

**IMPROVING STUDENTS' ABILITY IN WRITING RECOUNT
TEXT THROUGH DIARY AT THE SECOND YEAR
STUDENTS OF SMP ISLAM YLPI PEKANBARU**

A THESIS

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in
English Language Education of Universitas Islam Riau*



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PEKANBARU
2019**

ACKNOWLEDGEMENT

Firstly, in the name of Allah, The Most Gracious and The Most Merciful, because of Him, the researcher could finish this graduating paper as one of the requirement for *Sarjana Pendidikan* in English Education of Teacher Training and Education Faculty of Universitas Islam Riau Pekanbaru. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness. However, this success would not be achieved without supports, guidance, advices, helps, and encouragements from individual and institution, and the researcher somehow realize that an appropriate moment for me to deepest gratitude for:

1. Marhamah, S.Pd., M.Ed as an advisor who has educated, supported, directed and given the researcher advices, suggestions, and recommendations for the researcher in finishing this thesis.
2. All of the lecturers in English Education Department. Thanks for your education.
3. The Dean and all of the staffs of Teaching Training and Education Faculty who have helped the researcher in processing paper administration.
4. The headmaster of SMP Islam YLPI Pekanbaru, Ibu Hasmaida Aini Has, M.Pd.I, and the English teacher, Ibu Nursyam Piperiani as collaborator who have given the writer time and chance to observe and collect the data for this thesis.
5. All of the second year students of SMP Islam YLPI who have help and their participation in this thesis.

6. My deepest thank you to my parents; Ibu Sri Herni and Bapak Winarto, for your loves, prays, advices, and supports in morally and financially.
7. My beloved sisters; Ajeng Mahya Sugesty and Endah Pramesti, thank you for all of prays and supports the researcher from the beginning until the end.
8. All of my lovely Inswa Kos family; Yulia Ismarita, Nanda Permata Sari, Ully Zakyatul Husna, Retno Safitri, Khairunnisa Sembiring, Indah Sembiring, and Siti Fatimah, for always supports and helps the researcher in finishing this thesis.
9. All of my Bundle members; Asila Ulfa, Dea Putri Rafelina, Septia Ranti Dewi, Tutik Handayani, Triska Wahyuni, Anita Wulandari, Dian Sari Sinaga, and Dewi Haulia Maharani for always helpful in thinking, drafting, and finishing this thesis.
10. All of my great friends ever; Rindu Dwi Aisyah, Jesiska Monalisa, Yulia Kristi, Yulika Putri Lasana, Suryani, Arni Hardiyanti, and Sindi Andini for always support and took much care to the researcher in finishing this thesis.
11. All of my friends who involved to help and support the researcher morally and pshycally in finishing this thesis; Apriadi Marjoni, Tommy Ana Ximenes, Anisa Anggraini, Yuhandi, Alief Maulana, Widya Natasha, and Fadel Isfan Kurnia.
12. Definitely, appreciation and thanks to myself; Widi Sahaya, S.Pd. I am sincerely grateful and fully appreciate every detail of myself. Thanks for

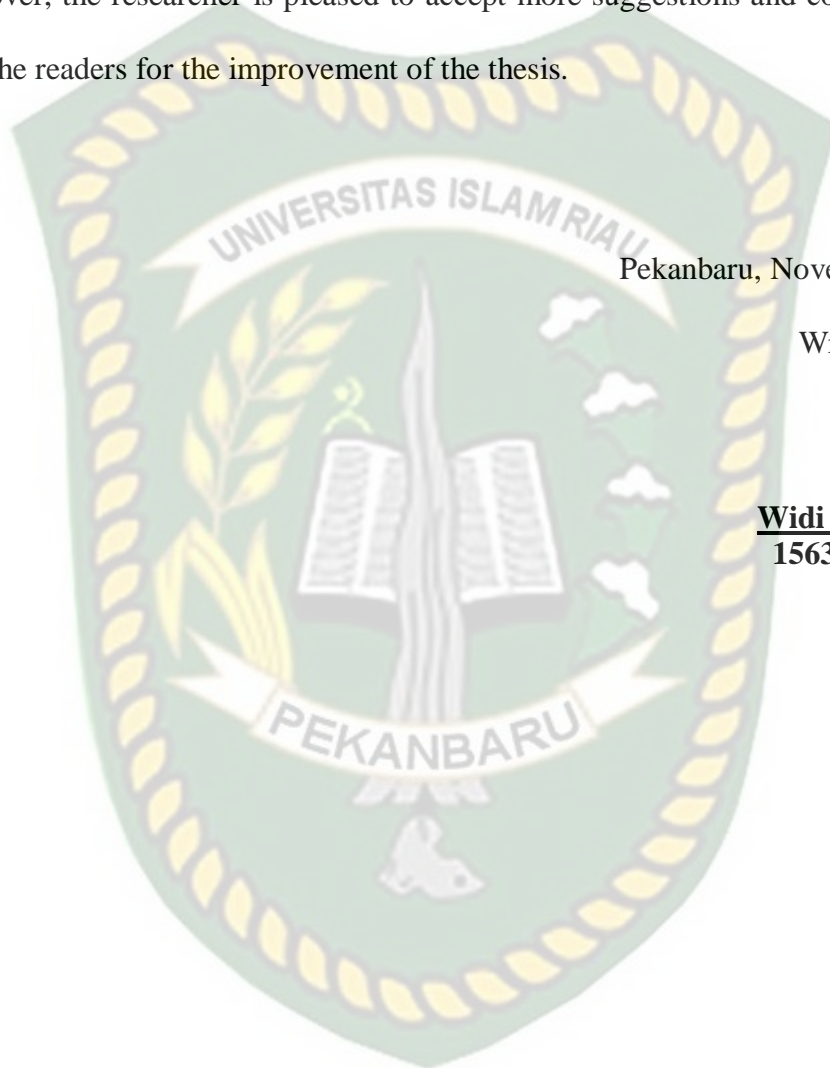
being so strong to always struggling and never give up. I am so proud to know that I've grown to acknowledge my worth.

Finally, this paper is to the reader and it is not a perfect scientific writing yet. Moreover, the researcher is pleased to accept more suggestions and contributions from the readers for the improvement of the thesis.

Pekanbaru, November 2019

Writer,

Widi Sahaya
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ABSTRACT

Widi Sahaya. 2019. *Improving Students' Ability in Writing Recount Text through Diary at the Second Year Students of SMP Islam YLPI Pekanbaru. Thesis of English Language Education at Teacher Training and Education Faculty of Universitas Islam Riau, 2019.*

Keyword: Diary, Improving, Writing Ability, Recount Text.

Several problems faced by students were they hard to develop ideas, lack of practices in the class, less motivation and uninteresting in writing activities. In this case, the researcher use diary to improve students writing ability. Diary is a writing media to generate and develop students' ideas in writing texts. The purpose of this research is to improve students' ability in writing recount text through diary at the second year students of SMP Islam YLPI Pekanbaru. Furthermore, this research was conducted to find out the extent diary can improve students writing ability and to know the factor that influenced it.

This research design used in this study was classroom action research, in which the researcher worked in designing the lesson plan, analyzing data, and doing reflection. The participants of this research were 21 students of second year at SMP Islam YLPI Pekanbaru in academic year of 2019/2020. This study conducted in two cycles by following the procedures of action research; planning, action, observation, and reflection. Every cycle of the study comprises of four meetings. This research used two types of data, namely qualitative data and quantitative data. The qualitative data were obtained through an interview with the English teacher and the students and observations during the teaching and learning process. Meanwhile, the quantitative data were in the form of the results of the students' writing after the implementation of the actions (test).

The findings shows that there were improvements on the students' writing ability in the five aspects; content, organization, vocabulary, grammar, and mechanics. It could be seen from the students' achievement in writing ability improved. In the first cycle, it found the mean of students' score in writing ability was 69,8 (fair), while in the second cycle found the mean of students' score in writing ability was 85 (very good). The factors could be influenced students' ability in recount text were the media used, students' activities, and teacher's classroom management. This indicates that by applying of diary writing can improve the writing ability at the second year students of SMP Islam YLPI are accepted.

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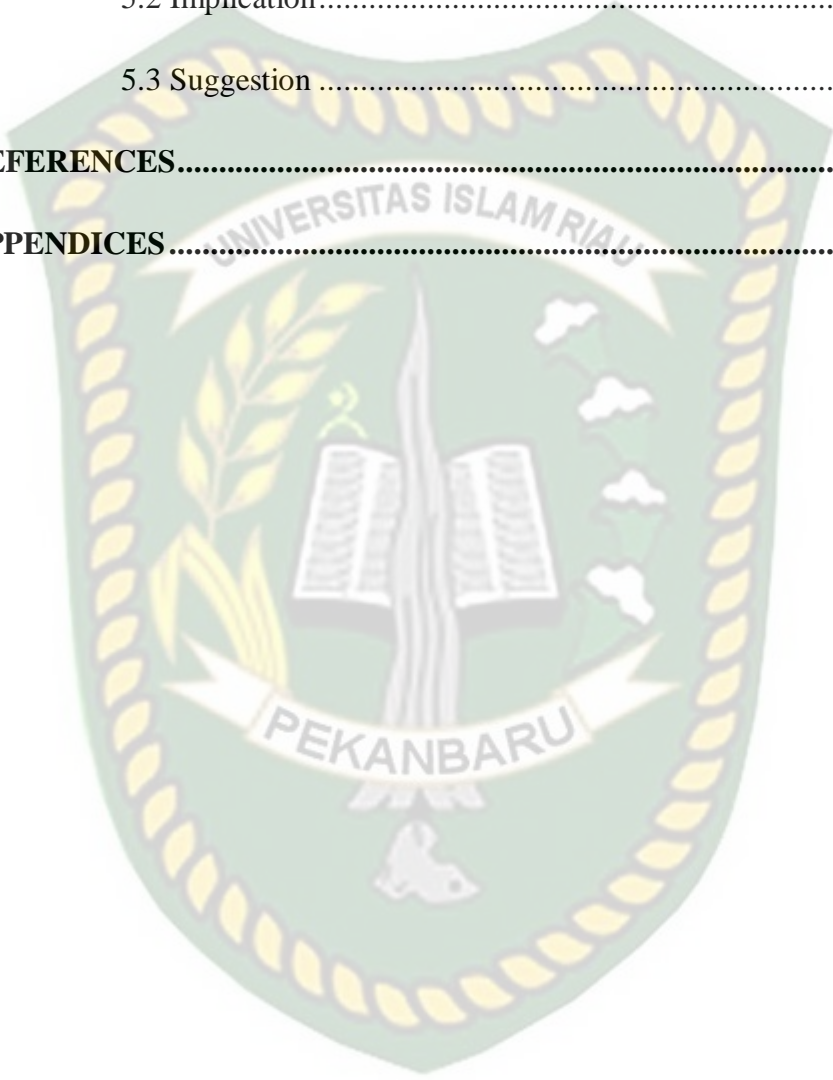
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

English is the first foreign language in Indonesia, and become the one of core subject in the school. The purpose of learning English in the school is to contrive the students able to communicate in English both oral form and written one. In another word, basically writing is one way or form of communication made by an individual to another in the form of handwriting. Students make communication in writing to giving information to each other as what has been described by Gelb (1963), writing is how humans communicate their thoughts and feelings by means of signs whether understandable not only for the writer, but also for all the others more or the readers.

Learning writing skills is a requirement for students because writing as a part of student daily activity. In academic language, writing is the one of skills in learning English besides listening, reading, and speaking. It can be used to deliver the ideas, thought, and feeling. For second language students, writing is the most difficult skill because in this activity the correct grammar and good ideas are needed. The students are thinking about how to get ideas, how to develop them into sentences, and how to make a good construction of those sentences. Furthermore, Javed & Juan (2013) states that “The writing skill is more complicated than of other language skills.”

Many problems occur in teaching and learning process of writing. The problems were not only come from the teacher but also from the students. Based on the researcher observation in PPL (teaching practice), most of students at the second year of SMP Islam YLPI Pekanbaru faced some problems dealing with writing, such as they hard to develop ideas, lack of practice in the class, less of motivation in improving writing, and uninteresting in writing activities.

The first was they hard to develop ideas. The students had difficulties in expressing their ideas into written text and hard to organize every single word to be a good sentence. They also did not know how to start their writing for the first sentence in a paragraph. They did not know how to solve their problem. It made them got frustrated in writing class. In short, they had problems in writing process; outlining, organizing, reviewing, editing, and revising. So, the students needed technique in writing and have to master the steps of writing so that they can easily generate their ideas.

The second was lack of practice in the class. In teaching and learning writing, the teacher rarely guided the students to practice writing in the class. It was because of the limited time and also the students were not interesting in writing learning activity. It made them reluctant and unconfident when they had to write about something in the classroom. It was because they thought that they have nothing to write.

The third was less of motivation in improving writing ability. As commonly known, writing is a complex activity that requires the students to

master all of the writing components. So, the students often faced some problems in their writing process, often times it usually made them gave up and got frustrated on it. It was really influenced their motivation in writing activity.

The fourth was uninteresting in writing activities. Many students got bored in their writing classes because the teaching learning activities were monotonous. Commonly, the teacher just explains about the material and asks them to write a text or paragraph. It was not really helpful for the students.

Based on the students' problem in writing, those were actually proven that the teacher roles are important to help the students to solve it. For all problems appearing in teaching writing, teachers had to overcome the problems faced by the students. It means that they should be able to find a better way to give the students more practice in writing. Besides that, these problems were also becomes an opportunity for researcher to made a study concerning the difficulties or lack of writing ability for students. For that reason, in this research, to improve the students writing ability, the researcher decided to use diary as the medium and change the way of learning by using a variety of exercises and teach the steps of writing repeatedly to the students.

Diary writing activity offer a enjoy way for creative writing, especially write in recount text. In diary writing activity, the students can write anything they want. They will feel free in writing, because they will develop their story based on their experiences. Additionally, Harmer states in Autila & Theresia (2018) some benefits of diary writing are: (1) Value of reflection; a diary provides an

opportunity for students to think about what happened and how something happened in their real life. (2) Freedom of expression; diary writing allows students to express their feelings freely, because they express it in written form with their own words. They can write about daily life activity, love story, or special event and so on to the text. (3) Developing writing skills; diary writing contributes to the students' writing skill improvement such as writing fluency. Because writing is a skill, it makes sense that the more students practice writing, the better students will write. One excellent way to get practice writing is to keep a daily or almost daily journal or diary, and it also can eventually lead to disciplined thinking and increase accuracy (Tuan, 2010). In addition, in this activity, the students will write their story with characteristic of their structure of sentence and use variety of vocabulary. Their vocabulary will automatically increase and their writing fluency will improve since they write regularly.

One of text types which could be elaborated after the implementation of diary writing was recount text. According to Ligitto & Widiati (2008), recount text is a text that retells past events, usually in the order in which they occurred. Recount text is basically written out to make a report about an experience of a series of related events. Recount text tells a series of events and evaluates their significance in some way. Recount text was chosen because it is one of the texts learned by the students in the level of junior high school, and it has a similarity as diary writing in which both of them, diary writing and recount text demand the students to share or write about past events.

The possibility of the lack of ability in writing activity was caused by some common points. The possibilities were the students had low motivation, it could be because of the low mastery of English grammar, or perhaps because of improper teaching methods, and frequency of exercises was not enough. So, from these possibilities, the researcher was wanted to further emphasize the implementation of diary writing as a medium to improve writing ability in recount text.

Based on the background, the researcher was conducted a research entitled **“Improving Students’ Ability in Writing Recount Text through Diary at Second Year of SMP Islam YLPI Pekanbaru”**.

1.2 Identification of the Problem

Based on the explanation on the background, there were some problems faced by the students during English writing activities. Firstly, the students had difficulties to generate their ideas. They did not know how to express their ideas into written text and hard to organize every single word to be a good sentence. It was because they did not master the steps of writing. Secondly, the students were lack of practice in the class. It was because of the limited times and monotonous activity in writing class that made them had no will to write. Thirdly, the students were less of motivation in improving writing and it caused them had difficulties in develop their writing. The last, the students were uninteresting in writing activities because it was boring and stressful activity.

1.3 Focus of the Problem

This research was focused on the using of diary writing in recount text to improve students writing ability at the second year of SMP Islam YLPI Pekanbaru. The researcher focused on the indicators writing ability, those were content, organization, vocabulary, grammar, mechanics.

1.4 Research Questions

The problems in this research are formulated in the following questions.

1. To what extent can diary improve students writing ability in recount text at the second year students of SMP Islam YLPI Pekanbaru?
2. What factors influence the improvement of the students' writing ability in recount text by using diary at second year of SMP Islam YLPI Pekanbaru?

1.5 Objectives of the research

In this research, the objectives of using diary in writing recount text are as follows.

1. To find out whether diary can improve students writing ability of the second year students at SMP Islam YLPI Pekanbaru.
2. To know what factor that influences the improvement of the students' writing ability of second year at SMP Islam YLPI Pekanbaru.

1.6 Significances of the Research

The researcher hopes that this research will be useful reference for the English teacher, students, and the other researchers. For the English teacher, this research will solve their problem in teaching and learning process, especially in writing activities. Thus, it will add the teachers' knowledge about teaching writing media.

For the students, this research and this medium will help and motivate them to writing, especially write English text. Therefore, it will make them more enjoyable during teaching and learning process.

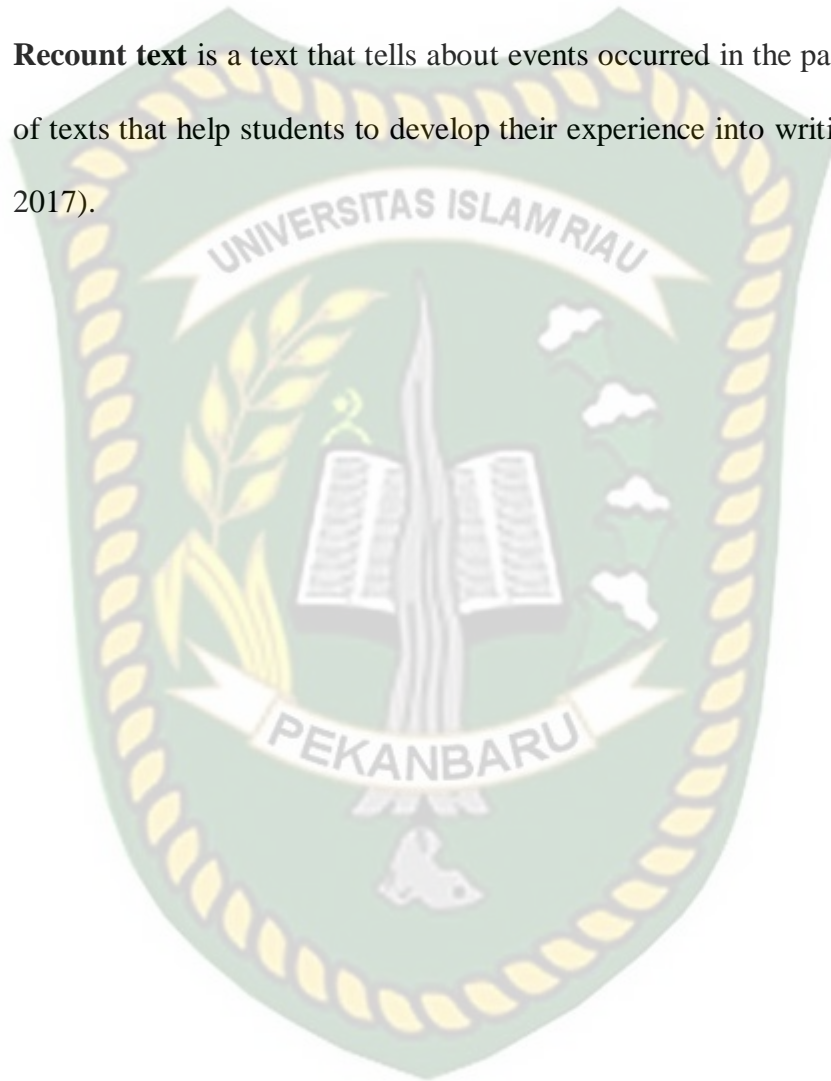
For the other researchers, this study will be very useful references for those who are interested in the same study and give useful consideration to conduct another study which is stills related to the study.

1.7 Definition of the Key Terms

In order to avoid misunderstanding and misinterpretation about some terms used in the title of this research, the researcher redefines them as follows:

1. **Improving** is the activities to make or become better than before (Hawker, 2008).
2. **Writing ability** is writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

3. **Diary** is one of the oldest forms of literature in the west that contain stories of happenings, hopes and fears about what might happen, memories, thoughts and ideas, and all the writer's feelings (Autila, 2017).
4. **Recount text** is a text that tells about events occurred in the past. It is one of texts that help students to develop their experience into writing (Autila, 2017).



CHAPTER II

THEORETICAL FRAMEWORK

2.1 Concept of Writing

2.1.1 Definition of Writing Ability

The definition of writing ability can be formed depending on the teachers' own experience as teachers. It can be also defined according to their ideology on writing. It may also be formed according to pedagogical approaches to the teaching of writing (Yi, 2009). Before going to the concept of writing ability, it is better to know what writing is. That is why the terms of writing ability have several meanings. Many experts have proposed the definition and explanation of writing. Ningrum, Rita, & Hastini (2013) said that writing is an activity which the researcher pours their thoughts, feelings, and ideas in written form to communicate with themselves and other people.

Writing is one of skill in language learning besides of reading, listening and speaking. Writing is a skill to organize the word, formulate the sentence, and it conform conventional rules of grammar. Writing activity also use precise and formal vocabulary in it (Azhar, 2015). In other words, writing is a tool that makes people to know the fact and idea intimately, because writing is an activity that involves discovering an idea and finding concept or fact. Writing also is an effective activity, because in writing the readers are able to know and understand more about the information and they are able to read it repeatedly it until they get the point.

Additionally, writing is a process allowing the writer to explore their thoughts and ideas. This activity encourages their thinking way and insight immediately. It also motivates communication and makes thought available for reflection, because writing is a way to commination in written form (Ilmiah, Suparudin, Latief, & Basri, 2017).

In short, writing is one of language skill that use to communicate, to express feeling, and to explain opinions. This activity involves discovering and then describing the ideas into written form with conventional rules of grammar, apply appropriate words in it, and use writing mechanics and paragraph organization to better result. Then, the term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed.

2.1.2 Components of Writing

There are five classifications of the elements of writing according to (Heaton, 1975). They are:

1. Content. This aspect denotes the thought that is written about in the passage.
2. Organization. It has correlation to the paragraphs, topic sentence, supporting details, cohesion (the sentence in a paragraph flow smoothly from one to another, showing a clear relationship between

them) and unity (discuss only one main idea in a paragraph, which is expressed in the topic sentence).

3. Vocabulary. This component deals with the choice of efficient word appropriate to the content.
4. Grammar. This aspect views the use of correct and appropriate sentences.
5. Mechanics. This point concerns with the use of spelling, punctuation, capitalization, hyphenation and abbreviation.

2.1.3 Process of Writing

In writing, there are some steps of action in it, such as involving ideas, then transferring it into words, and reviewing until satisfied to be read and express the writer's ideas exactly. Oshima & Hogue (2007) states that there are five steps in writing, those are pre-writing, organizing, writing, and polishing; revising and editing. In pre-writing, the writer should get the ideas, and then make a simple outline in organizing step. In writing step, the writer should rough the draft and pay attention in sentence structure. The last is polishing the draft, the writing should re-check the writing and editing it if there some errors and mistakes. It means that writing activity needs high concentration and specific skill to make a better writing text.

Meanwhile, according to Blanchard & Root (1994), there are four steps in writing process, those are prewriting, writing, editing, revising and proofreading. In prewriting, the writer should think hard to gathering the

ideas or make it as a draft. Then, in writing, the writer develops the ideas in a paragraph with correct grammar and good sentences. The draft from prewriting will guide the writer to construct a good paragraph or essay. Editing the writing also needed to fix the errors and other mistakes. Revising and proofreading the writing is last steps intended to it is readable by the reader. Those steps are important and helpful guidance to make a better and systematic text.

In addition, according to Mayers in Autila & Theresia (2018), writing is a process of discovering, organizing, putting ideas on paper, reshaping, and revising it. The theory explain that writing is an activity dealing with thinking and find out interesting ideas, and organizing it into written form. Then, it should be reshaped and revised by the writer to make it better and readable.

Based on these theories, the researcher concluded that there are some steps in writing process, those are: outlining, organizing, reviewing, editing, and revising the ideas. These steps are important to do by the writer to create a good and systematic paragraph. Thus, writing process will help the writer itself to know and understand about what they do and know the reason why every writer writes in different ways. In this research, those steps will be applied in the teaching writing in second year students because it was simple and easy to be understood by the second year students.

2.1.4 Importance of Writing

Writing is a skill that must be deliberately taught and requires practice to be developed, because writing is more difficult skill than the other language skill (reading, listening, and speaking). In writing there are so many rules and strategies that should be applied in it, such as accurate grammar, level of word and structure of sentences. Other reason, writing is not just put words together, but it is something that enables human intellect and capabilities to be visible. Whereas, writing represents a high status and means being educated, then it makes the writers are privileged and respected. It is supported by Harmer (2004), he states that in educational context, most exam in testing foreign language abilities or other skills often rely on the students' writing proficiency in order to measure their knowledge. Because writing is used for a wide variety of purpose and being able to write has been seen as a desirable skill for whole population.

Communication takes place not only orally, but also in writing. Writing enables people to express their ideas or feeling clearly. Writing is another way to communication when they cannot tell it in speaking way. A person with good writing skills is always victorious at expressing oneself. The writing skill is the 'hard copy' of your intellectual level or the level of your expression (Manaj, 2015).

In short, writing is the other way to communicate or express something and people generally write either to communicate something to other people or to communicate their own ideas. If someone does not well

enough in speaking, at least have to well enough in writing because those are the ways to express feelings or ideas.

2.1.5 Teaching Writing in Junior High School

Teacher is more interested in helping the students to express ideas, taught the process and guide the students to express the ideas. Harmer (2004), points out that there are a number of tasks that the teachers should do to help their students become better writers. They are as follows.

a. Demonstrating

Teachers have to be able to draw the features of the genre of the written texts, so that the students are aware of the differences among the types of written texts.

b. Motivating and provoking

Students often find themselves lost for words when they are writing. In this case, teachers can help them by provoking them into having ideas, encouraging them with the value of the task and persuading them what fun it can be.

c. Supporting

Students need a lot of help and reassurance once they get going, both with ideas and with the mean to carry them out.

d. Responding

Teachers react to the content and construction of a piece supportively and often (but not always) make suggestion for its improvement.

e. Evaluating

Teachers make a correction of the students' writing. It can be a note which indicates where they wrote well and where they made mistakes. It is a kind of giving feedback towards the students' writing.

The explanation above shows that the teachers take an important role in the development of the students' writing skills. Good teachers are they who can perform those tasks while teaching writing. They can facilitate the students in their learning so that the students could develop their writing strategies.

It can state that writing is a form of knowledge creation, as it is in science and other forms of knowledge. In the class, the researcher or teacher teaches the students to make them able in discovering and applying this knowledge of creation. The teacher gives direction, motivation, support, response, and evaluation to the students to know the result of teaching writing process in the class.

2.2 Concept of Recount Text

2.2.1 Definition of Recount Text

Retell story to other people about something that had happened in life is recount. It is just an activity to share experience story to the others, orally or written. An activity that retell past events orderly with the purpose to describe what has happened whether in speaking or writing. It also supported by Zaida (2017) and Derewianka & Jones (2016), they states that recount is

retelling past events in order to inform or entertain about what and when it happened.

In addition, Autila (2017) defines recount text as a text that tells about events occurred in the past. It is the simply east text type which tells sequence of events with generic structure such as orientation, events and reorientation. Furthermore, Azhar (2015) define the functional of recount text is to tell about past events or experience. It may report an incident, event or activities conducted by someone, or someone’s experience to inform or to entertain readers.

In short, recount text is a text which tells about something that happened in past by using simple past tense that consists of several characteristics and generic structures. It can be story, event, incident, or activity. Its purpose or goal is to entertain or inform the reader. Also, recount text is the one of texts that helps students to develop their experience into writing.

2.2.2 Genres of Recount Text

According to Derewianka & Jones (2016), there are several genres of recounts with varying purposes.

Table 2.1 Genres of Recount Text

Genre	Social purpose	Sample curriculum contexts
Personal recount	To give details	Our excursion to the zoo

	of an incident involving personal experience	My holiday in Fiji
Factual recount	To report on events or incidents not experienced personally by the reporter	A class newspaper article on a recent incident The school sports carnival
Autobiographical recount	To recount episodes in someone's life as told by that person	Understanding someone's life experiences from their own perspective
Biographical recount	To recount episodes from another person's life	The life of significant individuals
Historical recounts and accounts	To record, explain, and interpret important or interesting events in a society's past	Australia's immigration history A history of games for children
Literary recount	To retell a sequence of factual or imaginary	Poems recounting a sequence of events Recounts of imaginary events

	events, often with aesthetic features	
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In this research, the researcher focused on personal recount because it was one of text genre which could be elaborated after the implementation of diary writing. The topic will be given by the researcher for their diary writing activity also about their personal experience. As explained by Derewianka & Jones (2016) that as children start to become literate, they are often asked to write recounts of holidays, excursions, school camps, the sports carnival, and the like. This statement is the researcher's reference in choosing the topic for junior high school students in teaching writing recount text.

2.2.3 Characteristics of Recount Text

2.2.3.1 Social Function of Recount Text

The social function of recount text is to retell event or experiences had been happened in order to informing or entertaining (Derewianka & Jones, 2016).

2.2.3.2 Generic Structure of Recount Text

According to Zaida (2017), generic structures of recount text are orientation, events and re-orientation.

1. Orientation

It gives the readers about the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

2. Events

A series of events, ordered in a chronological sequence.

3. Re-Orientation

In this part consists of optional-closure or a personal comment about the event or what happened in the end.

2.2.3.3 Language Features of Recount Text

Derewianka & Jones (2016) there are several language features in writing recount text. Those are mentioned in the following points.

1. Specific, familiar Participants (*e.g. my family, Class 2Z, our school*).
2. Processes representing actions, thoughts, and feelings, primarily in the past simple tense (*e.g. went, was, were, had, watched*)—noting potential difficulties with irregular verbs (*e.g. go > went*) and negative verb groups (*went > didn't go*).
3. Use of text connectives to sequence the events of the recount (*at first, then, finally*)

4. Circumstances of time to locate actions in the past and to sequence events (*e.g. yesterday, for two weeks, at first*).

2.2.4 Example of Recount Text

Table 2.2 Example of Recount Text

Our Trip to the Blue Mountain	
Orientation	On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colorful flowers and a tennis court
Event	On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats. On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.
Re-Orientation	In the afternoon we went home.

Generic Structure:

1. *Orientation*: The topic that will describe is visit the Blue Mountains in Bali.
2. *Event*: Describe the situation of scenic railway, shopping, went on the scenic skyway and saw cockatoos.
3. *Re-orientation*: went home.

2.3 Concept of Diary

2.3.1 Definition of Diary

Diary, according to the literature, is a part of the learner-center approach where learners will take responsibility of their own and the learning will be more successful. Because, in this case, diary is personal records that consist of events that happened in their past include the date and time in each item. Therefore, when the learners choose their own topic to write, they are more involved in the language. This is caused by when the learners have choices to do, they will feel motivated and interested to write freely and continuously.

Also, Bolton (2010) defined diary as the one of oldest form of literature in the west that contain stories of happening, hopes, and fears about what might happen, memories, thought and ideas, and feelings. Hence, write a diary can create a freedom of the writer because they write their own feelings and hopes, stories, experiences that happened in their life in the past. So, they can be more confident in writing. Then, more successful learners are in control of their learning because they know what they are doing and what they want to achieve, they know when they make mistakes, and they know how to go about correcting them (Bazir, 2016).

The other definition of diary presented by Hawker (2008) in Oxford Dictionary, diary is a book for keeping a daily record of events, or for noting appointments, it also mentioned as journal, log, or appointment book.

So, though writing a diary seems a simple thing, it can be an effective way to develop and enhance a great understanding and help the students to tell their experiences in everyday life routine. By writing diary, the students can explore and develop their ideas from real life experience and it helps them to solve their problems in getting and developing ideas, especially in writing recount text.

2.3.2 Advantages of Diary

Harmer in Autila & Theresia (2018) states there are some benefits of diary writing, those are:

1. Value of reflection; diary provides an opportunity for students to think about what happened and how something happened in their real life.
2. Freedom of expression; diary writing allows students to express their feelings freely, because they express their own story in a written form confidently.
3. Developing writing skills; diary writing contributes to the students' writing skill improvement such as writing fluency.

Their writing fluency will improve since they write constantly and regularly.

The other advantages are states by Ramadhani & Lestiono (2015), they stated that keeping writing diary or journal is advantageous to explore self-potential like the ability in exploring the subject to write about and the capability to communicate in the written form which help the readers understand the ideas. Constantly, writing a diary will help to preserve the precious idea, insight, and memories.

In addition, Maharani (2017) stated that diary writing could solve the students' problem in writing. By applying it, the students could feel free to express their ideas, feelings, or anything happening in their life in written form.

2.3.3 Steps of Diary Writing

There are several steps that should be done in writing diary for a better result, those are as follows.

1. Free from a disruption.

Writing needed a concentration and must be focus in writing. So in writing a diary must be free from a disruption.

2. Must be consistent

Write a diary consist of daily activity. Tell and write what happened at the time accurately.

3. Format of diary

Choosing format that will to do write a diary, for example write a diary in computer or notebook. In this research, the medium is notebook.

2.3.4 The Use of Diary in Teaching Recount Text

Writing is one of language skill that should be taught to the students. In teaching writing, the many ways, strategies, techniques, and media are needed to be used in it. In this case, the researcher use diary as a medium in teaching recount text. Because recount text is an activity in retell the story that happened in the past and diary as a media is one of a best tool to teach writing in the school.

Writing a diary is keeping a record of ideas, opinions, and descriptions of daily life which help the students to develop their creativity. During the activity, the students will remember their experience or something unforgettable events in their life and write it then. Accordingly, it must be an interesting and exciting activity in learning for the students, because they only have to share their story in their own way openly.

Moreover, diaries can promote student learning and support students to become self-regulated learners, as well as being used to probe student learning (Wallin, Adawi, & Gold, 2016). The using of diary in teaching writing can be held in many different ways. It depends on the purpose. It can be in the form of a public blog or in handwritten book, whether using

technology or not, it can be written every day, once a month or whenever something significant happens. Therefore, writing fluency will improved because skilled regularly.

It means keeping writing diary is advantageous to explore self-potential like the ability in exploring the topic to write about and the capability to communicate or tell something in the written form.

2.4 Review of Related Findings

There were some relevant studies related to the using of diary writing to improve students writing ability in recount text. A research written by Suryaman (2018) entitled *“Improving Students’ Ability in Writing Recount Text Using Diary at One of Junior High School in Campaka – Cianjur”* was successful in improving the students’ ability in writing recount text by using diary. It was the one of the alternative medium in teaching writing recount text, because the students will be more active and participated in teaching learning process.

The other researcher that written by Waris, Aprilia, & Jamiluddin (2015) in *“Improving Writing Ability of the Eight Grade Students by Using Diary”* proved that diary writing can improve students’ writing ability. The aim of this research was to improve students writing ability by using diary as a medium in it. The result showed that there was improvement on students’ achievement. Because the students more interesting in this activity and they are happy to tell their story in a text.

Then, a research entitled “*Improving Writing Skill in Writing Recount Text through Diary Writing*” that had been written by Ningrum, Rita, & Hastini, (2013) have the result that the use of diary writing was an effective media to improve the students’ skill in writing recount text. It is due to their interest make them more active in write diary.

So, the researcher concluded that diary is good to apply in teaching students in writing. The students will be more active in the class, because write down their own short story is an interesting activity. The students will feel enjoy the activity and more confident in writing.

2.5 Conceptual Framework

In conceptual framework, the researcher makes a draft about the step of this research. So, the researcher refers to the writing recount text through diary writing strategy in this research. Thus, the conceptual framework of this research was conceptualized into three ways, those are students’ problem, problem solving, and the expected result.

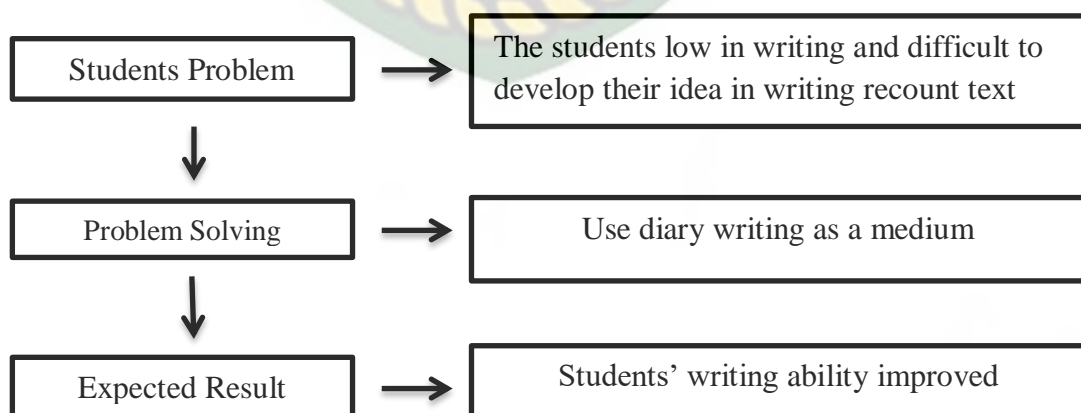


Figure 2.1 Conceptual Framework

CHAPTER III

RESEARCH METHOD

3.1 Research Design

Action research in education is any systematic inquiry conducted by teachers, principals, school counselors, or other stakeholders in the teaching–learning environment to gather information about the ways in which their particular schools operate, the teachers teach, and the students learn (Gay, Mills, & Airasian, 2012).

This research was conducted by the researcher to organize the condition of teaching and learning process and to guide the process of students' improvement in writing ability in recount text by using diary, and these activities supported by the collaborator.

Classroom action research consists of cycle's process. There were two cycles in this research, and every cycle comprises four meetings. This research was developed through the process of planning, action, observing and reflecting in each cycle.

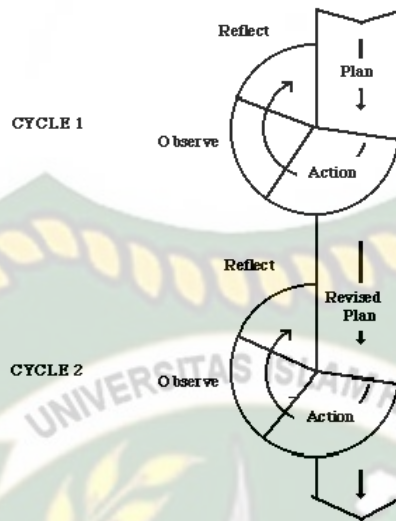


Figure 3.1 Kemmis and McTaggart model (1988) Adopted from Ronauli (2017)

3.2 Location and Time Research

This research was conducted at second grade of SMP Islam YLPI Pekanbaru that located at Jl. Prof. Moh. Yamin No. 20, Padang Bulan, Senapelan, Kota Pekanbaru. This research held on July to August 2019. In conducting the actions, the researcher followed the school's calendar in which the English subject had been taught two times in a week.

3.3 Participants of the Research

The participants of this research were the second grade students of SMP Islam YLPI Pekanbaru. The totals of participants were 21 students. This class was chosen by the researcher because they low in writing ability. Thus, the researcher was tried to overcome their problems by using diary as a medium in writing activity.

3.4 Instrument of Research

In gained the valid data, the researcher use three kinds of instrument which were field note, observation sheet and test.

3.4.1 Test

Teacher asked students to write a short recount text. The test was intended to measure the students' ability in writing recount text. There was one test in each cycle. Their writing gave to the ratters and scored based on the indicators of writing skill. The indicators were as follows.

Table 3.1 Indicator of Writing Assessment

Variable	Indicators
Writing Ability	a. Content b. Organization c. Vocabulary d. Grammar e. Mechanics

(Heaton, 1975)

For content, the researcher focused on the students' task, their writing had to relevant and adequate answer to the task, such as reached the minimum words or had correlation with the topic given by the teacher. Then, organization of their writing should be controlled and followed the pattern or organization of recount text (orientation, event, and re-orientation). Thus, for vocabulary, grammar, and mechanics of their writing should be accurate.

3.4.2 Observation Sheet

In the teaching learning process, the researcher and the collaborator observed the teaching and learning process to know how the researcher taught and treated the student by using diary.

Table 3.2 Teachers' Observation Sheet

No.	Observation Points	Yes	No
1	Teacher greeting the students.		
2	Teacher checks the attendance list.		
3	Teacher explains to the students about their material, purpose, and what they will going to do.		
4	Teacher explains about recount text.		
5	Teacher gives an example of recount text.		
6	Teacher introduces and explains about diary writing strategy.		
7	Teacher gives the students exercise and asks the students to submit it later.		
8	Teacher asks the students to develop their ideas in written form.		
9	Teacher asks students to write a short recount text based on their experience (individual).		
10	Teacher reminds the students to do their weekly recount text on their own diary at home.		

This observation sheet should be checked by the collaborator in every meeting by watching the process of teaching and learning in the class. Then, the students' observation sheet should be done by students in every meeting based on what happened in the class at the day, and the observation sheet was printed in the following table.

Table 3.3 Students' Observation Sheet

No.	Observation Points	Yes	No
1	Students' are greeting by the teacher.		
2	Students are explained about their material, purpose, and what they will do by the teacher.		
3	Students are explained about recount text by the teacher.		
4	Students are given an example of recount text by the teacher.		
5	Students are introduced and explained about diary writing strategy by the teacher.		
6	Students are given an exercise and asked to submit it later.		
7	Students are asked to develop their idea in written form by the teacher.		
8	Students are asked to write down a short recount text about their experience individually.		
9	Students are reminds by the teacher to do weekly recount text on students' own diary at home.		

3.4.3 Field Note

This instrument used to report events that happened during teaching learning process and to support to the observation data. In this note, the teacher and the collaborator have to write down about specific thing happens in the class.

Table 3.4 Field Note

Meeting / Cycle: Day / Date: Time:	

In this field note, the collaborator wrote all the things happened in the class at the day from the beginning the researcher opened the class to end the class, and the students' activities and improvement were included.

3.4.4 Interview

Interview was one of instrument used to collect the data in this research. It is used to know the students' opinions or responds about the implementation the diary writing in writing recount text.

Table 3.5 Questionnaire

No.	Researchers' Questions	Students' Answer
1	What do you think about material given by the teacher?	
2	What do you think about media used by the teacher?	
3	Are you interesting with the media?	
4	Do the activities of diary writing improve your writing ability?	
5	What do you think about classroom management?	
6	How do you think about classroom activity? Do you enjoy it?	

After doing the test, the researcher interviewed the student and asked the question above to the student. This result of interview had been recorded by the researcher as the supporting data for this research.

3.5 Collaborator

The collaborator in action research is a person who will help the research to collect the data. The collaborator in this research was the second grade's English teacher in SMP Islam YLPI named Nursyam Piperiani, S.Pd.

3.6 Procedure of the Research

In this research, there were two cycles process, and every cycle consist of several procedures, those were: planning, action, observation, and reflection by Kemmis and McTaggart (1988) that adapted from (Ronauli, 2017).

a. Planning

The first step in this research was plan. All the activities in this research had been planned by the researcher. This step helped the researcher in conducting the study systematically. So, in this step, the researcher had been planned what would do in the teaching and learning process. Those were as follows.

1. Designed the lesson plans
2. Prepared 21 diaries for each students as media to exercise the writing activity
3. Prepared the recount text material in PowerPoint form

4. Prepared the steps of writing material in handbook form
5. Prepared the research instrument
6. Arranged the scoring system.

b. Action

In implementing the actions, the researcher work together with the English teacher as a collaborator and the students to identify and to investigate the problems that occurs in English teaching and learning process. In this step, the researcher got involved in observing the effects of the actions and took note on how the students reacted to the actions and some obstacles in implementing the action.

Furthermore, the researcher carried out the action based on the lesson plan that had been prepared. This research was planned in two cycles and every cycle had four meetings. The duration of each meeting was 80 minutes. While applied the lesson plan in the teaching and learning process, there were some essential activities in this step, those were:

- a. Pre-teaching
 1. The teacher greeted the students
 2. The teacher checked the students' attendance list
 3. The teacher motivated the students to study
 4. The teacher do brainstorming that guides the students to the topic will be discussed.
- b. While teaching

1. The teacher introduced the lesson
2. The teacher explained about recount text in order to make students understand what they learned
3. The teacher explained the steps of writing

c. Post-teaching

1. The teacher and the students concluded the lesson together
2. The students pick a topic
3. The teacher ended the class

c. Observation

The observation was activity undertaken to collect qualitative data in learning writing activities. The processes were observed and recorded by the teacher. The activities and it changes in relation to the students' learning process had been noted by the collaborator and checklist the observation sheet every meeting. Then the researcher asked the students to join with the interview after did the test. Hereafter, its result used to make consideration for coming meeting.

d. Reflection

In this stage, the researcher and collaborator checked and drew a conclusion the activities that have done in the first cycle. All the actions were evaluated in the end of cycle. The researcher did a reflection and continued to the next cycle when the action of the previous cycle is considered unsuccessful.

3.7 Technique of Collection Data

The data in this research were collected qualitatively and quantitatively by the teacher and the collaborator. Quantitative data was taken from the tests (test I and test II). While qualitative data was taken from the result of interview, observation sheets, and field notes during the process had been applied.

3.7.1 Quantitative Data

In this case, the data were collected by distributing the test to the students of participants. There are several tests used in collecting the data. The test had been scored by the collaborator as rater I and Mrs. Fadel Isfan Kurnia as rater to.

Table 3.6 Blue Print of the Test I

Name:
Class:
Topic: Embarrassing Experience
<i>Write a short recount text (min. 100 words) based on the topic!</i>

Table 3.7 Blue Print of the Test II

Name:
Class:
Topic: Sad Story
<i>Write a short recount text (min. 100 words) based on the topic!</i>

3.7.2 Qualitative Data

The researcher did observation in collecting the data. In this case, the researcher was helped by English teacher of SMP Islam YLPI Pekanbaru as collaborator, to observe the students in the classroom. It was done to get the description about students' activity and participants in learning process of writing recount text. The data got from the result of the researcher' and teacher's observation which was taken in cycle I and cycle II by using observation sheets was be useful to get any information in teaching and learning process.

3.8 Technique of Analyzing Data

After collecting the data, there are two techniques in analyzing the data, those are quantitative and qualitative.

3.8.1 Quantitative Data

Quantitative data used to analyze and find out the level of students' achievements in improving their ability in writing recount text by using diary as the media. The researcher used analytical scoring rubric by Weir (1998) that adapted from Ronauli (2017) There are five component presented in the analytical scoring rubric for writing, i.e., content, organization, vocabulary, grammar, and mechanic component. The following table is analytical scoring rubric used by the researcher to analyze the students' writing of recount text.

Table 3.8 Scoring Rubric of Writing Assessment

No	Aspect	Score	Classification
1	Content	5	<70 words did not based on topic
		10	70-80 words based on topic
		15	80> words, did not based on topic
		20	80> words, based on the topic
2	Organization	5	No correlation each sentence, no generic structure
		10	No correlation each sentence, minus two part of generic structure

		15	Have little correlation, minus one of generic structure
		20	Have correlation, have complete generic structures
3	Vocabulary	5	7> errors or inappropriate words
		10	4-6 errors or inappropriate words
		15	2-3 errors or inappropriate words
		20	0-1 error or inappropriate words
4	Grammar	5	7> errors in grammatical structure
		10	4-6 errors in grammatical structure
		15	2-3 errors in grammatical structure
		20	0-1 errors in grammatical structure
5	Mechanical	5	7> errors in spelling and punctuation
		10	4-6 errors in spelling and punctuation
		15	2-3 errors in spelling and punctuation
		20	0-1 errors in spelling and punctuation

Each of students got their score base on content, organization, vocabulary, grammar, and mechanic in their writing test. To know the students' score in writing recount text, the following formula will be used.

$$S = C + O + V + G + M$$

S : students' score

C : students' ability in content

O : students' ability in organization

V : students' ability in vocabulary

G : students' ability in grammar

M : students' ability in mechanic

To know the students' ability in writing, the data are analyzed by using the following formula.

$$X = \frac{\sum x}{N}$$

These are the explanation of the formula:

X : the total average score of the test

$\sum x$: the total or sum score of the students

N : total number of the students

(Hatch & Lazaraton, 1991)

After calculated the score, the researcher referred Minimum Mastery Criterion (KKM=75) to identified the students' writing ability.

The classifying score will reflect into this following range.

Table 3.9 The Classifying Scores

Score	Classification
90-100	Excellent
81-89	Very Good
75-80	Good
60-74	Fair
≤59	Poor

(Oshima & Hogue, 2007)

Then, the calculation of class percentage about the students who passed the Minimum Mastery Criterion (KKM):

$$P = \frac{F}{N} \times 100$$

These are the explanation of the formula:

P : Percentage

F : The students who passed the Minimum Mastery Criterion (KKM)

N : Total of students

(Suryaman, 2018)

3.8.2 Qualitative Data

The data had been gotten from observation, field note, and interviews which collected during the process of teaching and learning had

been analyzed qualitatively. The data from that instruments was analyzed by interpretative technique in order to explain the factor that influences the improvement of students' writing ability after the researcher teach writing through diary writing in recount text.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the description of findings and discussion of classroom action research which was done to answer research questions; a) To what extent can diary improve students writing ability in recount text at the second year students of SMP Islam YLPI Pekanbaru? b) What factors influence the improvement of the students' writing ability in recount text by using diary at second year of SMP Islam YLPI Pekanbaru?. Both questions were answered based on the data collected from the writing tests, observation sheets, field notes, and interview.

4.1 Findings

In this research, the researcher acted as the teacher in the learning process, and the collaborator was the English teacher itself named Mrs. Nursyam Piperiani. By conducting this research, the researcher would like to explain what the researcher had found. The researcher held two cycles while each cycle consists of planning, action, observation and reflection. There were 21 students at second year of SMP Islam YLPI Pekanbaru which involved in this research. The purpose of this research was to improve students' writing ability in recount text through diary as medium. The data was collected by giving daily writing test individually.

The research findings are presented in the following information.

4.1.1 Cycle I

a. Planning

Before conducting the research, the writer prepared the research instruments, those were:

1. Lesson plans: it was used as guidance and controlling the learning process. On that lesson plan generally could be seen a subject, learning technique, teaching steps, source and assessment.
2. Teaching aids: the researcher used a laptop, projector, and book in teaching learning process. The researcher also use diary as a media in writing activity
3. Materials: the content of material was recount text and it sources were text book and internet. The researcher formed it into a PowerPoint. Every meeting the students have different topic to exercise their writing on diary. All of those were as in the table below.

Table 4.1 The Schedule of Cycle I

Meeting	Topic	Date
1	-	July 17 th 2019
2	Holiday Story	July 19 th 2019
3	What Happened Today?	July 24 th 2019
4	Test I	July 26 th 2019

b. Action

In this action, there were four meetings done by the researcher. The detail information about the action can be found in this following description.

1. The first meeting

The first meeting of cycle I was conducted on July 17th 2019. In pre-teaching, the researcher greeted the students and introduced herself. The researcher told that for the next few months the research will be their teacher for a research. The researcher also explained to the students about the purpose of this research, and explained about the media used (diary) and explained the rules of the writing activity in this research. Afterward, the researcher checked the students' attendance list while asking their personal information to started approaches with the students. It was like, "*Taufik Hidayah? Are you Javanese? Your face looks like them*". The students also answer the question cheerfully. Then, the researcher explained about the material.

In whilst teaching, by using PowerPoint slides, the researcher introduced recount text. Slide by slide, the researcher asked the students to write down the main point of recount text in their notebook. It was aimed to remind them if they forgot. Then, the researcher gave them an example from power point, and re-explained the recount text based on the example. Thereafter, to measure their understanding, the researcher gave them two exercises. The researcher divided them into some groups, and gave them two texts to each group and asked them to determine the generic structure in each paragraph based on the texts and submit it then.

Before close the class, the researcher gave some questions to the students orally in order to review the students' understanding in recount text. Moreover, some students said that they had problem in it and they did not know some new vocabulary meaning. So the teacher and collaborator made a rule that every student had to bring their dictionary in every English class. In this meeting, the researcher only focused on explaining about recount text, so they did not choose the topic for diary writing yet.

2. The second meeting

The second meeting was on July 19th 2019. The researcher opened the learning process by greeted and checked the students' attendance list. The teacher asked the students to show up their dictionary, and there were 7 students did not bring their dictionary. So, they got a punishment; they should write "*I did not bring my dictionary today, and it is my fault. I promise I will bring it in every English class.*" on a paper thoroughly in the front of the class. By giving this punishment, the students learn to write and it was such a good start in writing class. It took 15 minutes for them. For the others, the researcher review about recount text to them that had been discussed in the last meeting. Due to some students did not understand about it yet, the researcher re-explained about recount text. Then, the next explanation was focused on the purpose, the generic structures, and its language features. At the same time, the researcher was returning the students' work in the previous meeting. It was intended to make the students know their abilities from the results of their own work.

In whilst teaching, due to the students will started their diary writing at home, the researcher explained about the steps of writing. The source of the material was a handbook arranged by the researcher to help the students in learning writing diary. The researcher explained from pre-writing, writing, and drafting steps by installments. The researcher also explained about five aspects in writing, those are; contents, organization, vocabulary, grammar, and mechanic, which will be a particular assessment in their diary writing. in this phase, the researcher shared a paper that consist of the steps and those aspects in writing activity to each students for their diary writing guide at home. The researcher explained it to the students' point by point.

To measue the students understanding, the researcher gave them an exercise. The students asked by the researcher to made a short recount text (min. 80 words), and the topic was "*What happened last night?*". At the time, the researcher guide them how to make an outline and how to organize their ideas, then editing some errors which they got from reviewing activity, and the last was revising. The students looked active and did their work well. Unfortunately, the limited time made their work did not finish at the time. So, the students brought their work to their home and it will be submitted in the next meeting.

Beforehand, the researcher took out a box containing several rolls of paper. Every paper contain of a topic. One of them will pick it out and read the topic in the front of the class for their daily writing in their diary. At the day, the topic chosen was "*Holiday Story*". Certainly, many questions asked by the students regarding this assignment. Such as "*satu lembar nyo kan, miss?*" Or

“where diary-nya, miss?”. Besides them, there was a student told to her friend like “den mau nulis den pai ka sumbar lebaran kemaren” enthusiastically.

In post-teaching, the researcher gave them the diaries one by one. They can choose what color they want, because it has 4 colors. Also, the students can wrote or draw anything on their diary as long as they wrote based on the topic and it was good as it should be. The researcher also asked the students to bring their diary in the next meeting. The researcher ended the class by greeting the students.

The result of the students’ writing in their first diary writing on the topic of “holiday story” could be seen in this following chart.

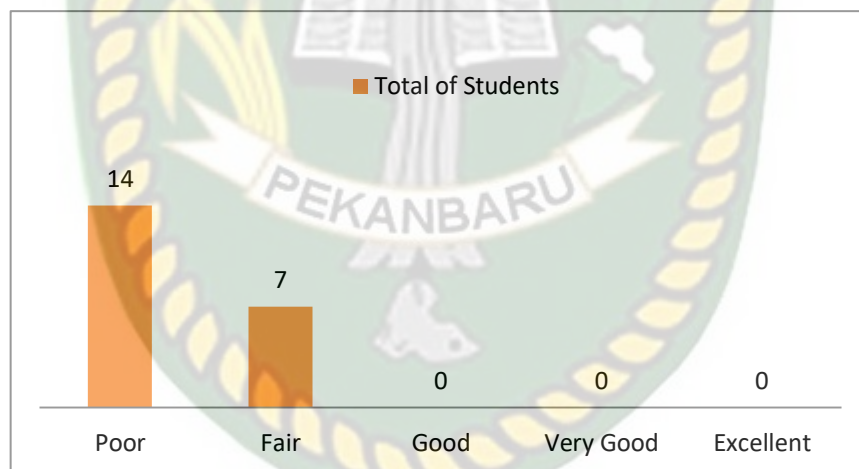


Chart 4.1 The Students’ Ability Levels in Diary I

Based on the chart above, the students’ writing ability in writing recount text were classified into five categories; poor, fair, good, very good, excellent. The data showed that from 21 students, most of them were in poor level (<59 points). Then, 7 students were in fair levels (60-74 points). Furthermore, there were no

students in good, very good and excellent level. It means that the students' writing ability was low and did not reach the Minimum Mastery Criterion (KKM)

The detail information about the students' ability in writing recount text for each indicator can be seen in the following chart.

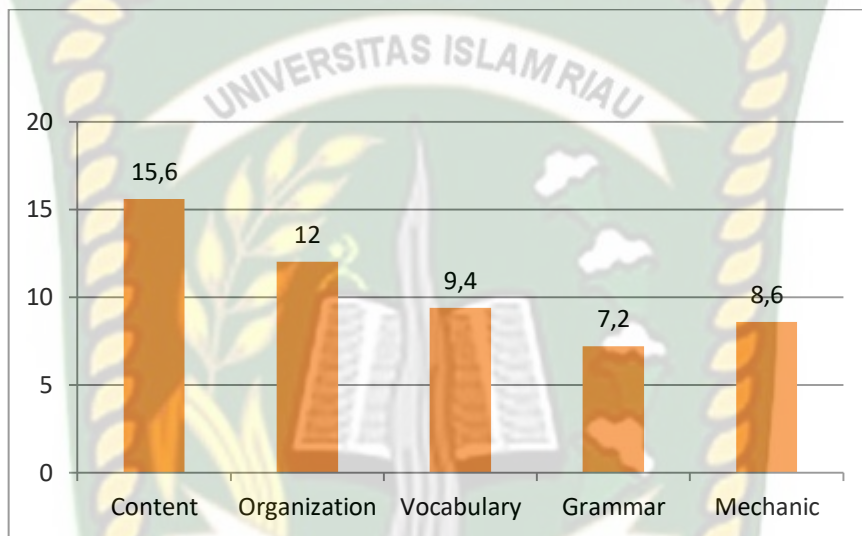


Chart 4.2
Students' Writing Ability of Diary I per Indicator of Writing

Based on five indicators of writing; content, organization, vocabulary, grammar, and mechanic, the students' writing ability for each indicator could reach 7-15 points in which the highest point should be 20 points. The detail information will be explained in these following descriptions.

In writing the content, the researcher analyzed the students writing ideas were good enough. The students' ideas in writing were clear. Half of them completed their task based on the topic and reach the minimum words specified

(80 words). The details of information was almost relating to the topic. That was why some of them got 20 points in their content aspect.

In writing the organization, their writing showed that the students' writing texts were disorganized. Only several students that wrote orientation were completed relating to the topic. Several students had already known that the first paragraph was used to introduce about 5W 1H, for example: *A month ago, I went to Bangkinang with my father to holiday in my grandmother's home. We spent three days there happily with my family. Other than us, there were my cousins, my aunty, and my uncle.* But, many of them did not. Some students did not write it clearly, for example: *We went to Bagan Batu to Lebaran. I was very happy because I met my big family there.* Actually, this sentence should be more specific in the first paragraph to explain who were "we" there and enclose the adverb of time. In this case, most of the students also still made the text in one paragraph even the students had been advised by the researcher to arrange it into three paragraphs (orientation, event, and re-orientation) to ease them in write their task.

Vocabulary appeared as the students' problems in writing in the first diary writing were low. The students have limited words to construct a good writing. It caused them used improper words such as: *I played slime with my **small** sister* or *I was **too** happy because the headmaster did not punish me yesterday.* It should be *...my **young** sister* and *I was **so** happy....* In most cases, they also have limited conjunction and preposition. They were only used basic words repeatedly, such as: *then, and, after that, and finally.*

The students' grammar in their writing, they really made many of grammatical errors, such as: objective pronoun, possessive adjective and auxiliary verbs. For example: *she name is Nia* → *her name is Nia*. In addition, *I looked for my sister then I found him in the kitchen*. It should be *I looked for my sister, and then I found her in the kitchen*. The other problem, they forgot to use auxiliary verb, for example, *we happy at the time* → *we were happy at the time*.

In the mechanic of writing, the researcher could conclude that several students had already put full stop (.) at the end of their sentences. Furthermore, some students did not know that there is no capitalization used after coma (,), for example, *we played beach volley ball, Build sand castle, And ate seafood*. It should be *we played beach volley ball, build sand castle, and ate seafood*. They also did not know when and how to use capitalization properly. In addition, the students did not know spelling of words, for example: *turshday* → *Thursday*, *stret* → *street*, *might* → *night*. So, it can be changed the meaning of word.

In the first diary, several problems in the students' writing components were found. The data showed that no one students in good level. So, the researcher prepared several exercises to improve their ability in each indicator of writing.

3. The third meeting

The third meeting was conducted on July 24th 2019. The researcher opened the class by greeted the students and checked their attendance list. The researcher also asked the students to show up their dictionary. Apparently, all of them

brought their own. As well as, the researcher asked the students to submit their diary writing. Before started the class, the researcher always reviews the previous lesson. The researcher asked some questions about steps of writing and aspect of writing and almost of students answered it correctly. Gradually, they started to understand and could remember the lesson.

In whilst teaching, the researcher explained about simple past tense to the students. The mediums used in the class were LKS (*Practice Your English Competence by Mandiri, p. 105-106*) and white board. Additionally, the researcher wrote more detail explanation and examples on the board. The researcher gave the students some notes, such as the clues of simple past tense; uses verb two, uses were/was, and the sentence refers to something that had happened in the past. The researcher also reminds the students to bring their dictionary because in this lesson they really need it. Furthermore, the researcher gave the students an exercise. It was a recount text which blank verb used, and there two choices of words in parentheses in its next. The students asked to choose the right one and wrote it on their own note book individually. Their work submitted then.

In post-teaching, 15 minutes before class ended, the researcher asked one of them to pick out the topic on the box. They got “*What happened today?*” for the next topic. At the time, the researcher was bringing to mind the students about writing steps and pay attention in the fifth writing aspects. Moreover, the researcher told that there will be a test in the next meeting and asked them to study at home to get a satisfying result.

The result of the students' writing in their second diary writing on the topic of "what happened today?" could be seen in this following chart.

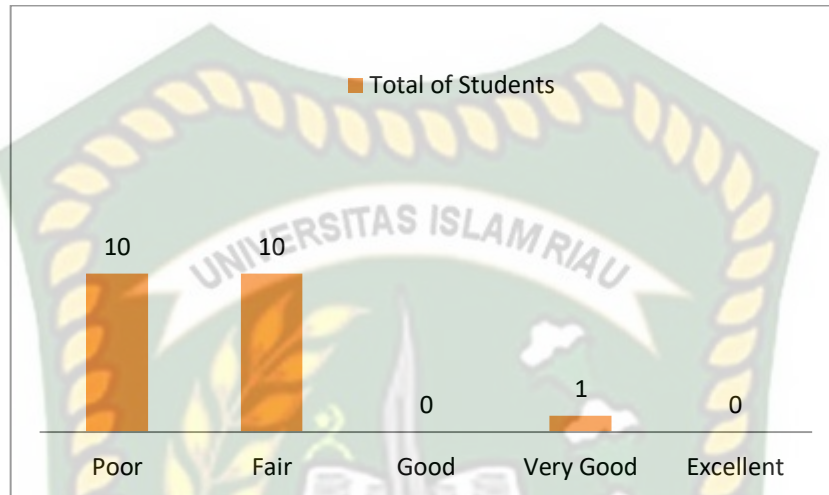


Chart 4.3 Students' Ability Levels in Diary II

Based on the chart above, the students' writing ability in writing recount text were classified into five categories; poor, fair, good, very good, and excellent. The data showed that from 21 students, most of them were still in poor level (<59 points). Then, 10 students were in fair levels (60-74 points) and no student in good levels (75-80 points). And finally, one student was in very good level (81-89 points). It means that some of their writing abilities were increased. But, only one students who reach the Minimum Mastery Criterion (KKM=75), in other word, it was only 4,76%. The detail information about the students' ability in writing recount text for each indicator can be seen in the following chart.

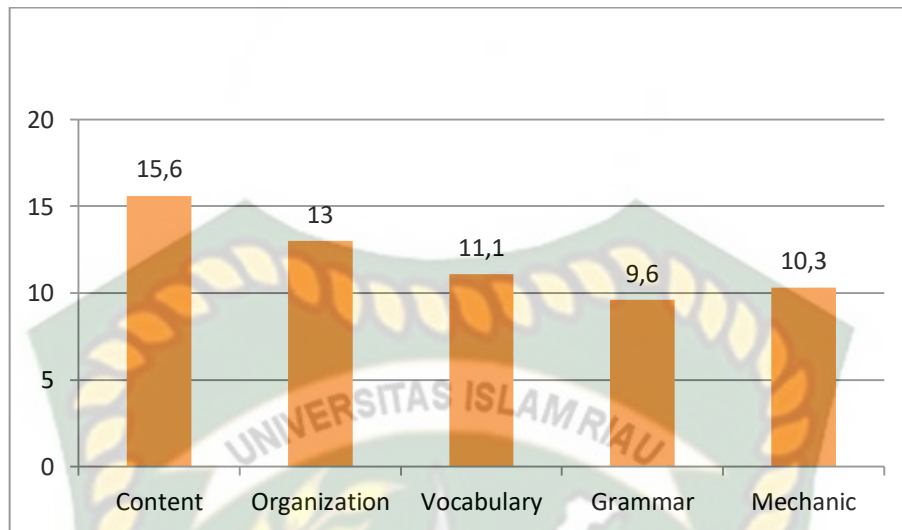


Chart 4.4
Students' Writing Ability of Diary II per Indicators of Writing

Based on five indicators of writing; content, organization, vocabulary, grammar, and mechanic, the students' writing ability for each indicator could reach 9,6-15,6 points in which the highest point is 20 points.

In writing the content, the researcher analyzed that the students' writing ability in the second diary had increased. The content were highest than the other indicator of writing. Some students' writing showed that the students' ideas in writing were clear. The detail information was almost relating to the topic. Most of their writing also reached the minimum words specified. Their content of writing almost completes the task, it was about "What Happened Today?".

Organization appeared as the students writing in the second diary was increased. Their writing was completed relating to the topic. Some students had already known that the first paragraph was used to introduce the story by including the subject, time, and place. For example: *Today is Sunday. Me and my*

family usually cleans the home. But, many students still could not write the orientation clearly. In addition, some of them wrote their story in three parts. It means that some of them pay attention in the generic structure of recount text.

Vocabulary appeared as the students' problem in writing their second diary was increased. The students could know what the meaning of words, so students were easy generate their ideas. But, even though they were understandable about the meaning of words, they were getting into trouble in word choice, for example: *my friend is very humor.* It should be *my friend is so funny.* In this case, the students should more pay attention in use word choice.

Grammar appeared as the students' writing in the second diary was increased. The researcher analyzed that the students' writing had some grammatical inaccurate. The students already know the pronoun grammar (subjective pronoun, objective pronoun, possessive pronoun) and auxiliary verb in sentences.

In writing the mechanic, the researcher can conclude that several students had already put full stop at the end of their sentences. They did also understand to use it in each line paragraph to write other ideas, for example: *He said he did not finish it his math homework. So, I told him...* In addition, the students had also understand how to use comma (,), but some students were incorrect to use capitalization.

In addition, several students writing had increased such as: most of them were completed the task based on the topic and reached the minimum word

specified, some of them already know that the first paragraph was used for orientation section, and some students' vocabulary use was increased, and most of them had already known to use pronoun grammar.

4. The Fourth Meeting

The fourth meeting was conducted on July 26th 2019. As usual, the researcher opened the class by saying greeting and checking the students' attendance list. In this meeting the researcher focused on examined the students. They did the first test, and the topic was Embarrassing Experience. The test was done to measure the students' achievement and understanding toward the material had learned before. The test was done in 60 minutes. The improvement of writing recount text could be seen in the following chart.

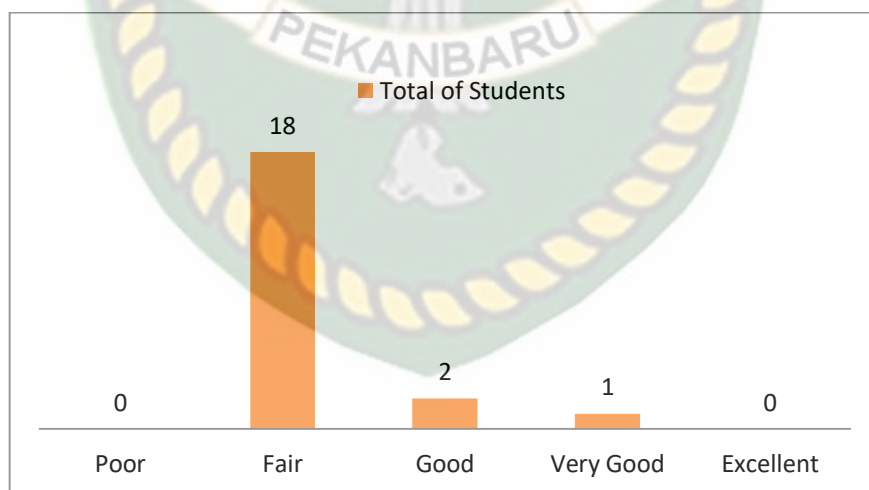


Chart 4.5 Students' Ability Levels in Test I

Based on the chart above, the students' writing ability in writing recount text were classified into five categories; poor, fair, good, very good, and excellent.

The data showed that from 21 students, most of them were increased in their writing ability. The chart showed that no student in poor lever. Then, 18 students were in fair levels (60-74 points). Furthermore, 2 students were in good levels (75-80 points). And finally, 1 student was in very good level (81-89 points). In sum, only 3 students or 14,28% students reached the Minimum Mastery Criterion (KKM=75). The detail information about the students' ability in writing recount text for each indicator can be seen in the following chart.

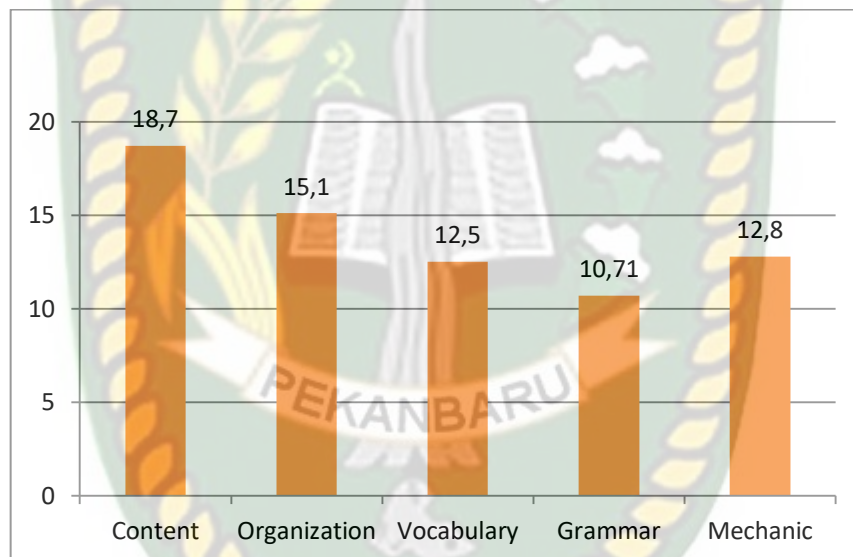


Chart 4.6
Students' Writing Ability per Indicators of Writing in Test I

Based on five indicators of writing; content, organization, vocabulary, grammar, and mechanic, the students' writing ability for each indicator could reach 10-18 points in which the highest point is 20 points.

In writing the content, the researcher analyzed that the test of cycle I was increased. It was satisfactory score, because no one in lowest level; poor. Their ideas in writing were clear. The students detail information was almost relating to

the topic, it was “Embarrassing Experience”. Almost of them wrote their story in more than the minimum word specified (100 words).

Organization appeared as the students writing in this test, their writing was complete to the topic. Even though many of them wrote it in one paragraph, they have orientation, event, and re-orientation of their story. Then, several students had already known that they have to write in on three paragraphs.

In writing the vocabulary, the researcher analyzed that the students’ vocabulary in this test were increased. It was good score. Most of students got new additional vocabulary when they write recount texts. For example, they use “*someone else*”, usually they use “*the other people*”. In addition, several students had known use in word order and word choice. The students were understood about the meaning of words.

Grammar appeared as the students’ writing in the test was increased. The researcher analyzed that the students were grammatical inaccurate. The students had already known to use pronoun grammar and auxiliary verb in sentences.

In writing the mechanic, the researcher can conclude that several students had put full stop (.) properly. But, some students were incorrect to use comma (,). They also use capitalization for the first letter of the first words in the sentence. It was good improvement.

In addition, several students’ writing had increased, such as: most of the students writing was complete the task (based on the topic and reached minimum words), all of the students had already know that recount text have three parts and

they wrote it based on the generic structure of recount text, furthermore, the students had known use in word choice and use pronoun grammar.

c. Observation

This phase was referred to the action during the classroom activity. Collaborator observed the students and the researcher activities during teaching and learning process in the classroom by wrote a field note in every meeting. The collaborator and the students also checked the observation list that given by the researcher, and ticked it based on what happened in the field. The researcher conducted writing test at the end of cycle I to measure how far the improvements of the students were made. An interview section also conducted in the end of the cycle, it was intended to identify how far the action influenced the students' behavior.

Based on the teacher and students observation sheet, the researcher was given some notes by collaborator in writing process in cycle I. The students needed more explanation about how to write recount text. Because, they looked still low in organize their writing. The researcher just explained the steps just in general. So, the students needed more explanation in detail and they need more example of recount text.

Next, some students did not know some vocabularies. So in every meeting, all of students have to bring their dictionary. They just focus on teacher explanation. So, when the teacher gave them exercise, they could not so it.

Moreover, when they asked what the text about, they could not get the point. So, the teacher asked and motivated them to bring their dictionary.

d. Reflection

Referring to the result of the test in cycle I, the research concluded that some of the students writing ability were not reached the KKM (75). Most of students write generally, did not based on the steps of writing. They still use incorrect words, such as the using of verbs. Many of them used the present form, and used incorrect to be. Besides, they also lack of vocabulary which made them to confuse to make a paragraph.

Therefore, the researcher planned to continue the cycle II. In addition, the researcher and collaborator determined to add some plans to be implemented in the next cycle for better teaching improvement. In short, the researcher gave more explanations about the steps of writing to improve their grammar in writing.

4.1.2 Cycle II

a. Planning

Before continued the research in cycle II, the writer prepared the research instruments, those were:

1. Lesson plans: it was used as guidance and controlling the learning process.

On that lesson plan generally could be seen a subject, learning technique, teaching steps, source and assessment.

2. Teaching aids: the researcher used a laptop, projector, and book in teaching learning process. The researcher also use diary as a media in writing activity
3. Materials: the content of material was recount text and it sources were text book and internet. The researcher formed it into a PowerPoint. Every meeting the students have different topic to exercise their writing on diary.

From the result of observation in cycle I, the researcher wanted to solve the problem. The researcher prepared the different text and exercise that more interesting and familiar to them.

Moreover, the researcher tried to make intimate situation with students by turning around the class, monitoring, checking to the students' activities in doing their works. Furthermore, the researcher planned to have three meetings and one test. The schedule in this cycle could be seen in the following table.

Table 4.2 The Schedule of cycle II

Meeting	Topic	Date
1	Fun Story	July 31 st 2019
2	My Weekend	August 2 nd 2019
3	Unforgettable Moment	August 7 th 2019
4	Test II	August 19 th 2019

b. Action

1. The First meeting

On the first meeting of cycle II on July 31st 2019, the teacher opened the class by saying greeting. In pre teaching, as usual, the researcher as the teacher asked the chairman to lead the prayer before teaching and learning process, the researcher started the lesson by greeting and checking students' attendance list. Before the researcher started the lesson, the teacher gave some questions dealing with the discussion in the last meeting. Most of them still remembered it.

The researcher used LKS and their notebook for students references about the material today. It was about language features of recount text. The previous lesson, simple past tense, is one of the language feature used in recount text. So, after re-explained about simple past tense, the researcher discuss about adverbs and temporal sequences. The researcher asked the students to list several adverbs and temporal sequences which common used in recount text that written on their LKS. Then, the research wrote some addition of words to enrich the students vocabulary, also explained about its' uses and functions in the sentences. In this part, the researcher also explained to the students about the capitalization and punctuation used in writing adverbs and temporal sequences.

Therefore, the researcher gave two recount texts without capitalization and punctuation to exercise their writing mechanics. They have to finish it individually on their own paper that given by the researcher. Apparently, the students discussed with their friend noisily. One of them reasoned "*memastikan*

only, Miss.” They still did not confidence in did their work. It is because even in Bahasa lesson, they are still wrong in capitalization and punctuation sometimes.

In post-teaching, after finishing the task, the researcher asked the students to submit it. After that, the researcher asked one of them to pick out the topic on the box. They got “*Fun Story*” at the time. Over and over, the researcher reminds the students about the steps of writing and pay attention to the grammar and mechanic in writing. The researcher also asked the students to write their story systematically. Then, the researcher ended the class on time by saying greeting.

The result of the students’ writing in their third diary writing on the topic of “*fun story*” could be seen in this following chart.

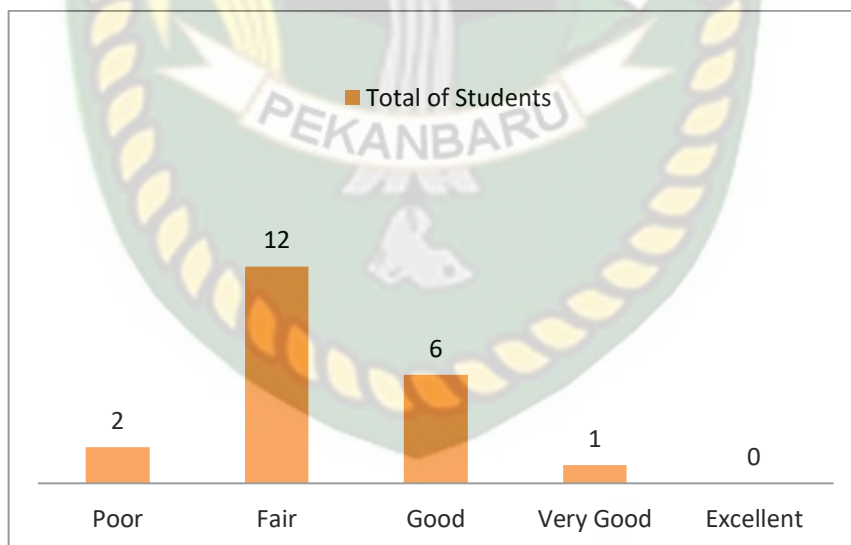


Chart 4.7 Students’ Ability Levels in Diary III

Based on the chart above, the students’ writing ability in writing recount text were classified into five categories; poor, fair, good, very good, and excellent. The data showed that from 21 students, 2 of them were still in poor level (<59

points). Then, 12 students were in fair levels (60-74 points). Furthermore, 6 students were in good levels (75-80 points). And, 1 student was in very good level (81-89 points). It means that some of their writing abilities were increased. It means that 7 students or 33% students were reach the Minimum Mastery Criterion (KKM=75). The detail information about the students' ability in writing recount text for each indicator can be seen in the following chart.

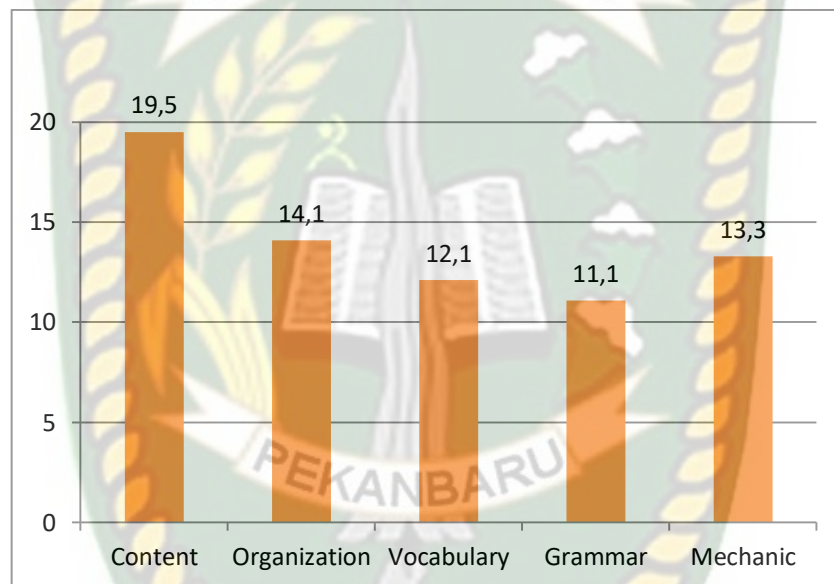


Chart 4.8
Students' Writing Ability of Diary III per Indicators of Writing

Based on five indicators of writing; content, organization, vocabulary, grammar, and mechanic, the students' writing ability for each indicator could reach 11-19,5 points in which the highest point is 20 points.

In writing the content, the researcher analyzed that the students writing ability in the third diary was gradually increased. Because their ideas in their writing were clear. The students detail information was almost relating to the

topic, it was “Fun Story”. Almost of them wrote their story in more than the minimum word specified (80 words).

Organization appeared as the students writing in third diary, their writing was complete to the task. Even though many of them wrote it in one paragraph, they have orientation, event, and re-orientation in their writing. Then, several students had already known that they have to write in on three paragraphs. Overall, their organization in their writing was increased.

In writing the vocabulary, the researcher analyzed that the students’ vocabulary in the third diary was increased. Most of students got new additional vocabulary when they write recount texts. For example, they use “*vacation*”, usually they use “*holdia*”. In addition, several students had known in use word choice, for example: *too* → *so*. But some students still put unnecessary words in their writing and caused their sentences use repeated words.

In writing grammar, the researcher found that there were still some grammatical errors. Several students still did not know how to use objective pronoun and possessive adjective. But however, some of them had already know how to use personal pronoun.

In writing the mechanic, the researcher can conclude that several students had already put full stop (.) at the end of their sentences. But, some students were incorrect to use comma (,). They also use capitalization for the first letter of the first words in the sentence. It was good improvement. But, some students did not

know how to spell the words, for example: *money* → *many*, *bridje* → *bridge*. So, it can be missed the meaning of the word.

In short, several problems of students' writing were still found, but there were some improvements had been written such as: the students had already write title and based on the topic, the detail information was clear, some of their mechanic in writing was increased.

2. The Second Meeting

Pre-teaching on the second meeting of cycle II on August 2nd 2019, the researcher came into the class on time with the collaborator. The researcher opened the class by saying greeting and praying, then checked the students' attendance list. The researcher reviewed the previous material by giving some questions to the students and the students also answer the questions cheerfully. Then, the researcher explained about the next material.

In whilst teaching, the researcher showed the students slides of PowerPoint that consist of several pictures. In this meeting, the researcher asked the students to make a short recount text about the picture. Those pictures were about "beach". The students have to construct a story based on the picture individually. Because they were usually write the story at home, but in this meeting, their process of writing was guided by the researcher immediately. The researcher walked around to check the students' work. This really helped them in writing. It could be seen in their activities in the classroom when asked the questions to the researcher. The researcher also said to the students about the

using of “*were and was*”, the punctuation and capitalization, and organization in their writing repeatedly. During the learning writing process, some students did not write their text, and some of them did their text seriously. The class adequately crowded but the researcher could handle it.

In post-teaching, before close the class, the researcher gave some questions to the students orally in order to review the students’ understanding in recount text. Moreover, some students said that they still had some vocabulary meaning. So, besides the students suggested to reading, listening to English songs, and memorizing the vocabulary, they also suggested bringing their dictionary in every English class by the researcher. Then, they picked out one topic at the day; it was “*My Weekend*”. The last, the researcher ended the class and invited the students to enjoy the break time.

The result of the students’ writing in their fourth diary writing on the topic of “*My Weekend*” could be seen in this following chart.

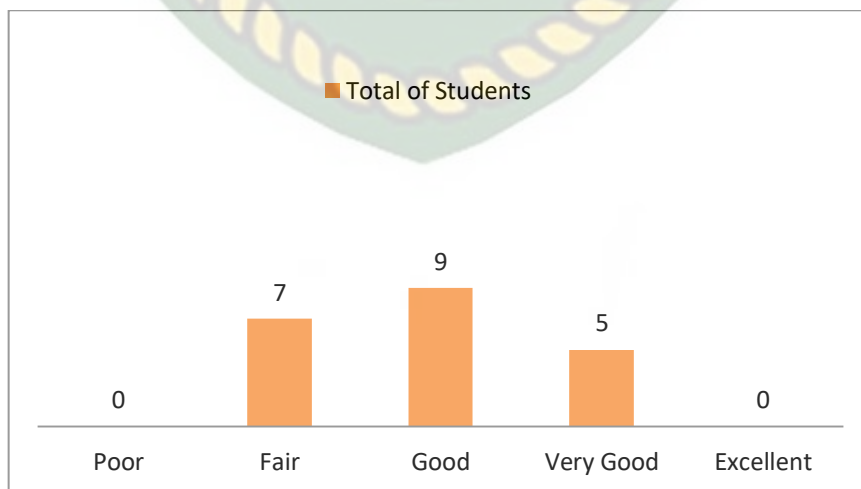


Chart 4.9 Students’ Ability Levels in Diary IV

Based on the chart above, the students' writing ability in writing recount text were classified into five categories; poor, fair, good, very good, and excellent. The data showed that from 21 students, their writing ability was increased. Because, it seen from the chart that there were no students in poor level (<59 points). Then, students in fair levels (60-74 points) were decrease, only 7 students there. Furthermore, 9 students were in good levels (75-80 points). And, 5 students were in very good level (81-89 points). It was satisfied score. In this case, 14 students or 66,66% students were reach the Minimum Mastery Criterion (KKM=75). It was good improvement. The detail information about the students' ability in writing recount text for each indicator can be seen in the following chart.

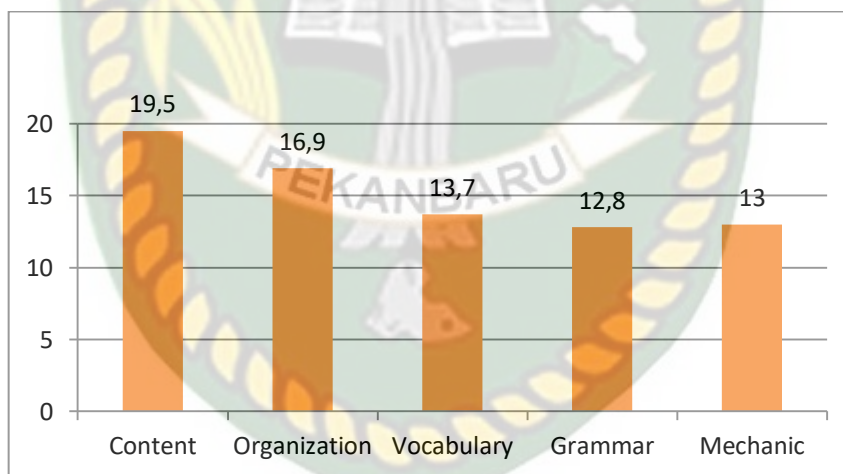


Chart 4.10
Students' Writing Ability of Diary IV per Indicators of Writing

Based on five indicators of writing; content, organization, vocabulary, grammar, and mechanic, the students' writing ability for each indicator could reach 12,8-19,5 points in which the highest point is 20 points.

In writing the content, the researcher analyzed that the students writing ability in the fourth diary was gradually increased. Because their ideas in their writing were clear. The students detail information was almost relating to the topic, it was about “*My Weekend*”. Almost of them wrote their story in more than the minimum word specified (80 words).

Organization appeared as the students writing in fourth diary, their writing was complete to the task. Some students had already known that they have to write in on three paragraphs. The students wrote the orientation completely and have interesting re-orientation, for example: since that, “*I hope I have a fun story in the next weekend*”. Then, the students also wrote the title on their writing, for example: “*My Fun Weekend*” or “*My Boring Weekend*”. Overall, their organization in their writing was increased.

In writing the vocabulary, the researcher analyzed that the students’ vocabulary in the fourth diary was increased. Most of students got new additional vocabulary when they write recount texts. For example, they use “*excited*” and “*enthusiasm*”, usually they use “*very spirit*”. In addition, several students had known in use word choice, for example: *too* → *so*. But some students still put the words in Bahasa because they did not know it in English, for example: *oplet* it should be *jitney* and *mabar* that should be play together or in match.

In writing grammar, the researcher found that there were some grammatical errors. Several students still use verb 1 in their sentences. If they use verb 2, they also put were or was on it, for example: “*I was washing dishes in the*

morning.”, it should be “*I was washing dishes in the morning*” or “*I washed dishes in the morning*”.

In writing the mechanic, the researcher can conclude that several students had already put full stop (.) at the end of their sentences. But, some students were incorrect to use comma (,). They also use capitalization for the first letter of the first words in the sentence. It was good improvement.

In short, several problems of students’ writing were still found, but there were some improvements had been written such as: the students had already wrote title based on the topic, the detail information was clear, and some of their mechanic in writing was increased.

3. The Third Meeting

The third meeting of cycle II was conducted on August 7th 2019. The researcher opened the class by greeted the students and checked the students’ attendance list. The researcher also asked the students to show up their dictionary. Apparently, all of them brought their own. As well as, the researcher asked the students to submit their diary writing. Before start the class, the researcher always reviews the previous lesson. The teacher asked some questions about simple past tense, and almost of students answered it correctly. Gradually, they started to understand and could remember the lesson.

In whilst teaching, the researcher explained about the way to make a conclusion from a text. The researcher showed up the example of recount text to

the students by using projector. Thereafter, to measure their understanding, the researcher gave them two exercises. They got a text from the researcher that consists of the text and the question in multiple choice forms. The students asked to answer the questions based on the text. In this activity, the students reading comprehension was be examined by the researcher. Almost of them good in their reading comprehension because their reading ability often be examined by the teacher in the other English classes before. Even though they does not mastering vocabulary, their abilities in reading such as determines the theme/topic, made a conclusion, found the general information were good enough. Because this activities they did in Bahasa subject too. During the activity, the students could be controlled by the researcher well.

In post-teaching, 15 minutes before class ended, the researcher asked the students to submit their works and invite one of them to pick out the topic on the box. They got “*Unforgettable Moment*” for their last topic in daily diary writing tasks. At the time, the researcher was bringing to mind the students about writing mechanic with the aim that they will not did the same mistakes. Moreover, the researcher told that there will be a second test in the next meeting and asked them to study at home to get a satisfying result.

The result of the students’ writing in their fourth diary writing on the topic of “*Unforgettable Moment*” could be seen in this following chart.

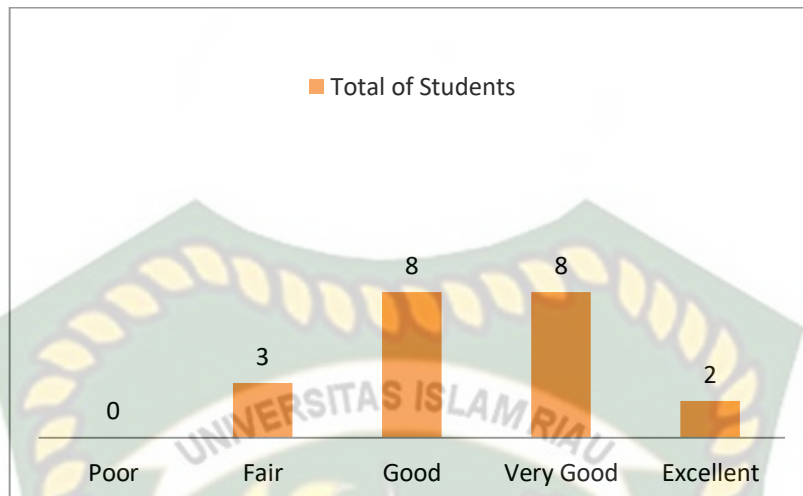


Chart 4.11 Students' Ability Levels in Diary V

Based on the chart above, the students' writing ability in writing recount text were classified into five categories; poor, fair, good, very good, and excellent. The data showed that from 21 students, their writing ability was increased. Because, it seen from the chart that there were no students in poor level (<59 points). Then, 3 students in fair level (60-74) and 8 students in good levels (75-80 points) there. Furthermore, 8students were in very good level (81-89 points). Then, 2 students reached excellent level (90-100 points). It was satisfied score, because 18 students or 85,71% students were reach the Minimum Mastery Criterion (KKM=75). The detail information about the students' ability in writing recount text for each indicator can be seen in the following chart.

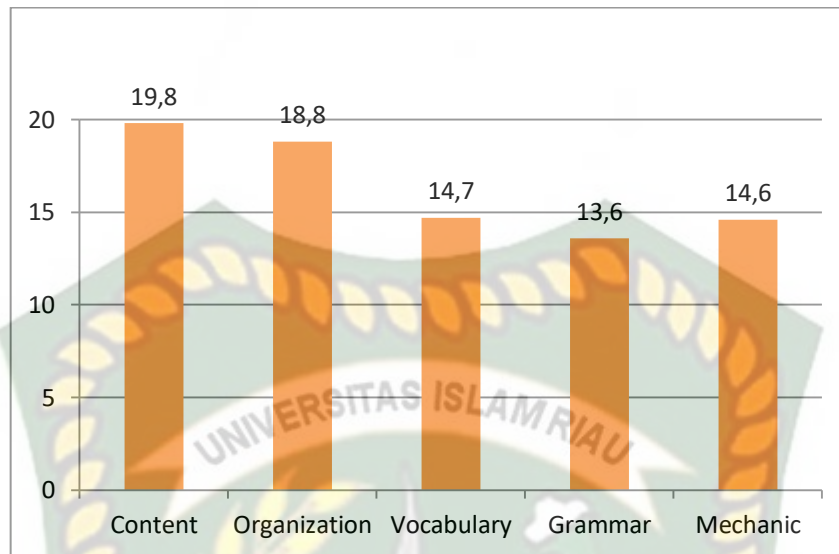


Chart 4.12
Students' Writing Ability of Diary V per Indicators of Writing

Based on five indicators of writing; content, organization, vocabulary, grammar, and mechanic, the students' writing ability for each indicator could reach 13,6-19,8 points in which the highest point is 20 points.

In writing the content, the researcher analyzed that the students writing ability in the fourth diary was increased. Because their ideas in their writing were clear. The data showed that the students reached the maximum points in their writing content. The students detail information was completely relating to the topic, it was about "*Unforgettable Moment*". All of the students wrote their story in more than the minimum word specified (80 words).

Organization appeared as the students writing in fourth diary, their writing was complete to the task. Almost of students had already known that they have to write in on three paragraphs, but some of them still wrote it in one paragraph but obey the rules and appropriate in generic structure of recount text. Then, the

students also wrote the title on their writing. Overall, their organization in their writing was increased.

In writing the vocabulary, the researcher analyzed that the students' vocabulary in the fifth diary was increased. Most of students got new additional vocabulary when they write recount texts. Some of students also had known in use word choice.

In writing grammar, the researcher found that there were some grammatical inaccurate. Several students still use verb 1 in several sentences. But, some of them also had understood the use of simple past tense. They already improved their writing quality through the use of was and were.

In writing the mechanic, the researcher can conclude that several students had already put full stop (.) at the end of their sentences. Some of the students also correct in use comma (,). They also use capitalization for the first letter of the first words in the sentence, but not in several words that they did not know that the words was should use it, for example: *junior high school* → *Junior High School*. It was good improvement.

In short, several problems of students' writing were still found, but there were some improvements had been written such as: the students wrote title based on the topic, the detail information was clear, the students use simple past tense correctly, and some of their mechanic in writing was increased.

4. The Fourth Meeting

The fourth meeting was conducted on August 19th 2019. As usual, the researcher opened the class by saying greeting and checking the students' attendance list. In this meeting the researcher focused on examined the students. They did the second test, and the topic was "*Sad Story*". The test was done to measure the students' achievement and understanding toward the material had learned before. The test was done in 60 minutes.

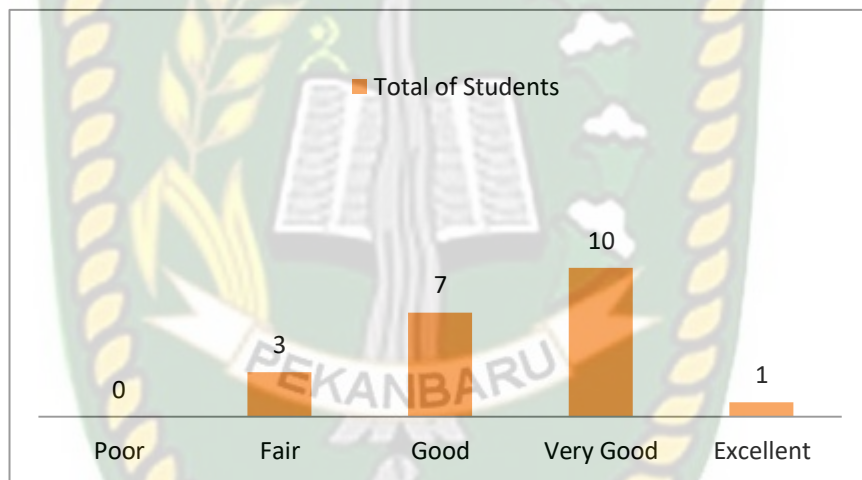


Chart 4.13 The Students Ability Levels in Test II

Based on the chart above, the students' writing ability in writing recount text were classified into five categories; poor, fair, good, very good, and excellent. The data showed that from 21 students, no students in poor levels. Then, 3 students were still in fair levels (60-74 points) and 7 students were in good levels (75-80 points). Furthermore, 10 students were in very good level (81-89 points). Surprisingly, 1 student was in excellent level (90-100 points). It means that their writing abilities were increased, even though the total students who passed the

Minimum Mastery Criterion (KKM=75) were still 18 students or 85,71%. The detail information about the students' ability in writing recount text for each indicator can be seen in the following chart.

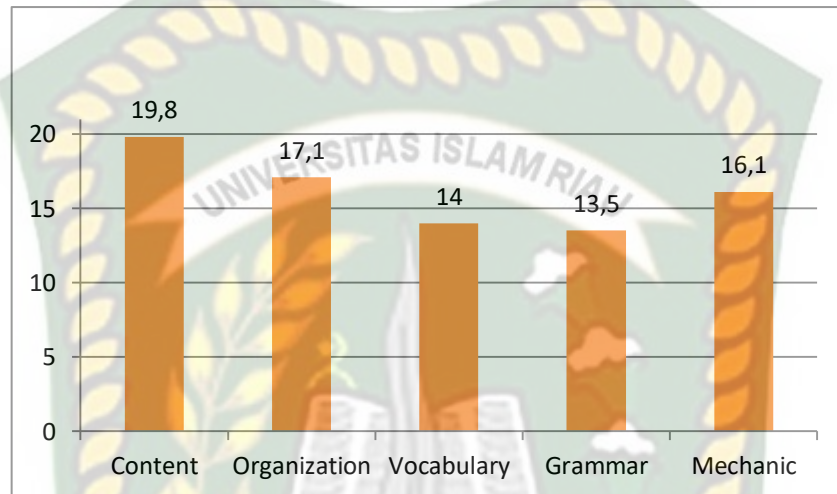


Chart 4.14
Students' Writing Ability per Indicators of Writing in Test I

Based on five indicators of writing; content, organization, vocabulary, grammar, and mechanic, the students' writing ability for each indicator could reach 13,5-19,8 points in which the highest point is 20 points.

In writing the content, the researcher analyzed that the students writing ability in the test II was increased. Because the data showed that the students reached the maximum points in their writing content. In this test, their ideas in their writing were clear. Then, the detail information was completely relating to the topic, it was about "*Sad Story*". All of the students wrote their story in more than the minimum word specified (100 words).

Organization appeared as the students writing in this second test, their writing was complete to the task. Almost of students' writing had already written in three paragraph which consist of orientation, event, and re-orientation. The sentences were connecting by conjunction properly and it made their writing was looked well.

In writing the vocabulary, the researcher analyzed that the students' vocabulary in the second test was increased. Most of students got new additional vocabulary when they write recount texts. Some students also use conjunction more varied than before. Some of students also had known in use word choice.

In writing grammar, the researcher found that there were some improvements in grammar. The students had already known to use pronoun grammar (subjective pronoun, objective pronoun, possessive pronoun) and auxiliary verb in sentences. Some of them also did know how to use simple past tense. The researcher can conclude that the students grammar in writing were good.

In writing the mechanic, several students had already put full stop (.) at the end of their sentences. Some of the students also correct in use comma (,). They also use capitalization for the first letter of the first words in the sentence. But still found some errors in spelling, for example: *A thief being boaten by people* → *A thief being beaten by people*.

c. Observation

The observation was held during the process of teaching and learning process in the classroom. In the first meeting, the researcher found that the use of diary could help the students in writing ability of recount text because in the observation sheets, the researcher and collaborator work together to observed teaching and learning activities in the classroom.

The observation sheets were designed all of the activities that the researcher and the students had to do in the classroom and checked by collaborator. The information about the result of observation can be read in the following explanation.

It was also supported from the interview done in last meeting of each cycle. The result of interview showed that the most students were interesting in through diary. It means that the using of diary in writing learning was run well by the researcher. The students also fun and loved those class because they also really understood about recount text through diary writing and also supported by the researcher explanation which made them easily to generated their ideas and write it down into paragraph.

At the last, the result of field notes showed all of activities in the classroom during teaching and learning process until finished in every meeting. The students were active in writing classroom, the students also fun and interested those classes because they understood about the material.

Based on the observation result in cycle II, the researcher found that the use of diary writing could motivate the students in learning English, especially, in writing recount text. In addition, the improvement of those aspects could be seen on the result of the tests. The score of cycle II test increased from the score of cycle I test.

After having test of cycle II, the students writing in recount text got better than previous score in first test of cycle I. The score minimum (KKM=75) was reached. Based on the data above, it can be seen the students' writing in writing recount text of each indicators had improved. There was significant changing of all indicators.

d. Reflection

The researcher can conclude that the students' writing ability in recount text improved by diary writing activity. There were serious problem such as; the students have difficulties to generate their ideas. They were in trouble in choosing the word, also got the problem in punctuation, capitalization and spelling that sometimes made them errors in grammatically. Then, the students do not interest in writing because it is boring and stressful activity. They lack of motivation and ideas, it caused them difficult in develop their writing. Furthermore, the students score of writing ability in recount text proficiency always changed from the first meeting until the last meeting. It could be identified that there was a significant improvement of the use diary writing in the students writing ability in recount text. So, the researcher and collaborator decided to end the research in cycle II.

4.2 Discussion

This part covers the discussion of the teaching writing recount text using diary. The discussion is based on how diary media can improve students' ability in writing recount text. As explained previously, this classroom action research was conducted in two cycles. Every cycle had four meetings and there was a test at the end of the each cycle. It was 80 minutes for each meeting. This research has been done at the second year students of SMP Islam YLPI Pekanbaru. During teaching practice there, the researcher found that the students had several problems in writing activity. In order to solve it, the researcher as the teacher implemented the diary as medium to improve students' writing ability in recount text and found the factors influenced the improvement of it which supported by the result of the students' tests, observation checklists, the result of interview, and field notes. Furthermore, the finding of this research proved that diary can retain students' ability in writing recount text. It can be seen from improvement of the students score and the factors that influenced it The clarification of students' writing ability improvement and influenced of diary writing activity to improve students' writing ability in recount text can be seen as the following descriptions.

1. **The extent of diary could improve students writing ability in recount text.**

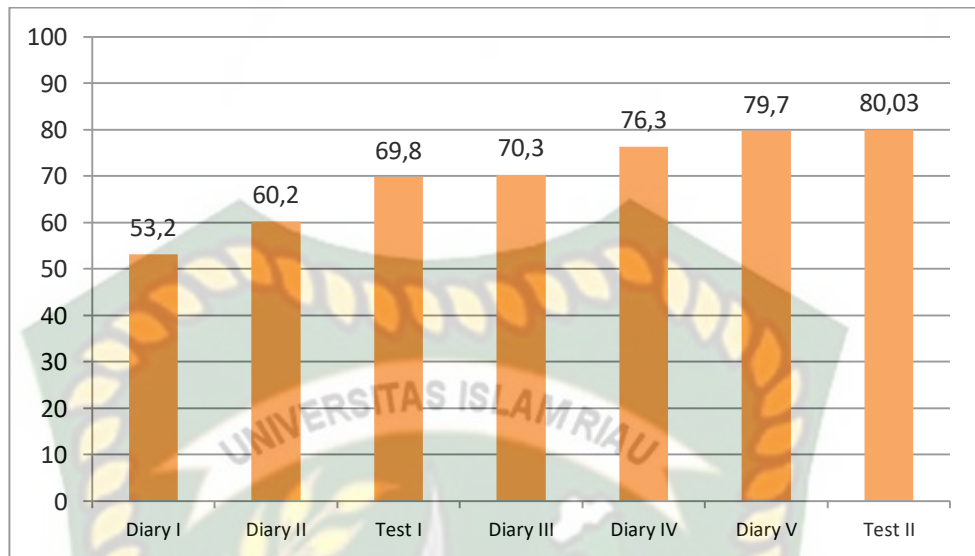
The extent which diary could improve students' writing in recount text from tests that given in cycle I and cycle II. The use of diary was able to improve students' writing ability in recount text. It was found that the result of the students' writing ability in recount text score was increased in two

cycles. The comparison of the result in each meetings test could be presented in the following table.

Table 4.3
The Comparison of Students' Writing Ability in Recount Text from
Diary 1 to Test II

Students' Score	Students' Writing Ability of Recount Text						
	Diary I	Diary II	Test I	Diary III	Diary IV	Diary V	Test II
Content	15,6	15,6	18,8	19,5	19,6	20	20
Organization	12	13	15,1	14,1	17,2	19	17,5
Vocabulary	9,4	11,1	12,6	12,1	13,8	15,45	15,2
Grammar	7,2	9,6	10,7	11,1	13,1	13,9	14,5
Mechanic	8,6	10,3	12,8	13,2	13,3	15,05	17,6
Mean Score	53,2	60,2	69,8	70,3	76,3	79,7	80,03

The table shows that the average of all the indicators had improved. All of students almost excellent in writing the content and good enough in organize their writing. As well as the mechanical writing, their ability was good enough and it was increasing in stages. Even though some students still confused in vocabulary use, at least their vocabulary were improved. In grammar aspect, the students still faced several problems in using the tenses, but their grammar also improved slowly. Also, students' writing ability in recount text was increased gradually.

**Chart 4.15****The Comparison of Students' Mean Score in Recount Text from Diary I to Test II**

For the students' mean score in diary I, it was 53,2 (poor level), while in the diary II increased to 60,2 (fair level). Then, the researcher held the first test, and their ability increased to 69,8 (fair level), but it was not reach the Minimum Mastery Criterion yet. So, the researcher continued to Cycle II, and gave the students re-explanation about the recount text and steps on writing. Then, in diary III, the students writing ability was gradually increased to 70,3 (fair level). Next, in diary IV, their ability was in good level, it was 76,3 points. It was good improvement, because it reached the Minimum Mastery Criterion (75). In diary V, the students' writing ability increased to 79,7 points, it was good level. The last, the students' writing ability in test II was 80,03, it was good level. It was had significant differences if comparing to the test I. It means that diary can improve students writing ability.

2. The factors influenced the improvement of the students' writing ability in recount text by using diary at second year of SMP Islam YLPI Pekanbaru.

The factors that influenced the students' writing ability in recount text through diary could be seen from instruments such as; test, observation sheets, interview, and field notes of result. The result of identifying the instruments could be seen in the appendix II. There were some factors influenced the improvement of students' writing ability in recount text that could be identified in the following number.

1. The media used

There were some factors that made the students' interest during conducting the teaching and learning process by implementing diary as the medium. The diary helped them to learn writing in recount text and helped them to be easy in generate their ideas. Most of the students said the diary was interesting. The reason that they felt interesting from using diary because they felt free in writing, they also not required to create new stories, because they have already experienced those events, then they only retell the event. It was easier them in elaborate and develop their ideas. Diary was really helping them in writing recount text. It was supported by students' opinion in the result of the students' interview in the following script.

“What do you think about media used by the teacher?”

Student A: *“Diary, Miss? I like diary. I like to write in diary because... I like to... tell something in my diary...”*

Student B: *“I like it, Miss. I got a new book...it was green... hehe. I wrote something at the back... I wrote diary... as...mmm....aaa... as you asked.”*

“Are you interesting with the media?”

Student A: *“What is interesting, Miss? Oh... Yes, Miss. Write diary is fun, Miss... I also like the topics... because I...remember... remember... my stories... happy.. sad... with my friends... I wrote..”*

Student B: *“Yes, yes, yes.... Mmm... interesting, interesting. I like it.”*

Besides, during conducting the research through diary activity, the students felt that this media was helped and useful to improve students' motivation in learning writing. It could enhance the students' motivation and the students writing ability. It was supported by students' opinion that through diary was useful for them. It was supported by the result of students' interview as follow.

“Do the activities of diary writing improve your writing ability?”

Student A: *“Yes, Miss... It was not bad...hehe... but my writing improved, Miss... I... know the use of was and were...”*

Student B: *“Yes, improve... eh... improve, Miss. Because I.... often.... often writing.... aaa... so I can writing. New vocabulary... I know many new words....because you corrected me, Miss...if me wrong”*

2. The students activities

Based on the students' observation checklists and field notes, the researcher noticed that the situation that happened in the class and in the students' activities were good and conducive. The researcher asked them such as paid attention to the researcher's explanation about the material, doing task, and submit task. In pre-teaching, the researcher always open the class by greeting and checking the students' attendance list, reviewed the previous material, and did a question and answer activity to measure their understanding. When the researcher started to explain about diary in writing recount text, most of students listen and pay attention to the researcher explanation and it made them understood about writing diary activity. The researcher also discussed about their mistakes in their last diary writing, and the students and the researcher tried to solve the students' problem together. After explained the material completely, the researcher explained about process of writing. It may confuse them, but they learned slowly and their score increased gradually. After that, the researcher gave the students some exercises in each meeting, and then they submitted it at the end of the class. In several meetings, some of the students made noise but researcher could handle it. This situation made the researcher tried to make the classroom to be calm down with give motivations to the students and the students heard well. After motivated them, the researcher closed the class by greeting.

In conclusion, there were several factors that could improve students' writing ability in recount texts through diary applied. It also found from interview that has been done. It was showed that they enjoy the lesson and more motivated to improve their writing ability of recount text. Referring to the students' opinion, it could be conclude that diary made them easy in generate their ideas and made them interest in writing activity. The situation of classroom during the research was conducive.

3. Materials

In this research, the researcher used recount text to identify and analyze about the language features and all components of the text. It was adapted from relevant books. The writer chose the materials were considered easy for the students to learn. These materials were considered interesting and fit for the students' level, and this material had been officially stamped on syllabus. Sometimes, students found difficulties on understanding materials. This was how the researcher attempted to help the students to solving their problems. It was supported by a note given by collaborator. Then, the result of interview to the students also indicated that the learning materials presented of the researcher were really interesting. So, they easily did the entire task given by the teacher.

4. Classroom Management

Classroom management is a term used by the teacher to describe the process of ensuring the classroom lesson run smoothly despite disruptive behavior by students. The time also implies the prevention of disruptive behavior. Classroom management is needed for all teachers to do because by managing the classroom well, the atmosphere of the classroom will be good too. These things also did by the researcher during doing this research. The researcher able to manage the class well when thought the 21 students that had different characters. This classroom management could be success because the researcher had already made the students enjoy attending the English class by giving motivations and used interesting media in the class. In addition, the researcher always gave the students exercises in the classroom, and explained the material repeatedly to the students who did not understand about the material. While the students doing their exercise, the researcher walking around the class to check and helped the students' work. Evidently, it made students more active in the class and made them interest to learn English with controlled.

3. Interpretation Data

Here, the researcher describes the result of this research in every cycle on the table below.

Table 4.4 Percentages of Students Improvement

No	Test Activities	Total of Students		Average Score	Percentage
		≤KKM	≥KKM		
1	Test I	18	3	69,8	14,29%
2	Test II	3	18	80,03	85,71%

The data shows that the improvement of students' writing ability in recount text was 71,42%. In this case, writing ability of 18 students were improved and reach the Minimum Mastery Criterion (KKM=75). In conclusion, this research was successful in improving the students' ability in writing recount text by using diary. Because the fact said that, by using diary, the students were more active and participated in the teaching learning process of writing recount text. Also, the result of interview showed that the students gave positive responses after the implementation of using diary in writing recount text. The students' improvements supported by several factors, such as the media used, students' activities, materials, and class management. Therefore, diary can be alternative media for teacher in teaching writing recount text.

These findings had the similar results with previous research that had been conducted by several researchers; they are Suryaman (2018), Waris, Aprilia & Jamiluddin (2015), and Ningrum (2013). They found several problems in the students writing ability, and decided to use diary as a medium to teaching and learning writing in the classroom. Their researches were successful in improving students' ability in writing recount text through diary.

They also found that diary could make the students more active and participated in the class. By using diary, the teacher could create fun English class. In other words, the students interest in diary, because basically, the students like to retell their story. So, those researchers concluded that diary was an effective medium to improve students' writing ability.

By seeing the results of several researches, the researcher brings this research as a proof of the previous research about the using of diary to improve students writing ability. It was proven that diary can improve students' writing ability, especially in writing recount text. The similar fact was found by the researcher that students more active in writing learning and it made the students writing ability improved. The improvement also supported by several factors that happened during teaching and learning proses. So, the researcher concluded that diary can be alternative media for teacher in teaching writing recount text.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

5.1 Conclusion

After conducting classroom action research at second year of SMP Islam YLPI Pekanbaru in academic year 2019/2010, it can be concluded that using diary can improve the students' ability in writing recount text. It can be proved from the following facts:

1. Related to students' achievement, there were 18 students or 85,71% students who passed the Minimum Mastery Criterion (KKM=75) in the Test II. At the test I, there were 3 students or 14,29% students who passed the Minimum Mastery Criterion (KKM=75). It means that, there were significant improvements as much as 71,42% with the total score in test II was 80,03. So it achieves the criteria of success.
2. The data from the observation showed that the students were more active and participated in the teaching learning process; it could be seen from the improvements of the students' score in the teaching-learning process for each meeting.
3. The result of interview, the students gave positive responses after the implementation of using diary in writing recount text since it could be an alternative media to be use in teaching recount text.

In conclusion, this research was successful in improving the students' ability in writing recount text by using diary. In addition, the students were

more active and participated in the teaching learning process of writing recount text. Therefore, diary can be alternative media for teacher in teaching writing recount text.

5.2 Implication

This research implies that the activities of using diary can be chosen as a medium to improve students' writing ability of recount text. The result of this research can be considered by English teacher since it has been proved that using diary at the second year students of SMP Islam YLPI Pekanbaru can significantly improve students' ability in writing recount text.

5.3 Suggestion

The result of this research proves that the use of diary in teaching writing can improve students' writing ability in recount text. Based on the conclusion above, the researcher gives some suggestions as follows.

1. For teacher: the teacher should give their best effort to improve their ability and quality, especially in teaching writing recount text. in addition, it is better for teacher to use medium, such as diary, to improve students' writing ability in descriptive text and create comfortable condition in the classroom.
2. For students: the students may aware that writing activity is very important in learning English. In addition, they may practice their ability in writing or in outside the classroom.

3. It is better for teachers to find interesting material based on the topic in order to make students enthusiastic in teaching learning process.



Dokumen ini adalah Arsip Miitik :

Perpustakaan Universitas Islam Riau

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