orientation and only wrote events as one of the generic structure of recount text. Moreover, in the case of vocabulary, some students used inappropriate vocabulary (diction), not based on the context of the word use and they only had some words in their mind, so it was difficult to generate and develop their ideas into writing. However, the teacher let the students to consult to dictionary, but some of the students chose inappropriate words to the context of the text. In addition, in the case of language, most students did not think about grammar, which were used as language features of recount text such as the use of past tense. Most of them forgot that they had to use past tense in recount text. Also, the case of mechanic, the students often ignored the mechanics by using inappropriate punctuation or spelling and omitting some important punctuations. Moreover, some of them wrote sloppy writing, so the teacher was difficult to read their writing.

There is a tendency that students will be easier to study if the teacher uses an appropriate and fun way that is adapted to the students' condition to teach them. Therefore, what teachers need to do is finding an appropriate, fun, and effective tool to teach writing and to motivate students to write, so the objectives of teaching learning will be reached optimally.

Then, one of the alternative tools to teach recount text is by writing diary. It is supported by Brown who states that writing diary is in which students write thoughts, feeling, reaction, and response to something happened that is included in self-writing category, or writing with only the self in mind as an audience.<sup>9</sup> The students will be easier to flow ideas in their mind and put it into written form. In addition, the result of the research which conducted by Nurul Hidayati showed that writing diary can be used to improve the students' writing ability.<sup>10</sup> Furthermore, because by writing diary usually we write the date and events chronologically, it is clear that it can improve students' ability in writing recount text that is identical with the events told in order from the beginning until the end.

Based on the explanation above, this research is intended to know the influence of writing diary to improve students' recount writing ability of the first year of MTs

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<sup>9</sup> H.D. Brown, *Teaching by Principles: Teaching by Principles: An Interaction Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents, 1994), p. 344.

<sup>10</sup> Nurul Hidayati, *Improving Students' Recount Writing Ability through Writing Diary of the Second Year of MAN 1 Bandar Lampung*, (Thesis, English Department, Tarbiyah and Teacher Training Faculty, Raden Intan State Institute for Islamic Studies of Lampung, 2010), p. 50.

Bani Sueb Tarahan. Based on the background above, the writer would like to conduct a research entitled “The Influence of Using Writing Diary towards Students’ Recount Writing Ability at the Eighth Grade of MTs Bani Sueb Tarahan South Lampung at the Second Semester in the Academic Year of 2015/2016”.

### **B. Identification of the Problem**

In regard to research of the influence of writing diary to improve students’ recount writing ability, there are many problems found. Therefore, the writer identifies the problems that are possibly researched as follows:

1. Students’ recount writing ability was still low
2. The teaching tool used by the teacher was inappropriate and made the students bored
3. Students were only given English knowledge without given any practice
4. The communicative purpose of English learning had not been reached yet.

### **C. Limitation of the Problem**

The writer limits the problems only about the students’ recount writing ability by using diary at the eighth grade of the second semester students at MTs Bani Sueb Tarahan South Lampung in the academic year of 2015/2016.

### **D. Formulation of the problem**

According to the background and identification of the problems above, the writer formulates the problem as follows:

“Is there a significant influence of using writing diary towards students’ recount writing ability at the eighth grade of the second semester students at MTs Bani Sueb Tarahan South Lampung in the academic year of 2015/2016?”

### **E. Objective of the Research**

Based on the formulation of the problem, the objective of this research is to know whether there is a significant influence by using writing diary towards students’ recount writing ability at the eighth grade of the second semester students at MTs Bani Sueb Tarahan South Lampung in the academic year of 2015/2016?

### **F. Uses of the Research**

The research is intended to give some uses in English teaching field. The uses of the research are:

1. For the students

- a. To motivate students to practice writing regularly and intensively;
- b. To enable students to write communicatively;

2. For the teacher

To give information for teachers whether writing diary is useful in improving students’ recount writing ability.

3. For the institution

To help forward the institution in order to be able to improve the students’ ability and the teacher’s capability in teaching to raise the quality of the institution.

4. For the other researcher

To give information for further research.

### **G. Scope of the Research**

1. Subject of the Research

The subject of the research is the eighth grade students of MTs Bani Sueb Tarahan Lampung Selatan.

2. Object of the Research

The objects of the research are the use of writing diary and students' recount writing ability.

3. Place of the Research

The research is conducted in MTs Bani Sueb Tarahan. It is located on Jl. Soekarno Hatta, Tarahan, South Lampung.

4. Time of the Research

The research is conducted in the second semester in academic year of 2015/2016.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Frame of Theory

##### 1. Concept of English Language Learning and Teaching

As Harmer states, teaching is not easy job, but it is a necessary one, and can be very rewarding when we see our students' progress and know that we have helped to make it happen. It is true that some lessons and students can be difficult and stressful at times, but it also worth remembering that at its best teaching can also be extremely enjoyable.<sup>1</sup> Hence, teaching is what can be a passion having its own value to educate and teach students with its own matter too. In teaching process done by the teacher, exactly students have their own value in learning what the teacher teaches about. On the other hand, it is why there is a process of teaching and learning, which happens in one time together as a process.

Furthermore, Brown states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something providing with knowledge, causing to know or understand.<sup>2</sup> It means that by teaching

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<sup>1</sup> Jeremy Harmer, *How to teach English* (New York: Longman limited, 2007), p.23.

<sup>2</sup> H.D. Brown, *Principles of Language Learning and Teaching* (New Jersey: Prentice Hall, 1994), p. 7.

someone get knowledge and understands about something given by the teacher. Here, the students learn what the teacher teaches.

Moreover, learning is a major concern in education where it is necessary for children to follow a prescribed curriculum.<sup>3</sup> Therefore, teacher has responsibility to create conducive situation in teaching learning activity in order that the students are being motivated to follow the lesson. The teacher should encourage the students to grab the goal of the teaching learning process. Eventually, here is the teacher's responsibility to make the condition more interesting, which can be done through methods used.

Theories of learning and teaching also suggest the principles of a method.

Furthermore, Richards and Rodgers state that the theories of learning and teaching may respond two questions, namely a) what are the psycholinguistic and cognitive processes involved in language learning and b) what are the conditions that need to meet in order for these learning processes to be activated.<sup>4</sup> However, the process of teaching and learning does not seem as smooth as transferring what the teacher has to the students, for the matters such mentioned above are very important and can affect the process itself, in which at the last will affect the result of the process too, including in the language teaching and learning.

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<sup>3</sup> Judith Ireson, *Learners, Learning and Educational Activity* (London: Routledge, 2008), p. 28.

<sup>4</sup>Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p.11.

Language is a system for the expression of meaning.<sup>5</sup> It means that language is a mean used to express ideas, opinions and feelings to other people. Naturally, no language is mastered without learned (or acquired), so it is important to teach and learn about language especially the one that is used to cover almost all people in the world to communicate each other with what we call as an international language. in addition, in this case, of the 4,000 to 5,000 living languages, English is by far the most widely used in the world.<sup>6</sup> It has been used by almost all countries in the world either as native, second or foreign language.<sup>7</sup>

Furthermore, Setiyadi states that English is really a foreign language for language learners in Indonesia.<sup>8</sup> It means that in Indonesia English is just learnt at school as compulsory subject. Seldom do the students use English in the society because they usually use language based on their mother tongue. Therefore, the most important thing in teaching English as foreign language is that the teacher should have a lot of preparation before teaching English due to it is rather hard to the teacher to teach because the students practice English not all time.

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<sup>5</sup> H. Douglas Brown, *Teaching by Principle: an Interactive Approach to Language Pedagogy* (New Jersey: Prentice Hill, 2001), p. 70.

<sup>6</sup> Geoffrey Broughton, *Teaching English as Foreign Language* (New York: Longman, 1980), p. 1.

<sup>7</sup> Jeremy Harmer, *the Practice of English Language Teaching* (New York: Longman, 2002), p. 17.

<sup>8</sup>Ag. Bambang Setiyadi, *Op. Cit.*, p.22.

Brown says that for more than six decades now, research and practice in English language teaching have identified the four skills: listening, speaking, reading and writing, as of paramount importance.<sup>9</sup> It means that the four skills are important in English language teaching. People who have good language skills can apply the rules of their language in transferring information in their communication effectively.

Based on the explanation above, it can be concluded that English language learning and teaching is a necessary job in education that is done for children to follow a prescribed curriculum by showing or helping the children to learn how to do something, giving instructions, guiding in the study of something providing with knowledge, causing to know or understand, in which the psycholinguistic, cognitive processes and the conditions that need for active processes are involved in order that the children or student know about language as a system for the expression of meaning, especially English that is as a foreign language for language learners in Indonesia in which the children or students have to have ability of the four skills: listening, speaking, reading and writing, as of paramount importance.

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<sup>9</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Addison Wesley, 2001), p.232.

## 2. Concept of Writing

According to Brown and Hudson, writing is a productive skill because it demands student to produce language.<sup>10</sup> The student should be able to produce the language to express his idea or thought about something in order to be understood by the reader what his idea is about. Moreover, based on Hornby, writing is making letters or symbols on surface usually paper, especially with a pen or pencil.<sup>11</sup> However, at this era, actually writing is not only making symbols over there but also writing in media without surface like paper such in electronic media. Nonetheless, the point is that we express our idea or feeling in the written form.

Furthermore, according to Sutanto et. al., writing is a process of expressing ideas or thoughts in words.<sup>12</sup> In addition, Kane states we write because we want to express something about ourselves, about what we have experienced or how we feel.<sup>13</sup> Writing encourages us to state what is not stated in the written before whose the reasons of our purpose or function of writing perhaps are different each other. Williams states the following various functions what for we usually write.

- a) to instruct
- b) to inform
- c) to express ideas or an opinion

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<sup>10</sup>James D. Brown and Thom Hudson, *The Alternatives in Language Assessment* (Winter: TESOL Quarterly, 1998), p. 660.

<sup>11</sup> A. S. Hornby, *Oxford advanced learner's dictionary of current English* (New York: Oxford University Press Inc, 1995), p.1382.

<sup>12</sup> Sutanto Leo et al., *English for Academic Purpose: Essay Writing* (Yogyakarta: Andi Offset, 2007), p. 1.

<sup>13</sup>Thomas S.Kane, *The Oxford Essential Guide to writing* (New York: Oxford University Press Inc, 1988), p.19.

- d) to direct
- e) to debate and discuss
- f) to persuade
- g) to develop logical ideas
- h) to describe
- i) to entertain
- j) to hypothesis
- k) to summarize
- l) to list.<sup>14</sup>

Moreover, Williams explains the nature of writing is like in the following explanation.

- a) The written word offers a more enduring form of communication than the spoken word. This makes it an ideal choice for recording information, so that it can be referred to repeatedly and preserved over a long period of time.
- b) Duplicates of letters, reports and other documents are easily produced. This allows sharing of information amongst a range of people who do not have to be present to witness the original communication.
- c) The writer has more time to organize his or her thoughts and assemble complex facts and figures. There is time to review the intended message and redraft if necessary.
- d) Writing is often the first choice when formality is required. A formal letter or report will indicate to the recipient the seriousness of the matter under discussion.<sup>15</sup>

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<sup>14</sup>Diana Williams, *Writing Skills in Practice* (London and New York: Jessica Kingsley Publishers), p.11.

The explanation above tells more about writing as final draft. However, due to need and can last for a long time in order to be able to read by everyone, the writing as final product should be good and proper to be read, or at least the reader can catch what the writer means. Therefore, there are many things actually that should be considered. Furthermore, Johnson states that writing is a highly complex task that requires the coordination of numerous cognitive activities.<sup>16</sup> As a cognitive points, especially in teaching and learning writing in academic context, students should consider the elements of writing that are usually assessed such Tribble's theory about the points assessed (organization, vocabulary, language, content and mechanics).<sup>17</sup>

Moreover, according to McKay, writing is both a process and a product.<sup>18</sup> Writing as a process involves the pre-writing or planning, drafting, editing process and final draft, in which writing is the product. VanderMey says that writing is a process, much like painting.<sup>19</sup> The process of writing is not simple, for there are certain things that must be considered. However, using the writing process will relieve some of that pressure by breaking down the task into manageable steps. This process may, of course, be affected by the content (subject matter) of the writing, the type of writing

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<sup>15</sup>*Ibid*, p.11.

<sup>16</sup> Keith Johnson, *Expertise in Second Language Learning and Teaching* (New York: Palgrave Macmillan, 2005), p. 129.

<sup>17</sup> Christopher Tribble, *Language Teaching Writing* (China: Oxford University Press, 1996), pp. 130-131.

<sup>18</sup>Penny McKay, *Assessing Young Language Learners* (Cambridge: Cambridge University Press, 2008), p. 245.

<sup>19</sup>Randall VanderMey et al, *The College Writer: A Guide to Thinking, Writing, and Researching* (Boston: Wadsworth Cengage Learning, 2006), p.27.

(shopping list, letters, essay, reports, or novels), and the medium it is written in (pen and paper, computer word files, live chat, etc.). Nevertheless, in the real world, Harmer states this process involves planning what we are going to write, drafting, reviewing, and editing what we have written and then producing a final (and satisfactory) version.<sup>20</sup> On the other hand, Harmer also suggests that the process has four main elements that can be represented in the following way.

a) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try to decide what they are going to say. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence (among other things) not only the type of the text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of writing (how it is laid out, how the paragraphs are structured, etc.), but also the choice of language, for example, it is formal or informal in tone. Thirdly, writers have to consider the content structure of the piece, that is, how best to sequence the facts, ideas or arguments which they have decided to include.

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<sup>20</sup> Jeremy Harmer, *Op. Cit.*, p.113.

b) Drafting

We can refer to first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c) Editing

Once writers have produce a draft they then, usually, read through what they have written to see where it works and where it doesn't. perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing. They may then move paragraphs around or write a new introduction.

d) Final Draft

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience.<sup>21</sup>

Based on the definitions, explanations, and facts about writing explained above, the writer concludes that writing is a productive skill demanding someone to be able to express his or her ideas, thoughts or feelings in written form by regarding its process

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<sup>21</sup>*Ibid*, p. 113.

and elements which will be assessed to produce good writing product, which will last for long time and be read by the readers.

### **3. Concept of Teaching Writing**

Writing is one of important skills that language learners need to learn as an essential component not only for their academic practice but also later in their professional life. Teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. However, many teachers agree that in the classroom, writing should get much attention as reading, speaking and listening. Yet many teacher and students alike consider writing to be most difficult subject of language skill to learn.

Teachers learned more and more about how to teach fluency, not just accuracy, how to use authentic texts and contexts in the classroom, how to focus on the purposes of linguistic communication and how to capitalize on learners' intrinsic motives to learn.<sup>22</sup> No matter how limited the material may be, the pupil derives a definite satisfaction from writing the simplest sentence that himself has conceives in relation to a situation. It thereby becomes a creative and original experience for him.<sup>23</sup>

Setiyadi says that writing in the target language can be introduced shortly after language learners have begun reading. There are different types of writing, depending

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<sup>22</sup> H. Douglas Brown, *Op. Cit.*, p.335.

<sup>23</sup>Theodore Huebener, *How to Teach Foreign Language Effectively* (New York: New York University Press, 1969), p.75.

on the levels of language performance. They may be classified as writing or composition. And they are as follows:<sup>24</sup>

a) Imitative writing

In this writing beginning language learners begin writing by copying materials that they have already mastered by hearing, speaking and reading. The materials may be the text that have memorized. Since in this writing language learners only “imitate”, they write groups of words, sentences or phrases rather than single words.

b) Dictation

After language learners have had sufficient practice in imitative writing, they may begin with dictation. The material can be the dialogues that they have memorized. The teacher can read sentences or parts of the dialogues and the language learners fill the missing words or phrases. By having dictation, they practice having aural comprehension and spelling correctly.

c) Guided writing

In guided writing the language teachers guided language learners to write short responses. And the procedure of guided writing may take various forms.

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<sup>24</sup>Ag. Bambang Setiyadi, *Op. Cit.*, p. 69.

d) Controlled writing

Like the previous steps of writing, controlled writing is also developed from a dialogue. It is similar to rewriting but in this writing language learners change a passage from dialogue to narrative or vice versa. Controlled writing may take a form of letter.

e) Controlled composition

In controlled composition language learners write a composition based on a model. They can write their daily life or experience similar to the model. This composition may assume the form of a letter or an article.

f) Directed composition

In directed composition language learners receive detailed directions from their teacher concerning the form and content of the composition.

g) Free composition

This is the highest level of writing activities. After they are able to express their ideas without difficulty, they have reached the level of free composition. The teacher has to make sure that language learners are able to express themselves freely and independently before they are given free composition.

The teaching of writing is a matter of prescribing a set of predetermined tasks or exercises to the students. When teachers teach writing course, he or she does not only teach about how to develop ideas in writing but also need a serious attention of how to

write English sentences grammatically and systematically. It means that teaching writing will be good if depends on the teachers' ability how to teach writing effectively which can make the students' ability being improved.

#### **4. Concept of Recount**

Recount is a kind of text, which is used to tell events that happen in the past. In addition, Pardiyono says that recount can also be simply defined as a text giving information about activities that happened in the past, in other words, it is used to retell the events.<sup>25</sup>The purpose is to retell the events in order to inform the readers. This kind of text is usually about past events and or activities such as interesting experience, diary, historical events, biography, autobiography, and personal letters. Furthermore, Emilia says that recount can be written in the form of biography, autobiography, newspaper articles about the event, history, letter, journal, or story.<sup>26</sup> A recount is the retelling of past experiences

Due to many kinds of English text besides recount, it is needed to know the characteristics of each text by paying attention to the generic structure and language features. Moreover, according to Sudarwati and Grace there are several things we

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<sup>25</sup>Pardiyono, *Pasti Bisa: Teaching Genre Based Writing* (Yogyakarta: Andi Offset, 2007), p.63.

<sup>26</sup> Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk Untuk Guru* (Bandung: Rizqi Press, 2011), p.75.

need to know about recount text, and they are generic structures and language features used in the text as in the following explanations.<sup>27</sup>

#### **a. Generic Structure**

Generic structures are the parts building the text. Each part has its own function. In other words, generic structures are the elements existing in the text. The generic structures of recount text are:

1) Orientation

This part is intended to introduce or to bring in the topic, who, where, and when the story happened.

2) Record of events

This element is to tell the story or events in detail and chronologically.

3) Re-orientation

This part is the last part of recount text, which is intended to sum up or to give conclusion of the story told in the record of events.

#### **b. Language Features**

In this context, language features means the features of the language often used in a certain kind of text. Sudarwati and Grace mentions the language features commonly used in recount text are:

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<sup>27</sup> M. Sudarwati dan Eudia Grace, *Look Ahead: An English Course for Senior High School Students Class X* (Jakarta: Erlangga, 2006), p.30.

- 1) The use of nouns and pronouns (e.g.: *David, we, his*)
- 2) The use of action verbs (e.g.: *went, spent, played*)
- 3) The use past tense (e.g.: *We went for a trip to the zoo*)
- 4) The use time conjunction (e.g.: *and, but, after, finally*)
- 5) The use of adverbs and adverbs of phrases (e.g.: *in my house, two days ago, slowly, cheerfully*)
- 6) The use of adjectives (e.g.: *beautiful, sunny*)<sup>28</sup>

From the Sudarwati and Grace's explanation above, we may differ and identify whether the text is recount text or no by looking at the generic structure and language features even though actually there are some kinds of recount itself.

Recount tells the reader what happened and this may involve the author's personal interpretation of events. It is generally based on personal experiences but may also be imaginative or outside the author's personal experience. The purpose of the retelling can either to inform or to entertain, or both.<sup>29</sup> Whether the purpose is to entertain or inform, or both, we may see the types of recount from the way of how the events told. There are different types of recounts which including personal (my trip to the farm), factual (retelling an accident) and imaginative recounts (a day in the life of a puppy). There are three kinds of recount text as follow.

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<sup>28</sup>*Ibid*, p. 30.

<sup>29</sup>*English K-6 Modules* (Sydney: Board of Studies NSW, 1998), p. 29.

**a. Personal recount**

Personal recount is a recount retelling an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are:

- 1) It use of first pronoun (I, we).
- 2) Personal responses to the events can be included, particularly at the end.
- 3) Details are often chosen to add interest or humor.

**b. Factual Recount**

Factual recount is a recount that recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

- 1) It use of third person pronouns (he, she, it, they).
- 2) Details are usually selected to help the reader reconstruct the incident accurately.
- 3) Sometimes the ending describes the outcome of the activity (example: in a science experiment).
- 4) It mention of personal feelings in probably not appropriate.
- 5) Details of time, place, and manner may be need to be precisely stated (e.g. at 2 pm, between John st, and Park rd, the man drove at 70 kbp).
- 6) Descriptive details may also be required to provide precise information (e.g. a man with a black shirt, brown shoes and long his, weighing 85 kilos and approximately 177 cm tall).
- 7) The passive voice may be used (e.g. the breaker was filled with water).

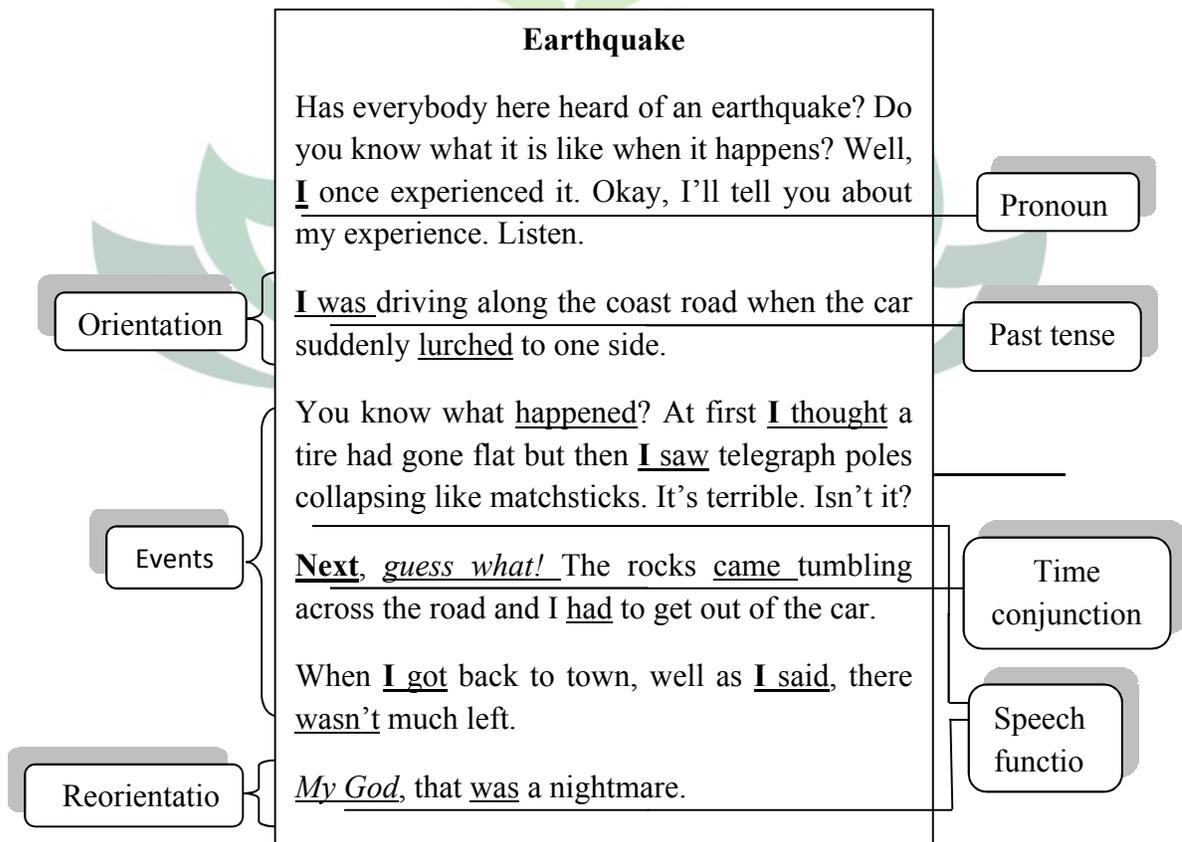
8) It may be appropriate to include explanations and satisfactions.

### c. Imaginative Recount

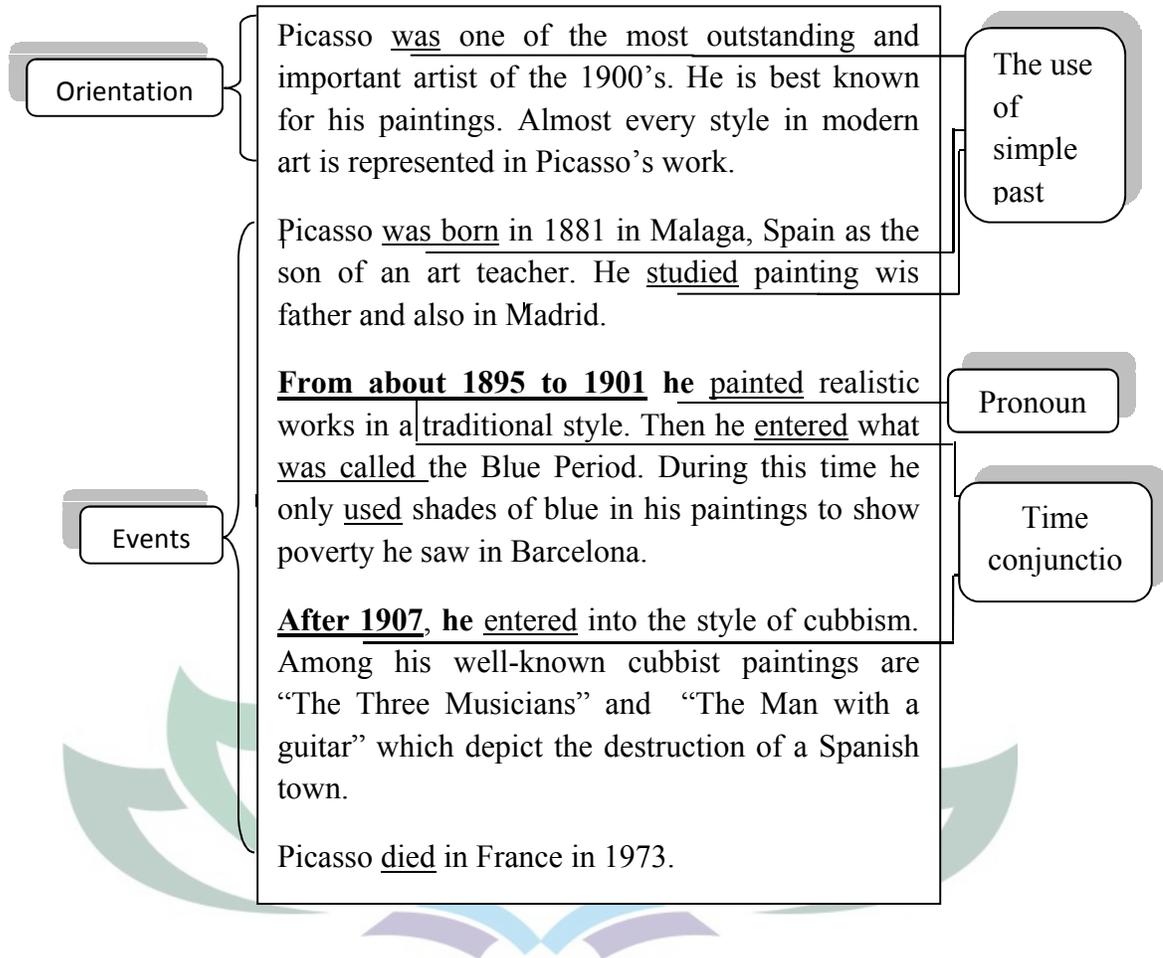
Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave). The characteristics of imaginative recount:

- 1) Usually it is written in the first person pronoun.
- 2) It may be appropriate to include personal reactions.

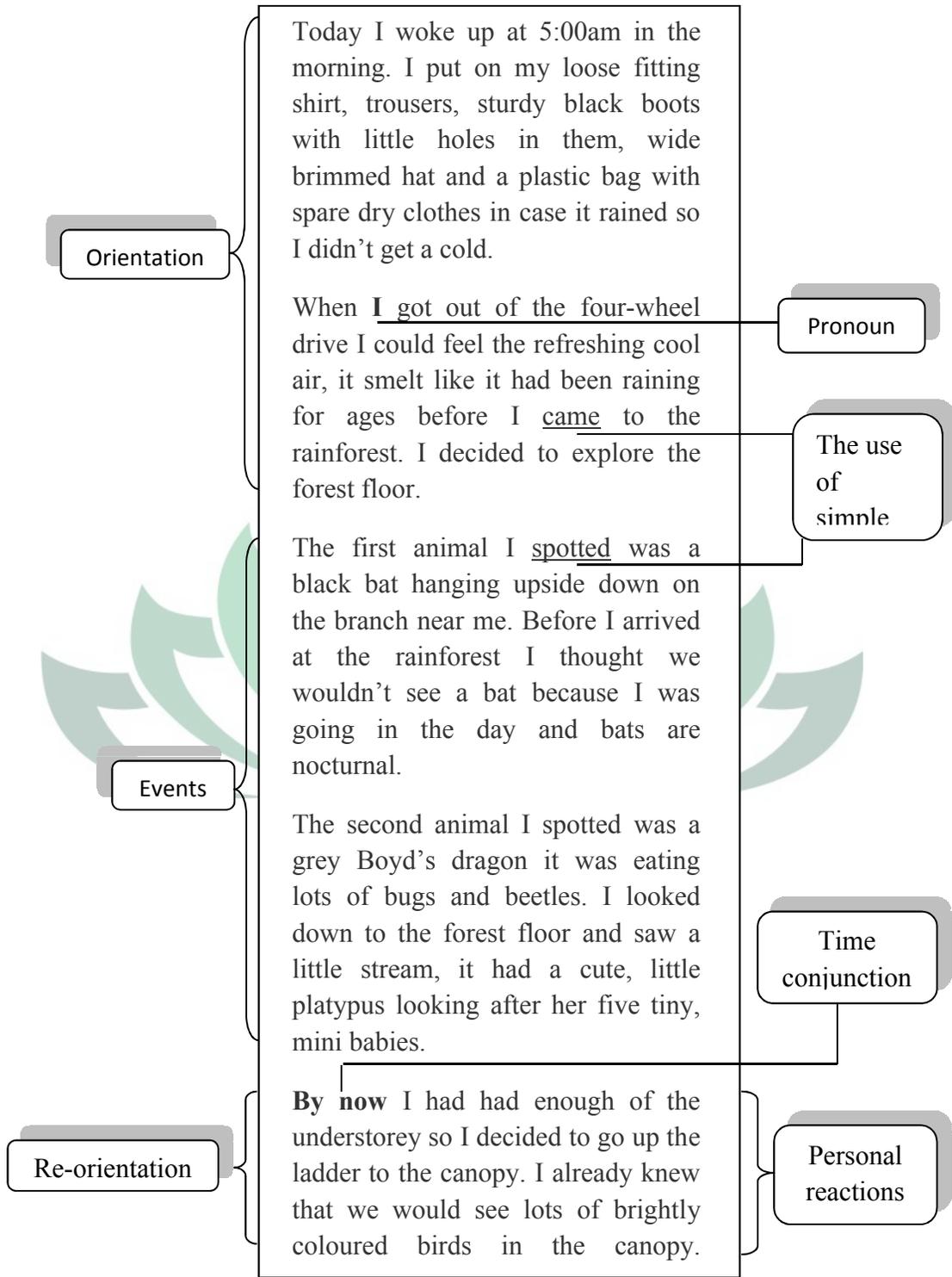
The following are the examples of recount. First is personal recount.



The second example below is factual recount.



The last below is the example of imaginative recount.



From the examples above, we can see the difference among personal, factual and imaginative recount.

Based on the explanation above, the writer concludes that recount is a text retelling about past events (experiences) whether to inform or entertain, or both, whose the generic structures are orientation, events and some have re-orientation.

### **5. Concept of Students' Recount Writing Ability**

Students' recount writing ability meant in this research is students' ability to produce or compose recount text correctly. In writing as we know in the previous explanation that we should consider some aspects that will be assessed, and they are content, organization, vocabulary, language and mechanics. In the case of writing recount, we also need too consider the use of these aspects. However, generic structure and language features as the characteristics of recount may restrict the writing assessment above. The following are the points that should remember about writing recount.

a. Using correct generic structures

It means that students understand the function of each part of recount text so that they can compose recount text in good arrangement.

b. Using correct language features

It means that students can use the language features correctly based on the function of each language features in the text. For instance, they can pick and choose pronoun to be used in the text correctly, use correct time conjunction, use past tense correctly, and use other language features correctly.

In conclusion, students' recount writing ability is the ability of students to produce or compose a text telling about past experiences, which fulfills such criteria as content, organization, vocabulary, language and mechanics.

## **6. Concept of Writing Diary**

Students are sometimes confused by differences in writing requirements from subject to subject within the same school. Although different subjects require different types of writing assignments, all writing can follow the same process. By adopting a consistent writing process across all subject areas, teachers ease some of the stress associated with writing, and help students build confidence and skill as writers. McDonald in Asnawati says that writing process is a creative act of construction that seems to begin with nothing (blank page) and ends with a coherent structures that expresses feelings, emotions, attitudes, prejudices and values (the full range of human experience).<sup>30</sup>

Diary methods document and explore the particulars of life as self-report instruments examining experiences. Diaries as such provide opportunities to investigate everyday social, psychological and physiological situations. Wheeler, Reis in Ketelle states in this way diaries are designed to capture the "little experiences of everyday life that

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<sup>30</sup> Nurul Hidayati, *Improving Students' Recount Writing Ability through Writing Diary of the Second Year of MAN 1 Bandar Lampung* (Thesis, English Department, Tarbiyah and Teacher Training Faculty, Raden Intan State Institute for Islamic Studies of Lampung, 2010), p. 16.

fill most of our working time and occupy the vast majority of our conscious attention”.<sup>31</sup>

A diary is a permanent personal record that is kept of events, thoughts, and ideas associated with an individual. Brown mentions that diary writing where students write thoughts, feelings, reactions, and response to something happened is included in self-writing category, or writing with only the self in mind as an audience.<sup>32</sup> While some cultures think of diaries as being mainly a female pastime, the fact is that journaling or keeping a diary is an activity that people of both genders engage in regularly. Keeping a diary is an excellent means of documenting experiences and ideas that will have meaning later in life or possibly be of importance to the next generation.

In many instances, keeping a diary is something that people choose to do in secret. The thoughts and ideas that are captured in the text of a diary are often considered private and confidential. For that reason, people who do choose to keep a diary over a number of years may only choose to share certain parts of the recorded text with people they know and trust to maintain that confidence. Writing diary, whether it is written in secret or no, is for expressing what someone feels, or for telling events that is memorable. As we know, that diary is included in example of personal recount

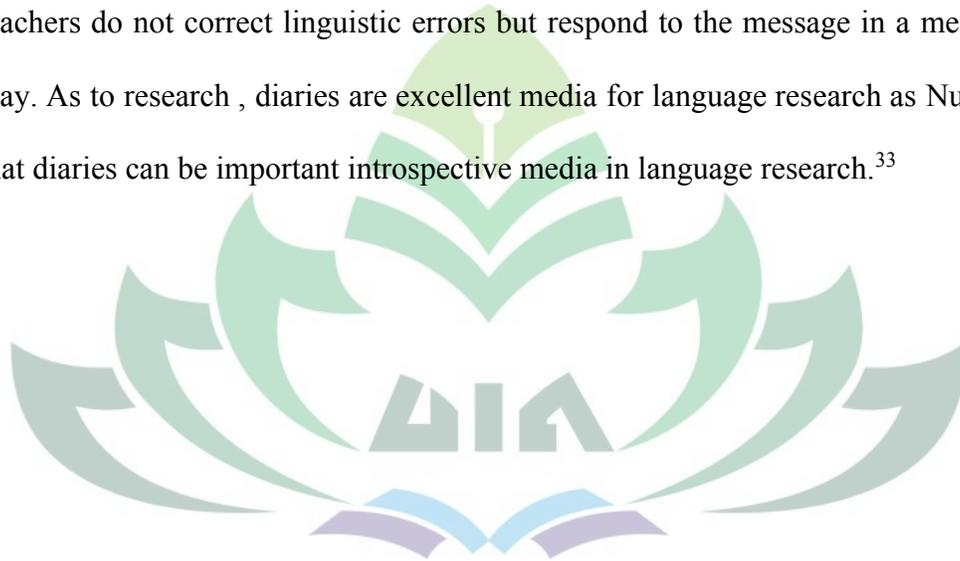
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<sup>31</sup> Diane Ketelle, *Talking to Myself: Diary as a Record of Life Proces*, *International Journal of Humanities and Social Science*, Vol. 2 No. 7, 2012, p. 34.

<sup>32</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (San Francisco: Longman, 2001), p. 344.

because it happened and told by someone personally. The diary yields highly individual language learning stories. It is very often unique to individual learners. It is accounts of the learner's preferences and aversions, likes and dislikes concerning their language learning.

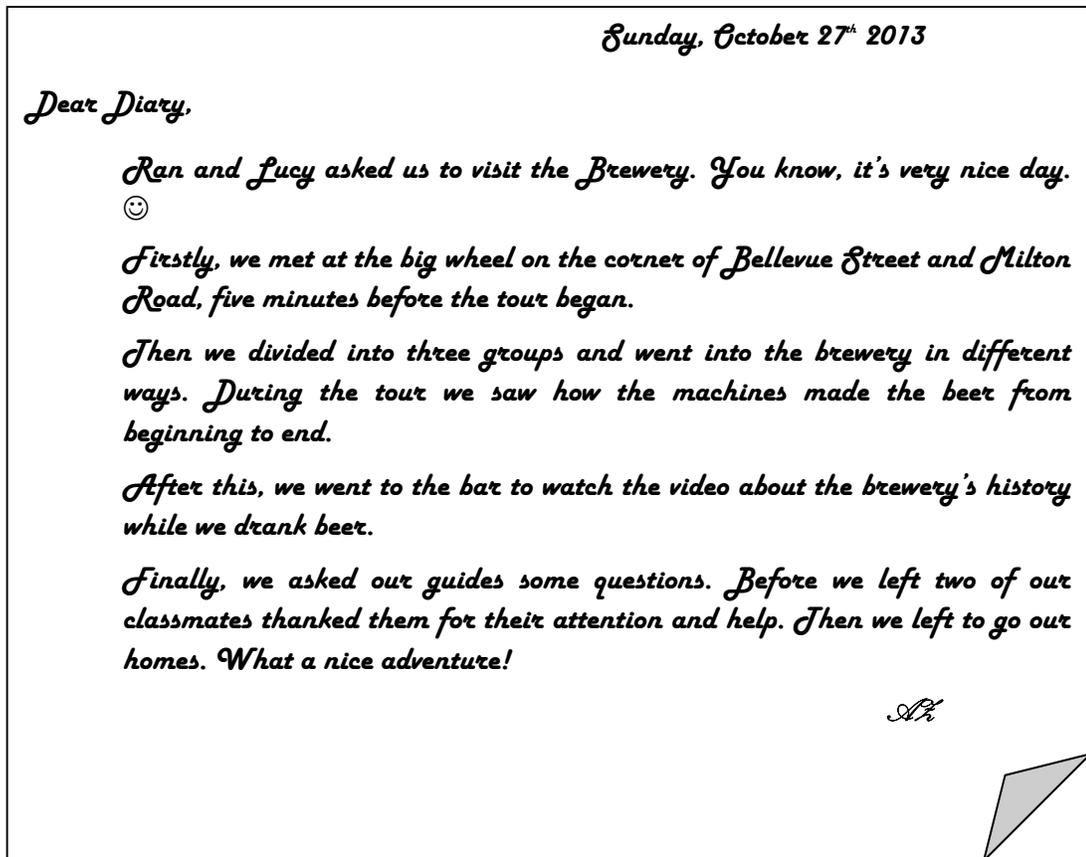
According to Bagheri and Pourgharib, diary usually focus on meaning rather than from where learners send a message about a topic of interest to them. Similarly, teachers do not correct linguistic errors but respond to the message in a meaningful way. As to research , diaries are excellent media for language research as Nunan says that diaries can be important introspective media in language research.<sup>33</sup>



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<sup>33</sup> Hanan A. Taqil et al, *The Effect of Diary Writing on EFL Students' Writing and Language Abilities*, *British Journal of Education*, Vol. 3 No. 2, 2015, p. 76-77.

The following is an example of writing diary.



Based on the explanation above, the writer concludes that writing diary is writing a permanent personal record where people write thoughts, feelings, reactions, and response to something happened, which takes conscious attention and is included in self-writing category.

## **7. Procedures of Teaching Writing by Using Writing Diary**

There are some steps to do writing diary activities, such as:

- a. The teacher explains to the students about what writing diary is.

- b. Then, the teacher explains to the students how they are going to use their diary.
- c. The students wrote diary entries, after which the teacher collected the diaries.
- d. The teacher then read each diary and at the end of each entry wrote a comment. The comment encourages self expression and more writing. Some comments are about interesting topic, and the topics that the teacher would have liked to hear more about. However the teacher does not comment on the vocabulary employed or grammatical mistakes (as the main goal is continuously writing)
- e. The diaries are returned to the students in the next day and the students requested to continue writing.
- f. In the class the teacher pinpoints main features in diary writing. The students discuss the difficulties they faced, and the things they might change starting the next entry.
- g. The teacher sets a time limit for diary writing (15-20 minutes) and use a timer, so students know when they should be finished.
- h. In the next, the diaries are collected to view the amount of writing, and connect the comments with the change in writing styles and quantity.<sup>34</sup>

## **8. Advantages and Disadvantages of Using Writing Diary**

The students especially young learners will enjoy the school activities when the teacher using some medias in their activity, such as using writing diary in the writing subject. Brown mentions that diary or journal writing where students write thoughts,

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<sup>34</sup>*Ibid*, p. 81.

feelings, reactions, and response to something happened is included in self-writing category, or writing with only the self in mind as an audience.<sup>35</sup> In addition, according to John, there are two advantages of using diary as follows:

**a. Student Motivation Increased After Midterms**

Students may have lowered their affective filters after this exam. I noted that student motivational strategies aided the overall energy and became useful in maintaining strong involvement

**b. Mood and Humor in the Classroom**

Humor helps decrease anxieties and contributed to class learning. The smiles and jovial 13 exchanges were contagious within the learning environment. Simple occurrences of humor were understood by most students and kept them engaged. This increased the class energy and helped me recognize the benefits of humor.<sup>36</sup>

Besides the advantages, the using writing diary also has the disadvantages as follows:

**a. Authenticity and Validity Dilemma.**

Being both the writer and the subject of the writing inherently made the experience subjective, creating a validity issue relative to diary-writing as a research tool.

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<sup>35</sup> H. Douglas Brown, *Op. Cit.*, p. 344.

<sup>36</sup> Sarah Jones. *Professional Development Through Individual Diary Writing*. MA TESOL / TEFL Module 1. 2008 p.12.

**b. Self-Observation Limitation**

There are “difficulties of evaluating its ultimate effectiveness as an agent for either personal or instructional change.” The diary insight felt limited by students mental capabilities.

**c. Diary Time Commitment**

Diary keeping takes self-discipline and commitment. Work priorities, professional responsibilities, and unavoidable incidents habitually interfered with diary writing after class. Thus, late diary entries were often less accurate than ones done at my set.<sup>37</sup>

From both explanations above, it can be taken a note that writing diary do not always have the advantages to design in the writing classroom activity, but also have the disadvantages.

**B. Frame of Thinking**

Based on the frame of theory above, the writer comes to frame of thinking. The writer thinks that writing is a productive skill demanding someone to be able to express his or her ideas, thoughts or feelings in written form by regarding its process and elements, which will be assessed to produce good writing product, which will last for long time and be read by the readers. One of the product of writing is text and one of the texts is recount text.

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<sup>37</sup> *Ibid*, p. 13.

Recount is a text retelling about past events (experiences) whether to inform or entertain, or both, whose the generic structures are orientation, events and some have re-orientation. Every student needs to produce or compose a recount text correctly that can be shown by the recount text made by them, which fulfills the criteria of a good recount text, such as the correct use of language features and correct use of generic structure that are included in writing assessments (content, organization, vocabulary, language and mechanics). To fulfill this task for students to be able to write good recount, they need to exercise themselves not only in school but also in their house or other places.

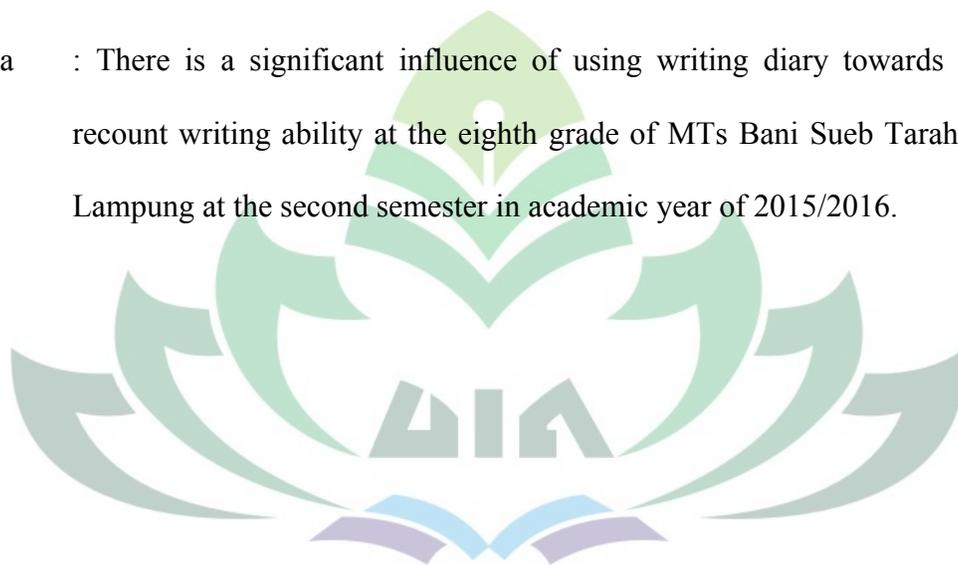
On the case of recount writing, writing diary is one way to help them to be easy in writing recount, for it can be included in the kind of recount namely personal recount in which someone tell what he or she feels in the past time. In addition, we know that writing diary is writing a permanent personal record where people write thoughts, feelings, reactions, and response to something happened, which takes conscious attention, and is included in self-writing category. In teaching writing recount, the teacher should give the real model, in this case the real story of the students. Hence, by using writing diary which has contents about their experiences, the writer assumes that it can use be used to grow and exercise students' writing recount ability. On the other hand, teaching writing recount from the writing dairy will help the students to produce good writing in English. Therefore, it is clear that writing diary can be used in teaching and learning writing recount text in English subject especially.

### C. Hypothesis

Based on the theoretical assumptions above, the writer formulates the hypotheses as follows:

$H_0$  : There is no significant influence of using writing diary towards students' recount writing ability at the eighth grade of MTs Bani Sueb Tarahan South Lampung at the second semester in academic year of 2015/2016.

$H_a$  : There is a significant influence of using writing diary towards students' recount writing ability at the eighth grade of MTs Bani Sueb Tarahan South Lampung at the second semester in academic year of 2015/2016.



## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

In order to know whether there was significant influence of students' writing recount ability by using writing diary, the writer conducted an experimental research. It is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s).<sup>1</sup> In the case of this research, the writer selected two classes which applied two different independent variables; one as experimental class and another one as control class. For the experimental class, the writer used writing diary as a tool in teaching writing recount. Meanwhile, the writer used controlled writing for the control class in teaching writing recount.

Furthermore, the writer used quasi-experiment research design. It was lack randomization but employs other strategies to provide some control over extraneous variables. It was used, for instance, when intact classrooms were used as the experimental and control groups.<sup>2</sup> The research design was presented as follows:

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<sup>1</sup> Donald Ary, et al., *Introduction to Research in Education* (8<sup>th</sup> ed) (Belmont: Wadsworth, 2010), p. 265.

<sup>2</sup>*Ibid*, p. 302.

G1 (random) T1 X T2
G2 (random) T1 O T2

Where:

G1= experimental class

G2= control class

T1 = Pre- test

X = Treatments by writing diary

O = Treatments by using controlled writing

T2= Post-test<sup>3</sup>

## B. Research Variables

There were two variables in this research; dependent and independent variables. The independent variable (X) is called “independent” because it is independent of the outcome being measured. More specifically, the independent variable is what causes or influences the outcome. The dependent variable (Y) is called “dependent” because it is influenced by the independent variable.<sup>4</sup> In this research, the dependent variable is students’ writing recount ability and the independent variable is writing diary.

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<sup>3</sup> Ag. Bambang Setiadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing* (Jogjakarta: Graha Ilmu, 2006), p. 135.

<sup>4</sup> Geoffrey Marczyk, et al. *Essentials of Research Design and Methodology* (New Jersey: John Wiley & Sons, Inc., 2005), p. 46.

### C. Operational Definition of Variables

1. Students' recount writing ability is the ability of students to produce or compose a text telling about past experiences, which fulfills such criteria as content, organization, vocabulary, language and mechanics.
2. Writing diary is a kind of tools in teaching writing used by the teacher to help students build confidence and skill as writers because they find it easy to write down their ideas on paper; the students can write their experiences in the past, so that it helps the students to improve and learn more about writing English.

### D. Population

Population is all individuals of interest to the researcher.<sup>5</sup> Population in this research was the eighth grade of the second semester students of MTs Bani Sueb Tarahan South Lampung in academic year of 2015/ 2016. It consisted of 104 students.

**Table 2**

**The Number of the Eighth Grade Students of the Second Semester in MTs Bani Sueb Tarahan South Lampung in Academic Year of 2015/ 2016**

No	Class	Number of students
1	A	36
2	B	36
3	C	32
Total		104

*Source: English Teacher of MTs Bani Sueb Tarahan South Lampung*

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<sup>5</sup> *Ibid.*, p. 18.

### **E. Sample and Sampling Technique**

Sample is a subset of the population.<sup>6</sup> The sample of this research was chosen by using Cluster Random Sampling. It was referred to as cluster sampling because the unit chosen was not an individual but, rather, a group of individuals who were naturally together.<sup>7</sup> The writer used lottery to choose the classes as sample. The writer selected two classes as the sample; experimental class and control class. The writer provided three pieces of paper and write the class names (A, B, C) on each paper. Then they were rolled and put in a box. After that, the box was shaken, and then the writer took two pieces of the rolled paper one by one. The first paper chosen was opened, and the class written was the experimental class. Then the writer took the second paper, and the class written was the control class.

### **F. Procedure of the Research**

In conducting the research, the writer did the following steps.

#### **1. Determining the population**

The writer determined the population. In this research, the writer chose the eighth grade of the second semester students of MTs Bani Sueb Tarahan South Lampung in academic year of 2015/ 2016.

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<sup>6</sup> *Ibid.*, p. 18.

<sup>7</sup> Donald Ary, et al., *Op. Cit.*, p. 154.

## 2. Finding the sample

The population of the research was students of two classes of the eighth grade of the second semester students of MTs Bani Sueb Tarahan South Lampung in academic year of 2015/ 2016.

## 3. Determining the instrument

In this research, the writer used writing test of recount text.

## 4. Trying out the instrument

Before distributing the instruments to collect the data of the research, the writer tried out them first in order to guarantee the instruments was valid.

## 5. Distributing the instruments

After having valid instruments of the test, the writer distributed them to the students.

## 6. Analyzing the data

The data were analyzed by using t-test to investigate whether there was significant influence of using writing diary towards students' recount text writing ability at the eighth grade of MTs Bani Sueb Tarahan South Lampung at the Second Semester in The Academic Year of 2015/ 2016.

### **G. Data Collection Technique**

Collecting data is the most important thing in conducting the research. The data of this research were collected by administering the test to the students. In this case, the test has two kinds as follow.

### 1. Pre-test

Pre-test was used to know the students' writing recount ability before the treatment. The test is in written form in which the students should write the recount texts. The result of each students was analyze and scoring to know the students' writing recount ability before given the treatment.

### 2. Post-test

Post-test was used to know the students' writing recount ability after they were taught by writing diary. The system and degree of difficulty of the post-test will same as the pretest because both of them used to measure the students' writing recount ability.

## **H. Research Instrument**

Arikunto states that research instrument is a device used by the writer during the data collection.<sup>8</sup> The instrument in this research was test. The writer used written test form and it was a recount text. The tests were used are pre-test and post-test. Pre-test was given to check the students' ability in writing recount before treatment. Post-test was used to gain the data of the students' ability in writing recount after the treatment.

### 1. Pre-test Instrument

For the pre-test instrument, the students were asked to write a recount based on one of the following topics. They were asked the text with one topic.

#### a. Embarrassing moment

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<sup>8</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), p. 149.

- b. Terrifying day
- c. The most exciting day
- d. Sad moment

## 2. Post-test Instrument

For the post-test instrument, the students were asked to write a recount based on one of the topics like in the pre-test. They were asked to write the text with one topic.

The writer asked the students to write a recount text consisting at least 70 words in 60 minutes by considering aspects of writing assessment. To know that the students write about 70 words, the writer counted the words of their text manually.

After giving the test above, the collected data were scored. The scoring was used to measure their writing recount ability. There are some aspects to be scored in writing, the writer used the assessment scale for written work proposed by Tribble as follows.<sup>9</sup>

1. Content (the ability to think creatively and develop thoughts)
2. Organization (the ability to write in an appropriate manner)
3. Vocabulary (the ability to use language thoughts)
4. Language use (the ability to write in an appropriate sentence)
5. Mechanics (the ability to use correctly those conventions peculiar to the written language punctuation and spelling) (see appendix 1)

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<sup>9</sup> Christopher Tribble, *Language Teaching Writing* (Chine: Oxford University Press, 1996), pp. 130-131.

To minimize subjectivity, the writer used interrater. It was done by two raters who examine the students' writing test. The raters were the writer and the English teacher.

## **I. Validity**

According to Gronlund quoted by Brown, validity is that the extent to which inferences made from assessment results should be appropriate, meaningful, and useful in terms of the purpose of the assessment.<sup>10</sup> In short, a good instrument has a high validity, meanwhile the instrument which is lack of lack of goodness has a low validity. An instrument can be called valid if it can show the data of variable are researched correctly. To measure the validity of the instrument, the writer used content validity and construct validity.

### **a. Content Validity**

Content validity is a type of evidence in which the content of test is judged to be representative of a larger domain of content. To get content validity, the test was suited with the material taught to the students. In other words, the writer made the test based on the material in the syllabus used in MTs Bani Sueb Tarahan South Lampung in academic year of 2015/ 2016. Then, the writer consulted to the English teacher to determine whether the instruments had fulfilled the content validity or not. After analyzing the items, he assumed that the items were valid. He said that the

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<sup>10</sup> H.D. Brown, *Principle of language and Teaching* (4<sup>th</sup> ed) (New Jersey: Longman, 2007), p. 19.

instruments were valid, because the instruments had high reliability and suitable with the curriculum in the school.

### **b. Construct Validity**

Construct validity focuses on the kind of test that is used to measure the ability. According to Setiyadi, construct validity is used to measure perception, language behavior, motivation, even the language ability.<sup>11</sup> In this study, the writer asked the English teacher in the school to determine whether the instruments had fulfilled the construct validity or not. Then after analyzing the items, he assumed that the items were valid. He said that the instruments were valid, because the instruments had high reliability and suitable with the curriculum in the school.

### **J. Readability**

To know readability of the essay test instrument, the writer followed Kouamé's research. The students of try out sample was asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 described an item that is easy to read and 10 described an item that is difficult to read. After that, the writer measured the mean of each item. Based on the finding of Kouamé's journal, if the mean of all items of the instrument text has mean under 4.46, the instrument was quite readable and understandable by the readers or test takers.<sup>12</sup>

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<sup>11</sup>Ag. Bambang Setiyadi, *Op Cit*, p. 26.

<sup>12</sup>Julien B. Kouamé, Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants, *Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010* (Michigan: Western Michigan University, 2010), p. 133.

## K. Data Analysis

### 1. Normality Test

To measure the normality test, the writer used Lilliefors test as follows:<sup>13</sup>

- a. Arrange the sample's data from the lowest until the highest
- b. Determine the score Z from each data by using the following formula:

$$Z = \frac{x - \bar{x}}{s}$$

- c. Count the cumulative frequency of each Z score S(z),

$$S(z) = \frac{f_{cumulative}}{n}$$

- d. Count the differential of  $F(Z_i) - S(Z_i)$
- e. Determining the  $L_0$  score with the  $L_{critical}$  highest score, compared to the score from the table of Lilliefors.
- f. The hypotheses for the normality test are formulated as follows :

$H_0$  : the data are normally distributed

$H_a$  : the data are not normally distributed

- g. The criteria are as follows :
  1.  $H_0$  is accepted if  $L_{observed}$  is lower than  $L_{critical}$ , means the distribution of the data is normal.
  2.  $H_a$  is rejected if  $L_{observed}$  is higher than  $L_{critical}$ , means the distribution of the data is not normal.

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<sup>13</sup> Sudjana, *Metode Statistika* (6<sup>th</sup> ed) (Bandung: Tarsito, 2005), p. 466.

## 2. Homogeneity Test

This test was intended to test whether the variance of the data in the experimental class and in the control class is equal or not. The formula is:

$$= \frac{\sum (x - \bar{x})^2}{n} \text{ --- Where: } = \frac{\sum (x - \bar{x})^2}{n}$$

Notes:

: The larger variance

: The smaller variance<sup>14</sup>

The hypotheses for the homogeneity test are formulated as follows :

$H_0$  : data have the homogenous variances

$H_a$  : data have not homogenous variances

The criteria are:

- a.  $H_0$  is accepted if  $F_{\text{observed}}$  is lower than or equal to  $F_{\text{critical}}$  means the variance of the data is homogenous.
- b.  $H_a$  is rejected if  $F_{\text{observed}}$  is higher than  $F_{\text{critical}}$  means the variance of the data is heterogonous.

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<sup>14</sup> *Ibid*, p. 249.

### 3. Hypothetical Test

To measure the hypothesis, the writer used formula as follows :

$$= \frac{\sum (d)}{N}$$

Notes:

Md : Means of different between pre-test and post-test

N : Subject in a sample

$\sum X^2d$  : Total quadrant deviation<sup>15</sup>

The hypotheses are :

H<sub>0</sub> : There is no significant influence of writing diary activity towards students' recount text writing ability at the eighth grade of MTs Bani Sueb Tarahan South Lampung at the second semester in the academic year of 2015/2016.

H<sub>a</sub> : There is significant influence of writing diary activity towards students' recount text writing ability at the eighth grade of MTs Bani Sueb Tarahan South Lampung at the second semester in the academic year of 2015/2016.

The criteria are as follows:

H<sub>0</sub> is received if  $t_{\text{observed}} < t_{\text{critical}}$

H<sub>a</sub> is received if  $t_{\text{observed}} > t_{\text{critical}}$

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<sup>15</sup> Suharsimi Arikunto, *Op. Cit*, p .306.

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Profile of MTs Bani Sueb Tarahan South Lampung**

MTs Bani Sueb is located on Jl. Soekarno Hatta KM. 20 Tarahan, Katibung South Lampung. This school was established on Augustus 1<sup>st</sup>, 2010. The activities of teaching learning process are done in the morning. The classes begin at 07.15 A.M in the morning and finish at 13.15 P.M, except on Friday, which up to 11.30 A.M. The students have to learn four subjects every day but three subjects on Friday. Every 10 minutes before they started lesson in the morning, they also have to read Qur'an guided by teacher. The name of the headmaster is Samsul Ma'arif, S.Ag., M.Pd.I.

In this school, there are some extracurricular activities for the students, like; Rohis, Scout, PMR, Futsal, Basket Ball, and Music. Then, there are some offices, namely headmaster office, teacher office, BK office, UKS, OSIS and administration office. This school has also mosque, library, and computer laboratory. As sport facilities, the school provided a futsal court as multifunction place for other sport and as the field flag-raising ceremony, which is held every Monday morning.

In 2015/2016 academic year, MTs Bani Sueb has 15 teachers, 2 staff officers and 1 security.

**Table 3**  
**Data of Teachers at MTs Bani Sueb Tarahan South Lampung in the Academic**  
**Year of 2015/2016**

No.	Name of Teachers	Subject
1	Samsul Ma`arif, M.Pd.I	Headmaster/ Islamic Education
2	Amron Bangsawan, S.Pd.I	Counceling
3	Samsul Bahri, S.Pd	English
4	Fahriah, S.Pd	Bahasa
5	Arnawati, S.Pd	Bahasa
6	Romiyati, S.Pd	Sosial Sciences
7	Nur Aprianti, S.Sos.I	Civilization/SKI
8	Khusnul Khotimah, S.Pd	Aqidah Akhlak
9	Zakiyuddin Nurza	Civic Education
10	Meilina, S.Si	Science
11	Mislaiana, M.Pd.I	Arabic
12	Muhammad Syaikhul Fatri	Civic Education
13.	M. Nurjaman, S.Si.	Computer
14	Yanis Khairunnisa, S.Pd.	Math
15	Mu'tin Raudhatul Jannah	BPI

**Table 4**  
**Data of Students at MTs Bani Sueb Tarahan South Lampung in the Academic Year of 2015/2016**

Class		Number of Students
	VII A	36
	VII B	35
	VII C	33
	VIII A	36
	VIII B	36
	VIII C	32
	IX A	36
	IX B	32
<b>Total</b>		<b>276</b>

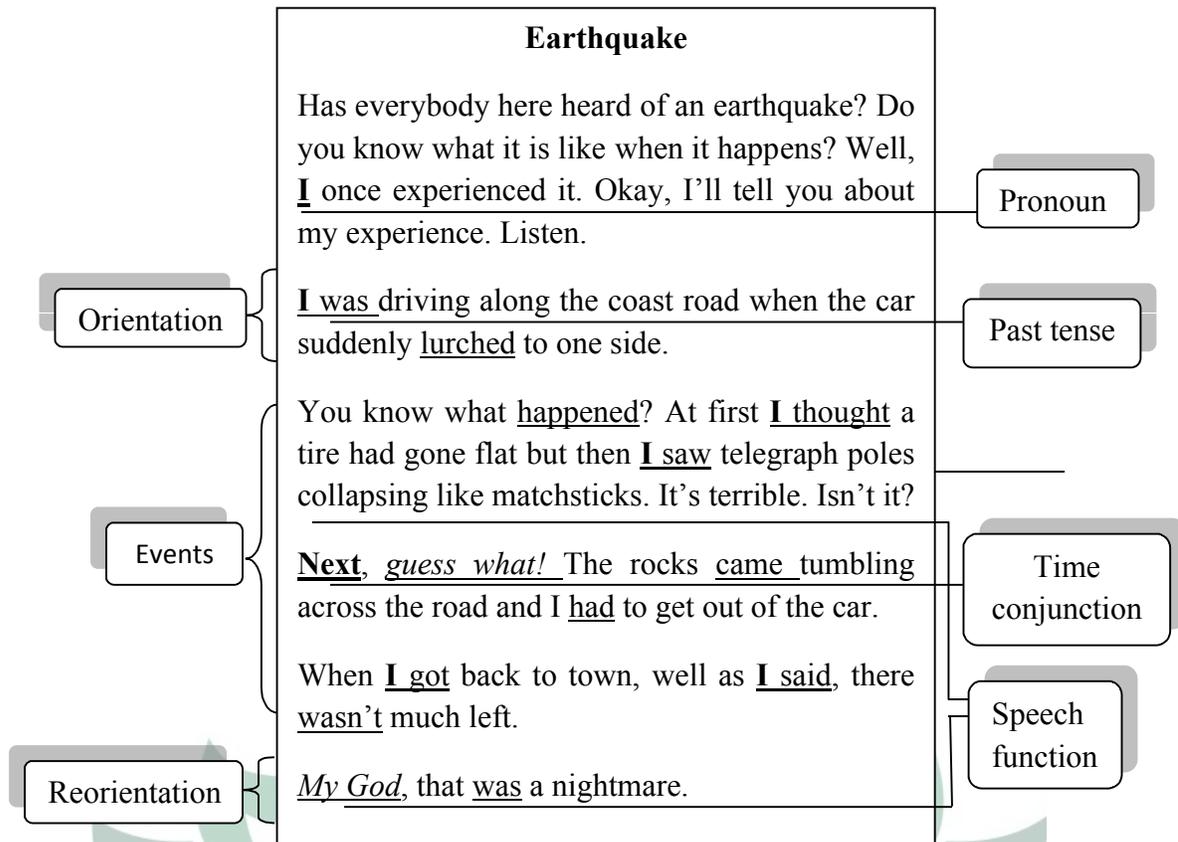
### **B. Description of the Treatment**

In MTs Bani Sueb Tarahan South Lampung, the English subject was taught twice in a week. This research was conducted in five meeting. Each meeting held on 90 minutes. On Tuesday, January 5<sup>th</sup>, 2016, the writer administered pre-test in experimental class (VIII A) and in control class (VIII B). In the next meeting, the writer gave the treatments. The treatments were held in three times, it began on Wednesday, January 6<sup>th</sup>, 2016 until Tuesday, January 19<sup>th</sup>, 2016. After the treatments, the writer administered the post-test on Wednesday, January 20<sup>th</sup>, 2016.

## 1. First Treatment

The first treatment held on Wednesday, January 6<sup>th</sup> 2016. At the beginning of the research, the writer found out the students looked nervous, confuse and uncomfortable. Then, the writer asked the class whether they often retell their experience to other people or not. Most of the students answered that they often do that. Then the researcher asked them whether they like to write their experience on a diary or not. Most of female students and some male students answered 'yes'. Here, the writer tried to activate students' background of knowledge before stepping to the core activity. It was intended to introduce the topic they were going to learn, that was how to retell an experience, past activities, that was recount text.

The next step of teaching was presentation. Here, the explained about recount paragraph then the writer mentioned the generic structure, and the function of recount paragraph. After that the writer gave an example of recount text by telling a story and gave students the script of the story at first. Next, the students were asked to work in pair to analyze how the text is arranged, and also the grammatical rules used in the text because they were assumed had had the basic knowledge of past tense. After that, they were asked to share the result of the pair discussion to be discussed by the class. After discussing, teacher clarified the result by giving another sheet of paper containing the same story as it is given before, but completed with the result of the analysis as follows:



## 2. Second Treatment

In the second treatment held on Tuesday, January 12<sup>th</sup> 2016, it was better that the first because the students felt more enjoyable with the material. In this treatment, the writer asked about the material in the previous meeting that was about aspect writing recount paragraph and discussed more about it. Then, the writer led the students to the strategy to write. In experimental class, students were asked to make a sentence describing what they felt the day before. Then, they should add some more ideas to support the sentence they had made before. The ideas could be what made them feel

so, why did they feel so, where it happened, and many other ideas that they freely wrote. After that, students were asked to rearrange their ideas written to make a good paragraph. While the students did the tasks the writer controlled their work. The students looked interested in teaching learning process. Next, the writer showed an example of diary writing to make them aware that they had written a diary. It was intended to motivate students to write more diaries later because they had known how to make it.

### **3. Third Treatment**

The last treatment held on Tuesday, January 19<sup>th</sup> 2016. It was like in previous treatment, the writer asked the students about the material in the previous meeting and discussed about the students' task in previous meeting. The writer distributed students' writing task to see their improvement and asked them to pay attention on their writing, what mistakes they have. Then the writer gave examples to correct their mistake. And then the writer explained again about the aspects in writing recount paragraph, then giving example again about recount paragraph in diary writing form. After that the writer asked the students to make a recount text in their own words. As post activity, some students were asked to read their writing in front of the class. The students seemed to enjoy the activities on that day

## C. Result of the Research

### 1. Result of the Pre-test in Control Class

The pre-test of control class was administered on January 5<sup>th</sup>, 2016 in class VIII B. It was the first meeting, the writer conducted pre-test in order to find out the previous students' ability in recount text writing. The analysis shown that the mean score pre-test control class was 63.58, the highest score was 72 and the lowest was 52. Which there are 9 students got scores higher than 70 and 27 students got scores lower than 70. It shows that only 25% of the total of students got score that fulfilled the standard.

**Table 5**  
**Students' Score of Pre-test in Control Class**

No	Interval Score	Number of Students	Percentage
1	50-59	10	27.8%
2	60-69	17	47.2%
3	70-79	9	25%
4	80-89	-	-
Total		36	100%

### 2. Result of Pre-test in experimental Class

The pre-test of experimental class was administered on January 5<sup>th</sup>, 2016 in class VIII A. The writer also gave pre-test in experimental class to know their recount text writing ability. While the experimental class the mean score was 63.05, the highest score was 74 and the lowest was 51. Which there are 4 students got scores higher than 70 and 32 students got scores lower than 70. It shows that only 11.1% of the total of students got score that fulfilled the standard.

**Table 6**  
**Students' Score of Pre-test in Experimental Class**

<b>No</b>	<b>Interval Score</b>	<b>Number of Students</b>	<b>Percentage</b>
1	50-59	8	22.2%
2	60-69	24	66.7%
3	70-79	4	11.1%
4	80-89	-	-
Total		36	100%

### 3. Result of Post-test in Control Class

The writer conducted post-test in order to know students' recount text writing ability after using controlled writing as a tool in teaching. It was administered on January 20<sup>th</sup>, 2016 in class VIII B. The analysis shown that the mean score post-test control class was 66.58, the highest score was 73 and the lowest was 57. Which there are 11 students got scores higher than 70 and 25 students got scores lower than 70. It shows that only 30.6% of the total of students got score that fulfilled the standard.

**Table 7**  
**Students' Score of Post-test in Control Class**

<b>No</b>	<b>Interval Score</b>	<b>Number of Students</b>	<b>Percentage</b>
1	50-59	2	5.6%
2	60-69	23	63.9%
3	70-79	11	30.6%
4	80-89	-	-
Total		36	100%

#### 4. Result of Post-test Experimental Class

After conducting the three meetings of treatment, the writer gave the post-test to the sample. The writer conducted post-test in order to find out the students' development in writing recount text after they got treatment by using writing diary. The post-test was administered on January 20<sup>th</sup>, 2016 in class VIII A. The mean score of post-test was 69.89, the highest score is 76 and the lowest score is 58. Which there are 22 students got scores higher than 70 and 14 students got scores lower than 70. It shows that only 61.1% of the total of students got score that fulfilled the standard.

**Table 8**  
**Students' Score of Post-test in Experimental Class**

No	Interval Score	Number of Students	Percentage
1	50-59	2	5.6%
2	60-69	12	33.3%
3	70-79	22	61.1%
4	80-89	-	-
Total		36	100%

**Table 9**  
**Comparison between Pre-test and Post-test Score**

No	Class	Pre-test	Post-test
1	Control class	63.58	66.58
2	Experimental class	63.05	69.89

## D. Result of Data Analysis

### 1. Result of Normality Test

- The hypotheses for normality test are formulated as follows:

Ho : the data are normally distributed

Ha : the data are not normally distributed

- The criteria of the test:

Ho is accepted if  $L_{observed} \leq L_{critical}$ , it means that the distribution of the data is the normal distribution.

Ha is rejected for  $L_{observed} \geq L_{critical}$ , it means that the distribution of the data is not normally distributed.

**Table 10**  
**Normality of the Experimental and control Class**

Class	Pre-test		Post-test		Conclusion
	$L_{observed}$	$L_{critical}$	$L_{observed}$	$L_{critical}$	
Control	0.1097	0.1476	0.0724	0.1476	Normal
Experimental	0.0590	0.1476	0.0906	0.1476	Normal

Based on the table above, it can be seen that in experimental and control class shown  $L_{observed} \leq L_{critical}$ . So, the conclusion is that the population is in the normal distribution. (see appendices 13-16)

## 2. Result of Homogeneity Test

- The hypotheses tested are:

$H_0$  : the variance of the data is homogeneous

$H_a$  : the variance of the data is not homogeneous

- The criteria of the test are as follows:

$H_0$  is accepted if  $F_{observed} < F_{critical}$

$H_0$  is refused if  $F_{observed} > F_{critical}$

**Table 11**  
**Homogeneity Test**

-	The biggest variant	The smallest variant	$F_{observed}$	$F_{critical}$	Conclusion
Pre-test	32.48	30.23	1.07	1.83	
Post-test	20.84	17.91	1.16	1.83	

Based on the table above, it can be seen at the result of the test in pre-test and post-test are 1.07 and 1.16 while the  $F_{critical}$  at the significant level of 0.05 1.83. It prove that  $H_0$  is accepted because  $F_{observed} < F_{critical}$ . It means that the variance of the data is homogenous. (see appendices 19)

## 3. Result of Hypothetical Test

- The hypotheses tested are:

- $H_0$  : There is no significant influence of writing diary activity towards students' writing recount ability at the eighth grade of MTs Bani Sueb

Tarahan South Lampung at the second semester in the academic year of 2015/2016.

- $H_a$  : There is a significant influence of writing diary activity towards students' writing recount ability at the eighth grade of MTs Bani Sueb Tarahan South Lampung at the second semester in the academic year of 2015/2016.

- The criteria of the test:

$H_a$  is accepted if  $t_{\text{observed}} > t_{\text{critical}}$

$H_0$  is rejected if  $t_{\text{observed}} < t_{\text{critical}}$

Based on  $t_{\text{test}}$  calculation (see appendix 20) obtained  $t_{\text{test}} = 1.85$ .  $t_{\text{critical}}$  at degree of significance 5% and  $df = N_x + N_y - 2 = 36 + 36 - 2 = 70$  gain  $t_{\text{test}} = 1.6669$ . since  $1.85 > 1.6669$ ,  $H_0$  is refused and  $H_a$  is accepted. It means that the treatment had influence of using writing diary towards students writing recount ability. So, alternative hypothesis is accepted.

From the explanation above, it can be seen that the writing score of the students after being treated by using writing diary are higher than using controlled writing.

## **E. Discussion**

The research result has shown that there is any significant influence of using writing diary towards students' recount writing ability. From the result above, we can seen

that the average score of students' writing recount ability who are taught using writing diary higher than who are taught using controlled writing.

Besides that, writing diary can used to teaching writing because the students felt easy to understood about verb in recount. There are five components can develop in students' writing, including content, organization, vocabulary, grammar, and mechanics. It happened because through writing diary, the students tried to write and explore their idea in making recount paragraph.

In the test, the average score of pre-test and post-test of the students in experimental class is 67.48 and 73.17. It shows that post-test score of the class is better than pre-test. Based on the result, the writer concluded that there is a significant influence of writing diary towards students' recount text writing ability at the eighth grade of MTs Bani Sueb Tarahan South Lampung at the second semester in the academic year of 2015/2016.

At the beginning of the activity, the pre-test was administered to know students' ability in recount paragraph writing before they were given treatments by the writer. The students were taught using writing diary. Writing diary is one of the medias can be used to teaching writing. It is supported by Taiba who states that the use of diary writing as a tool for language practice and learning enhancement in an EFL

classroom.<sup>1</sup> The students will be easier to flow ideas in their mind and put it into written form. In addition, the result of the research which conducted by Nurul Hidayati showed that writing diary can be used to improve the students' writing ability.<sup>2</sup> In the treatment process, the writer gave the example of writing diary. For students' writing, the writer asked the students to made sentences, then related their sentences to be a good paragraph.

There were some problems encountered by the writer during implementation writing diary in teaching writing. The students always open dictionary to find meaning of the words, so they need many time to practice writing. Then the students were confused to relate the sentences to be paragraph.

Based on the analysis of the data and the testing of hypothesis, the result of t\_test shown that  $t_{test} = 1.85$ .  $t_{critical}$  at degree of significance 5% and df 69 gain  $t_{test} = 1.6669$ . Since  $1.85 > 1.6669$ , the null hypothesis ( $H_0$ ) was refused and the alternative hypothesis ( $H_a$ ) was accepted. It means that the treatment had influence of the students' score. In short, the alternative hypothesis is accepted.

From the analysis above, the writer knew that the students who taught using writing diary got better result than the students without using writing diary. It can be seen that the writing score of the students after being treated by using writing diary are higher

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<sup>1</sup> Taiba M. Sadeq et al, *EFL Writing Students Perception of The Effect of Diary Writing*, *International Journal of English Language Teaching*, Vol. 3 No. 2, 2015, p. 54.

<sup>2</sup> Nurul Hidayati, *Improving Students' Recount Writing Ability through Writing Diary of the Second Year of MAN 1 Bandar Lampung* (Thesis, English Department, Tarbiyah and Teacher Training Faculty, Raden Intan State Institute for Islamic Studies of Lampung, 2010), p. 50.

than using controlled writing. It can be said that there is a significant influence of using writing diary towards students' recount text writing ability.



## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. Conclusion**

Based on the result of the data analysis, the writer concludes that there is a significant influence of using writing diary towards students' recount writing ability. It is supported by result of  $t_{test}$  where  $t_{observed} > t_{critical}$ , that is  $3.59 > 1.6669$  for level of significance 0.05. This also indicates that the alternative hypothesis ( $H_a$ ) is accepted. In other words, writing diary has significant influence on the students' recount writing ability at the eighth grade of MTs Bani Sueb Tarahan South Lampung at the second semester in the academic year of 2015/2016.

### **B. Suggestion**

Based on the research finding above, the writer would like to give some suggestions as follows:

#### **1. Suggestion for the Teacher**

- a. The writer found out that writing diary could increase students' writing ability. It means that using writing diary of teaching process is a good way to applied in the eighth grade of MTs Bani Sueb Tarahan South Lampung.

- b. The English teacher can help students to increase recount text writing ability by using other effective and relevant tools or media. This can be done, based on the tools or media, so they can develop their composition writing appropriately.
- c. The teacher should give motivations to the students in order to them to do several practices in writing.

## **2. Suggestion for the Students**

- a. The students should learn and be more seriously in learning English in order to develop and increase their writing ability.
- b. The students should practice to use English in their daily writing, with language they have learned with their environment even with their friends or teacher.
- a. The students also should have motivation to learn English in order to move their English ability. The students have to practice writing especially writing paragraph. The students should be more active in learning English. Never give up in study English and practice English as much as possible.

## **3. Suggestion for the School**

The school provides more English books and some teaching media to support the English teachers, moreover the students in teaching learning process. The school should provide facilities or other media that can be used by teacher to increase their ability in English.

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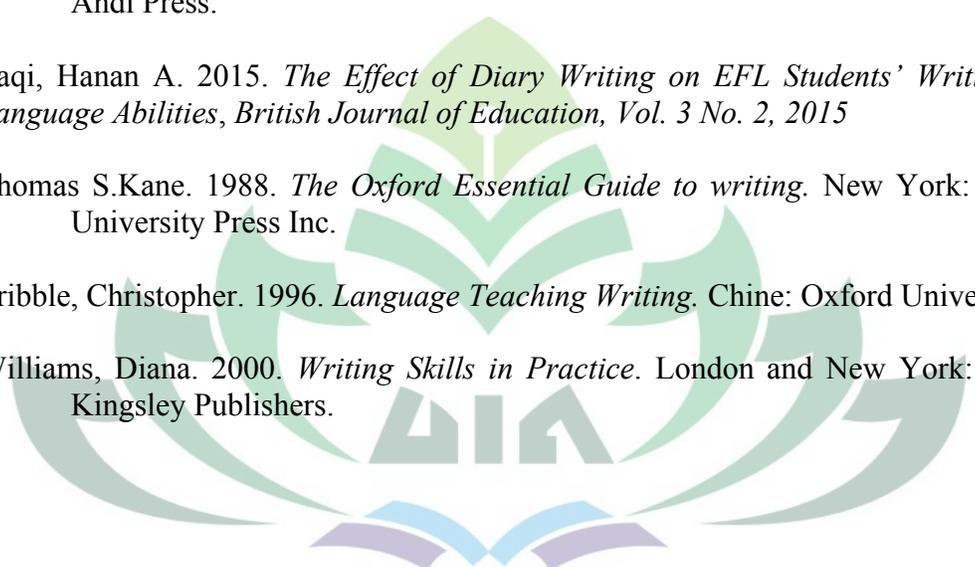
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## LESSON PLAN

Sekolah : MTs Bani Sueb Tarahan Lampung Selatan  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII (Delapan) / Genap  
 Pertemuan ke- : 1  
 Jenis Teks : Recount Text  
 Skill : Writing  
 Alokasi Waktu : 2 x 40 Menit (Control Class)

### A. Standar Kompetensi :

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

### B. Kompetensi Dasar :

- 6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

### C. Indikator

- Mengidentifikasi angkah-langkah retorika dalam menulis paragraph berbentuk recount
- Menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language and mechanic

### D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar:

- Siswa mampu mengidentifikasi angkah-langkah retorika dalam menulis paragraph berbentuk recount
- Siswa mampu menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language and mechanic

## E. Materi Pembelajaran

*A recount text* is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. Recount text retells events for the purpose of informing or entertaining.

The structure of the text:

- Orientation : The setting and introduce participants
- Events in time order : Tell what happened, in what sequence
- Re-orientation : Optional-closure of events/ending

Social function :

- To give the audience a description of what occurred and when it occurred
- To retell events for the purpose of informing or entertaining

The features are including Who? Where? When? Why?, noun or pronoun, and past tense.

Examples : *I, at home, last night, a book, I took....*

### 1. Lima aspek dalam writing

Lima aspek dalam writing antara lain:

- a. Content
- b. Organization
- c. Vocabulary
- d. Language
- e. Mechanic

### 2. Rhetorika structure yang digunakan dalam text recount

- a. Setting atau Orientation: berisi informasi mengenai latar belakang untuk membantu pembaca memahami cerita. Biasanya ada penjelasan mengenai **siapa, kapan, dimana dan mengapa**. Setting dan orientation ini biasanya ditulis dalam paragraf pertama.
- b. Kejadian (event): yang dielaborasi dan biasanya disusun dalam urutan waktu dari kejadian pertama sampai kejadian akhir.

- c. Re-orientation: kesimpulan berupa komentar mengenai kejadian yang telah dijelaskan sebelumnya. Biasanya sering merupakan komentar yang merefleksikan perasaan penulis tentang kejadian-kejadian yang disebutkan sebelumnya.

### 3. Recount Text

#### My Holiday

Last week I went to mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden and colourful flowers and a small fool.

We were very tired. However, I think it was really fun to have a holiday like this, I hope my next holiday wth be more interesting

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, We went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that We took a rest and had lunch under a big tree. Before We got home, We went to the zoo at Wonokromo. We went home in the afternoon.

#### F. Media Pembelajaran: Control Writing

#### G. Langkah-langkah Kegiatan

No	Kegiatan Pembelajaran	Alokasi Waktu	Pendidikan Karakter
1.	Kegiatan awal - Ucapan salam - Berdoa - Mengabsen	5 menit	Religius Cinta damai
2.	Kegiatan Inti Eksplorasi: - Guru menjelaskan lima aspek dalam writing - Guru menjelaskan retorikal structures yang	60 menit	Rasa ingin tahu Kerja keras

	<p>digunakan dalam teks recount</p> <ul style="list-style-type: none"> <li>- Memberikan leading question kepada siswa mengenai aktivitas/kegiatan yang telah dilakukan, kemudian jawaban-jawaban dari siswa lalu oleh guru ditulis di papan tulis</li> </ul> <p>Elaborasi:</p> <ul style="list-style-type: none"> <li>- Guru menyediakan vocab dalam bentuk regular verb dan irregular verb agar membantu siswa dalam menulis dengan baik</li> <li>- Guru memberikan contoh teks recount yang diikuti beberapa pertanyaan yang meliputi semua isi teks tersebut</li> </ul> <p>Konfirmasi:</p> <ul style="list-style-type: none"> <li>- Siswa diminta menjawab pertanyaan yang telah disediakan</li> <li>- Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan</li> </ul>		<p>Disiplin</p> <p>Komunikatif</p> <p>Demokrasi</p> <p>Toleransi</p> <p>Jujur</p> <p>Mandiri</p>
3.	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk mengecek tugas teman mereka dan mengoreksinya</li> <li>- Guru meminta siswa untuk mengumpulkan tugas</li> <li>- Guru menyimpulkan materi pelajaran</li> <li>- Guru memberi nasehat kepada siswa</li> <li>- Guru menutup pelajaran dengan mengucapkan salam</li> </ul>	15 menit	<p>Toleransi</p>

## H. Sumber dan Media

1. Look ahead book
2. White board, boardmarker, dictionary

## I. Penilaian

1. Teknik : Tulis

2. Bentuk : Essay

## J. Rubrik penilaian

*Aspek Penilaian Writing :*

No.	Aspek yang dinilai	Skor
1	Content	13-30
2	Organization	7-20
3	Vocabulary	7-20
4.	Punctuation	5-25
5.	Mechanic	2-5

Guru Bahasa Inggris

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## LESSON PLAN

Sekolah	: MTs Bani Sueb Tarahan Lampung Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / Genap
Pertemuan ke-	: 1
Jenis Teks	: Recount Text
Skill	: Writing
Alokasi Waktu	: 2 x 40 Menit (Experimental Class)

### A. Standar Kompetensi :

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

### B. Kompetensi Dasar :

- 6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

### C. Indikator

- Mengidentifikasi langkah-langkah retorika dalam menulis paragraph berbentuk recount
- Menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language and mechanic

### D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar:

- Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis paragraph berbentuk recount
- Siswa mampu menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language and mechanic

## E. Materi Pembelajaran

*A recount text* is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. Recount text retells events for the purpose of informing or entertaining.

The structure of the text:

- Orientation : The setting and introduce participants
- Events in time order : Tell what happened, in what sequence
- Re-orientation : Optional-closure of events/ending

Social function :

- To give the audience a description of what occurred and when it occurred
- To retell events for the purpose of informing or entertaining

The features are including Who? Where? When? Why?, noun or pronoun, and past tense.

Examples : *I, at home, last night, a book, I took....*

### 1. Lima aspek dalam writing

Lima aspek dalam writing antara lain:

- a. Content
- b. Organization
- c. Vocabulary
- d. Language
- e. Mechanic

### 2. Rhetorika structure yang digunakan dalam text recount

- a. Setting atau Orientation: berisi informasi mengenai latar belakang untuk membantu pembaca memahami cerita. Biasanya ada penjelasan mengenai **siapa, kapan, dimana dan mengapa**. Setting dan orientation ini biasanya ditulis dalam paragraf pertama.

- b. Kejadian (event): yang dielaborasi dan biasanya disusun dalam urutan waktu dari kejadian pertama sampai kejadian akhir.
- c. Re-orientation: kesimpulan berupa komentar mengenai kejadian yang telah dijelaskan sebelumnya. Biasanya sering merupakan komentar yang merefleksikan perasaan penulis tentang kejadian-kejadian yang disebutkan sebelumnya.

### 3. Recount Text

#### Earthquake

Has everybody here heard of an earthquake? Do you know what it is like when it happens? Well, I once experienced it. Okay, I'll tell you about my experience. Listen.

I was driving along the coast road when the car suddenly lurched to one side.

You know what happened? At first I thought a tire had gone flat but then I saw telegraph poles collapsing like matchsticks. It's terrible. Isn't it?

Next, *guess what!* The rocks came tumbling across the road and I had to get out of the car.

When I got back to town, well as I said, there wasn't much left.

*My God*, that was a nightmare.

#### F. Media Pembelajaran: Writing Diary

#### G. Langkah-langkah Kegiatan

No.	Kegiatan Pembelajaran	Alokasi Waktu	Pendidikan Karakter
1.	Kegiatan awal <ul style="list-style-type: none"> <li>- Guru memberi salam kepada siswa</li> <li>- Do'a</li> <li>- Guru mengabsen siswa</li> <li>- Guru memberikan gambaran kepada siswa tentang materi recount paragraph yang akan diajarkan</li> </ul>	5 menit	Religius  Cinta damai
2.	Kegiatan inti	65 menit	

	<p>Explorasi:</p> <ul style="list-style-type: none"> <li>- Guru menjelaskan tentang penulisan diari dan kaitannya dengan recount teks</li> <li>- Guru menjelaskan kepada siswa langkah menggunakan buku harian mereka</li> <li>- Guru meminta siswa menuliskan diari</li> <li>- Guru meminta siswa mengumpulkan hasil tulisan diari siswa</li> </ul> <p>Elaborasi:</p> <ul style="list-style-type: none"> <li>- Guru membaca diari siswa dan memberikan komentar positif setelah membaca diari tersebut.</li> <li>- Guru meminta siswa mendiskusikan kesulitan yang mereka hadapi</li> <li>- Siswa mengerjakan latihan tersebut sampai selesai</li> </ul> <p>Konfirmasi:</p> <ul style="list-style-type: none"> <li>- Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan</li> <li>- Guru memberikan pertanyaan untuk mengetahui sejauh mana siswa dapat memahami penulisan diari yang baru dibahas</li> </ul>		<p>Rasa ingin tahu</p> <p>Kerja keras</p> <p>Disiplin</p> <p>Komunikatif</p> <p>Demokrasi</p> <p>Jujur</p> <p>Komunikatif</p> <p>Mandiri</p>
3.	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk mengumpulkan tugas</li> <li>- Guru menyimpulkan materi pelajaran</li> <li>- Guru memberi motivasi kepada siswa</li> <li>- Guru menutup pelajaran dengan mengucapkan salam</li> </ul>	10 menit	Toleransi

#### H. Sumber dan Media

1. Look ahead book
2. White board, boardmarker, dictionary

#### I. Penilaian

1. Teknik : Menulis Diary

2. Bentuk : Essay

**J. Rubrik penilaian**

*Aspek Penilaian Writing :*

No.	Aspek yang dinilai	Skor
1	Content	13-30
2	Organization	7-20
3	Vocabulary	7-20
4.	Punctuation	5-25
5.	Mechanic	2-5

Guru Bahasa Inggris

Lampung Selatan, Januari 2016

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## LESSON PLAN

Sekolah	: MTs Bani Sueb Tarahan Lampung Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / Genap
Pertemuan ke-	: 2
Jenis Teks	: Recount Text
Skill	: Writing
Alokasi Waktu	: 2 x 40 Menit (Control Class)

### A. Standar Kompetensi :

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Examples : *I, at home, last night, a book, I took....*

### 1. Lima aspek dalam writing

Lima aspek dalam writing antara lain:

- a. Content
- b. Organization
- c. Vocabulary
- d. Language
- e. Mechanic

### 2. Rhetorika structure yang digunakan dalam text recount

- a. Setting atau Orientation: berisi informasi mengenai latar belakang untuk membantu pembaca memahami cerita. Biasanya ada penjelasan mengenai **siapa, kapan, dimana dan mengapa**. Setting dan orientation ini biasanya ditulis dalam paragraf pertama.
- b. Kejadian (event): yang dielaborasi dan biasanya disusun dalam urutan waktu dari kejadian pertama sampai kejadian akhir.

- c. Re-orientation: kesimpulan berupa komentar mengenai kejadian yang telah dijelaskan sebelumnya. Biasanya sering merupakan komentar yang merefleksikan perasaan penulis tentang kejadian-kejadian yang disebutkan sebelumnya.

### 3. Recount Text

#### My Holiday

last week I went to mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden and colourful flowers and a small fool.

We were very tired. However, I think it was really fun to have a holiday like this, I hope my next holiday wth be more interesting

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#### F. Media Pembelajaran: Controlled Writing

#### G. Langkah-langkah Kegiatan

No.	Kegiatan Pembelajaran	Alokasi Waktu	Pendidikan Karakter
1.	Kegiatan awal – Guru memberi salam – Do'a – Guru mengabsen siswa – Guru mereview materi pelajaran pada pertemuan sebelumnya – Guru menunjukkan beberapa tugas siswa yang dijawab dipertemuan sebelumnya	5 menit	Religious  Cinta damai
2.	Kegiatan inti Eksplorasi:	60 menit	Rasa ingin tahu

	<ul style="list-style-type: none"> <li>- Guru memberikan sebuah teks recount yang digunakan pada pertemuan sebelumnya diikuti beberapa pertanyaan yang meliputi teks tersebut</li> <li>- Guru meminta siswa untuk menganalisa susunan teks yang diberikan serta memahami tata bahasa yang digunakan dalam teks tersebut berpasangan</li> </ul> <p>Elaborasi:</p> <ul style="list-style-type: none"> <li>- Siswa dibimbing oleh guru mendiskusikan hasil kerja siswa</li> <li>- Guru mengklarifikasi hasil diskusi dengan memberi penjelasan tentang pengertian teks recount beserta bagiannya, fungsinya, tata bahasa.</li> </ul> <p>Konfirmasi:</p> <ul style="list-style-type: none"> <li>- Siswa diberi kesempatan untuk bertanya</li> <li>- Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan</li> </ul>		<p>Kerja keras</p> <p>Disiplin</p> <p>Komunikatif</p> <p>Demokrasi</p> <p>Toleransi</p> <p>Jujur</p> <p>Mandiri</p>
3.	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk mengecek tugas teman mereka dan mengoreksinya</li> <li>- Guru meminta siswa untuk mengumpulkan tugas</li> <li>- Guru menyimpulkan materi pelajaran yang telah dipelajari pada pertemuan tersebut</li> <li>- Guru memberikan nasehat dan motivasi kepada siswa untuk menulis teks recount di rumah</li> <li>- Guru menutup pelajaran dengan mengucapkan salam</li> </ul>	15 menit	<p>Toleransi</p>

## H. Sumber dan Media

1. Look ahead book
2. White board, boardmarker, dictionary

## I. Penilaian

1. Teknik : Tulis

2. Bentuk : Essay

## J. Rubrik penilaian

*Aspek Penilaian Writing :*

No.	Aspek yang dinilai	Skor
1	Content	13-30
2	Organization	7-20
3	Vocabulary	7-20
4.	Punctuation	5-25
5.	Mechanic	2-5

Guru Bahasa Inggris

Samsul Bahri, S.Pd.  
NIP.

Lampung Selatan, Januari 2016

Guru Peneliti

Rahman Hakim  
NPM. 911040086

Mengetahui,  
Kepala MTs Bani Sueb

Samsul Ma'arif, S.Ag., M.Pd.I.  
NIP. 197101092005011001

## LESSON PLAN

Sekolah	: MTs Bani Sueb Tarahan Lampung Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / Genap
Pertemuan ke-	: 2
Jenis Teks	: Recount Text
Skill	: Writing
Alokasi Waktu	: 2 x 40 Menit (Experimental Class)

### A. Standar Kompetensi :

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

### B. Kompetensi Dasar :

- 6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

### C. Indikator

- Mengidentifikasi angkah-langkah retorika dalam menulis paragraph berbentuk recount
- Menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language and mechanic

### D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar:

- Siswa mampu mengidentifikasi angkah-langkah retorika dalam menulis paragraph berbentuk recount
- Siswa mampu menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language and mechanic

## E. Materi Pembelajaran

*A recount text* is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. Recount text retells events for the purpose of informing or entertaining.

The structure of the text:

- Orientation : The setting and introduce participants
- Events in time order : Tell what happened, in what sequence
- Re-orientation : Optional-closure of events/ending

Social function :

- To give the audience a description of what occurred and when it occurred
- To retell events for the purpose of informing or entertaining

The features are including Who? Where? When? Why?, noun or pronoun, and past tense.

Examples : *I, at home, last night, a book, I took....*

### 1. Lima aspek dalam writing

Lima aspek dalam writing antara lain:

- a. Content
- b. Organization
- c. Vocabulary
- d. Language
- e. Mechanic

### 2. Rhetorika structure yang digunakan dalam text recount

- a. Setting atau Orientation: berisi informasi mengenai latar belakang untuk membantu pembaca memahami cerita. Biasanya ada penjelasan mengenai **siapa, kapan, dimana dan mengapa**. Setting dan orientation ini biasanya ditulis dalam paragraf pertama.
- b. Kejadian (event): yang dielaborasi dan biasanya disusun dalam urutan waktu dari kejadian pertama sampai kejadian akhir.

- c. Re-orientation: kesimpulan berupa komentar mengenai kejadian yang telah dijelaskan sebelumnya. Biasanya sering merupakan komentar yang merefleksikan perasaan penulis tentang kejadian-kejadian yang disebutkan sebelumnya.

### 3. Recount Text

#### My Holiday

Last week I went to mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden and colourful flowers and a small fool.

We were very tired. However, I think it was really fun to have a holiday like this, I hope my next holiday wth be more interesting.

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, We went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that We took a rest and had lunch under a big tree. Before We got home, We went to the zoo at Wonokromo. We went home in the afternoon.

#### F. Media Pembelajaran: Writing Diary

#### G. Langkah-langkah Kegiatan

No.	Kegiatan Pembelajaran	Alokasi Waktu	Pendidikan Karakter
1.	Kegiatan awal <ul style="list-style-type: none"> <li>- Guru memberi salam kepada siswa</li> <li>- Do'a</li> <li>- Guru mengabsen siswa</li> <li>- Guru memberikan gambaran kepada siswa tentang materi recount paragraph yang akan diajarkan</li> </ul>	5 menit	Religius  Cinta damai
2.	Kegiatan inti Explorasi: <ul style="list-style-type: none"> <li>- Guru menjelaskan aspek dalam penulisan diari</li> </ul>	65 menit	Rasa ingin tahu  Kerja keras

	<p>Elaborasi:</p> <ul style="list-style-type: none"> <li>- Guru membagikan buku harian siswa yang telah dikumpul pada pertemuan sebelumnya</li> <li>- Guru meminta siswa untuk meneruskan penulisan diari</li> <li>- Siswa mengerjakan latihan tersebut sampai selesai</li> <li>- Guru meminta siswa mendiskusikan kesulitan yang mereka hadapi ketika menulis diari</li> </ul> <p>Konfirmasi:</p> <ul style="list-style-type: none"> <li>- Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan</li> <li>- Guru memberikan pertanyaan untuk mengetahui sejauh mana siswa dapat memahami cara penulisan diari yang baru dibahas</li> </ul>		<p>Disiplin</p> <p>Komunikatif</p> <p>Demokrasi</p> <p>Toleransi</p> <p>Jujur</p> <p>Mandiri</p>
3.	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk mengumpulkan tugas</li> <li>- Guru menyimpulkan materi pelajaran</li> <li>- Guru memberi motivasi kepada siswa</li> <li>- Guru menutup pelajaran dengan mengucapkan salam</li> </ul>	10 menit	Toleransi

#### H. Sumber dan Media

1. Look ahead book
2. White board, boardmarker, dictionary

#### I. Penilaian

1. **Teknik** : Menulis Diary
2. **Bentuk** : Essay

**J. Rubrik penilaian***Aspek Penilaian Writing :*

No.	Aspek yang dinilai	Skor
1	Content	13-30
2	Organization	7-20
3	Vocabulary	7-20
4.	Punctuation	5-25
5.	Mechanic	2-5

Guru Bahasa Inggris

Lampung Selatan, Januari 2016  
Guru PenelitiSamsul Bahri, S.Pd.  
NIP.Rahman Hakim  
NPM. 911040086Mengetahui,  
Kepala MTs Bani SuebSamsul Ma'arif, S.Ag.,M.Pd.I.  
NIP. 197101092005011001

## LESSON PLAN

Sekolah : MTs Bani Sueb Tarahan Lampung Selatan  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VIII (Delapan) / Genap  
 Pertemuan ke- : 3  
 Jenis Teks : Recount Text  
 Skill : Writing  
 Alokasi Waktu : 2 x 40 Menit (Control Class)

### A. Standar Kompetensi :

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

### B. Kompetensi Dasar :

- 6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

### C. Indikator

- Mengidentifikasi angkah-langkah retorika dalam menulis paragraph berbentuk recount
- Menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language and mechanic

### D. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar:

- Siswa mampu mengidentifikasi angkah-langkah retorika dalam menulis paragraph berbentuk recount
- Siswa mampu menulis paragraph recount dengan akurat sesuai dengan micro skill dari menulis yaitu content, organization, vocabulary, language and mechanic

## E. Materi Pembelajaran

*A recount text* is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. Recount text retells events for the purpose of informing or entertaining.

The structure of the text:

- Orientation : The setting and introduce participants
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- Re-orientation : Optional-closure of events/ending

Social function :

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The features are including Who? Where? When? Why?, noun or pronoun, and past tense.

Examples : *I, at home, last night, a book, I took....*

### 1. Lima aspek dalam writing

Lima aspek dalam writing antara lain:

- a. Content
- b. Organization
- c. Vocabulary
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- e. Mechanic

### 2. Rhetorika structure yang digunakan dalam text recount

- a. Setting atau Orientation: berisi informasi mengenai latar belakang untuk membantu pembaca memahami cerita. Biasanya ada penjelasan mengenai **siapa, kapan, dimana dan mengapa**. Setting dan orientation ini biasanya ditulis dalam paragraf pertama.
- b. Kejadian (event): yang dielaborasi dan biasanya disusun dalam urutan waktu dari kejadian pertama sampai kejadian akhir.

- c. Re-orientation: kesimpulan berupa komentar mengenai kejadian yang telah dijelaskan sebelumnya. Biasanya sering merupakan komentar yang merefleksikan perasaan penulis tentang kejadian-kejadian yang disebutkan sebelumnya.

### 3. Recount Text

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#### F. Media Pembelajaran: Controlled Writing

#### G. Langkah-langkah Kegiatan

No.	Kegiatan Pembelajaran	Alokasi waktu	Pendidikan Karakter
1.	Kegiatan awal <ul style="list-style-type: none"> <li>- Guru memberi salam kepada siswa</li> <li>- Do'a</li> <li>- Guru mengabsen siswa</li> <li>- Guru mereview materi pelajaran pada pertemuan sebelumnya</li> <li>- Guru menunjukkan beberapa tugas siswa yang dijawab dipertemuan sebelumnya</li> </ul>	5 menit	Religius  Cinta damai
2.	Kegiatan inti Eksplorasi:	60 menit	Rasa ingin tahu

	<ul style="list-style-type: none"> <li>- Guru menjelaskan tentang paragraf recount</li> </ul> <p>Elaborasi:</p> <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk membuat paragraf recount yang terdiri dari 70 kata atau lebih berdasarkan teks yang dibaca pada pertemuan sebelumnya</li> </ul> <p>Konfirmasi</p> <ul style="list-style-type: none"> <li>- Guru mengontrol aktifitas siswa dan membantu mereka jika dibutuhkan</li> </ul>		<p>Kerja keras</p> <p>Disiplin</p> <p>Komunikatif</p> <p>Demokrasi</p> <p>Toleransi</p> <p>Jujur</p> <p>Mandiri</p>
3.	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk mengecek tugas teman mereka dan mengoreksinya</li> <li>- Guru meminta siswa untuk menulis atau merevisi ulang tulisan mereka</li> <li>- Guru meminta siswa untuk mengumulkan tugas guru menyimpulkan materi pelajaran</li> <li>- Guru memberi nasehat kepada siswa</li> <li>- Guru menutup pelajaran dengan mengucapkan salam</li> </ul>	15 menit	<p>Toleransi</p>

## H. Sumber dan Media

1. Look ahead book
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## I. Penilaian

1. **Teknik** : Tulis
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Guru Bahasa Inggris

Lampung Selatan, Januari 2016  
Guru Peneliti

Samsul Bahri, S.Pd.  
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Rahman Hakim  
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Mengetahui,  
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## LESSON PLAN

Sekolah	: MTs Bani Sueb Tarahan Lampung Selatan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII (Delapan) / Genap
Pertemuan ke-	: 3
Jenis Teks	: Recount Text
Skill	: Writing
Alokasi Waktu	: 2 x 40 Menit (Experimental Class)

### A. Standar Kompetensi :

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

### B. Kompetensi Dasar :

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### C. Indikator

- Mengidentifikasi angkah-langkah retorika dalam menulis paragraph berbentuk recount
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Lima aspek dalam writing antara lain:

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### 3. Recount Text

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#### F. Media Pembelajaran: Writing Diary

#### G. Langkah-langkah Kegiatan

No.	Kegiatan Pembelajaran	Alokasi Waktu	Pendidikan Karakter
1.	Kegiatan awal <ul style="list-style-type: none"> <li>- Guru mengucapkan salam dan meminta siswa berdo'a sebelum pelajaran dimulai</li> <li>- Guru menanyakan keadaan siswa dan mengabsen siswa</li> <li>- Guru bersama siswa mereview pelajaran yang telah dipelajari dalam pertemuan sebelumnya</li> </ul>	5 Menit	Religius Cinta damai
2.	Kegiatan inti Explorasi: <ul style="list-style-type: none"> <li>- Guru meminta siswa untuk mereview pengalaman</li> </ul>	65 Menit	Rasa ingin tahu Kerja keras Disiplin

	<p>yang sudah dialami seperti contoh diari yang sudah siswa tulis dalam pertemuan sebelumnya</p> <ul style="list-style-type: none"> <li>- Guru mengontrol kegiatan siswa dan membantu mereka jika dibutuhkan</li> </ul>		<p>Komunikatif Demokrasi Toleransi Jujur Mandiri</p>
3.	<p>Kegiatan akhir</p> <ul style="list-style-type: none"> <li>- Guru menanyakan kesulitan siswa</li> <li>- Guru meminta siswa untuk mengumpulkan tugas</li> <li>- Guru menyimpulkan materi pembelajaran</li> <li>- Guru memberi motivasi kepada siswa</li> <li>- Guru menutup pertemuan dengan mengucapkan salam</li> </ul>	10 Menit	Toleransi

#### H. Sumber dan Media

1. Look ahead book
2. White board, boardmarker, dictionary

#### I. Penilaian

1. **Teknik** : Menulis
2. **Bentuk** : Essay

#### J. Rubrik penilaian

##### *Aspek Penilaian Writing :*

No.	Aspek yang dinilai	Skor
1	Content	13-30
2	Organization	7-20
3	Vocabulary	7-20
4.	Punctuation	5-25
5.	Mechanic	2-5

Guru Bahasa Inggris

Lampung Selatan, Januari 2016  
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