



**WRITING DIARY AS AN ALTERNATIVE TECHNIQUE IN
TEACHING WRITTEN RECOUNT TEXT**

(The Case of Teaching Writing Recount in SMP II Bae, Kudus

In the Academic Year 2009/ 2010)

a final project

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ABSTRACT

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Writing is one way to communicate. It is a skill which requires students to express their ideas in written form. Writing involves the mastery of all elements in the target language such as grammar, content, vocabulary, spelling and mechanics together. It involves complex process. Consequently, students may have difficulties in doing this activity.

This study was carried out under the consideration that the students often encountered problem in digging their idea and implementing the language features of recount text in their writing.

This final project aims to find out whether there is any difference in the achievement in recount text writing between the students who are taught by using diary (it means who wrote diary as the source for the recount text writing) and those who did not use diary as the source for the recount text writing.

It was an experimental research that used two classes as the subject of the study (control group and experimental group). The population of this study is the eighth grader of SMP N II Bae, Kudus in the academic year 2009/2010. The subjects were 76 students. There were four meetings during the experimental research. Before the experimental research was conducted, a pretest was given (an essay test in the form of writing a recount text in the short paragraph). The Post-test was given after the treatment. The post test was the same as the pre test (an essay test in the form of writing a recount text in the short paragraph). Besides, questionnaire was also given to support the data.

The result of this research revealed that there was an improvement of students' achievement in writing recount who wrote diary as the source for the writing. Students who wrote diary as the source for the recount text writing had better achievement than those who did not use diary as the source of the recount text writing.

There was a significant difference result of pretest and posttest. The means of the pretest score was 53.84 while the the posttest score was 72.87. It means that writing diary can help students of the eight grade students of SMP N II Bae, Kudus in the academic year 2009/2010 to improve their ability in writing recount text. From the findings, the writer can conclude that using diary as the source in writing recount text is recommended that the teacher can use diary writing as one of the alternative technique in teaching written recount text. This is because writing starting from their everyday life is actually an example of recount text. Hopefully, there will be further studies observing other advantages of writing diary.

PERNYATAAN

Dengan ini saya,

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Prodi/Jurusan : Pendidikan Bahasa Inggris S1/ Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni, Universitas Negeri Semarang, menyatakan dengan
sesungguhnya bahwa skripsi/ tugas akhir/ final project yang berjudul:

WRITING DIARY AS AN ALTERNATIVE TECHNIQUE IN TEACHING WRITTEN RECOUNT TEXT

Saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi dan pemaparan/ ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara maupun sumber lainnya telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/ tugas akhir/ final project ini membubuhkan tanda tangan sebagai tanda keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab sendiri. Jika kemudian ditemukan pelanggaran terhadap konvensi tata cara penulisan ilmiah, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 28 Agustus 2009

Yang membuat pernyataan

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I realized that my study is still far from being perfect. There are still so many expectations can be done to make it better. Therefore, I would be grateful for any corrections, comments, and criticisms from all readers to improve this final project.

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The Writer

WORDS TO PRIDE

“Life is a blank page.

Each person holds their pen and writes their own story.”

“When there is a WILL,

There is a WAY”

Dedicated To

My beloved mom and dad,

Ibu Liswati and Bapak Slameta

My beloved sisters,

Yeri Dwi Hastuti and Ida Sofiarini

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CHAPTER 1

INTRODUCTION

1.1 Background of the study

Communication is negotiation of meanings within the people getting involved in the event. It is an interaction process which is impossible to do only by one person in one direction. There must be another counterpart(s) who will respond what one says. One may begin a communication by *giving or demanding information or good or service*. A person may state or ask question about information, or he may offer something or give command (request) about another thing. The counterpart can respond either by supporting or confronting to the previous speech role. Then, the other person (may be the first person again) takes the turn in this game. The movement of speech roles may go like a ball in a tennis game. Both then continue their turn taking so that they develop a complete text. Moreover, this communication may be done through spoken or written language.

Writing is the way of communication using written language. The communication is done through written products such as books, letter, short stories, and magazines. The main difference between written and spoken communication is in the way how the exchange happens, in spoken communication usually people exchange the meaning directly; both parts may initiate and respond directly in a context of situation. Consequently, when one finishes, or even before, one move (initiating move) to other one

may directly respond it by taking responding move. On the other hand, in written communication the exchange is not done directly. Consequently, in communicating message through written language, writer should consider the meanings they are communicating so that the readers seemingly will agree to the meaning communicated.

Writing is one of English skills that have given an important contribution to human beings. It can be seen from the fact that scientific books, memos, novels, reports, letters, newspaper, magazines, brochures, diary, commercial advertisements are products of writing.

Moreover, Writing is a skill- based subject, in addition to listening, speaking and reading, which must be taken by students of Junior High School. Writing is one of language skills of which students should have good control. In activity of writing they are expected to be able to compose well- organized pieces of writing in English as their foreign language.

Writing has always formed part of the syllabus in the teaching of English (Harmer, 2004: 31). According to the curriculum of English Subject in Junior High School, English student of the first semester in grade VIII are given writing lesson including writing recount text which focuses on constructing sentences fluently, accurately in acceptable English sentences. The literacy level consists of performative, functional, informational, and epistemic level (School Based Curriculum, 2006; 277). Based on those four literacies, the students are supposed to be able to interact in English in order to support class and school activities. The

effectiveness of sending the information can be seen in the readers when they communicate with other people in written forms. The readers are people who read our writing. When they understand our writing, is then effective for sending the information. It is different from that spoken form where a speaker speaks to his or her listeners directly. In this case, the speaker does not have much time to think. On the other hand, in written form, the writer does not face the readers directly.

Because the readers are not present, the writers have to ensure that what they write can be understood without any further help from them. This is organization of our sentences into a text, into a coherent whole, which is as explicit as possible that the writers are able to communicate successfully with the readers through the medium of writing.

Diary is a statement, which is written on a piece of paper or more. It contains feeling expression, private thing, and so on. It can be seen in a personal diary. A diary is used as a representative of individual. It means that diary can express the writer's interest, feeling, and wish.

Unfortunately, most Indonesian students think that writing is generally difficult. The reasons are that it takes a lot of time to think about the topic that they are going to write, they have view ideas and inspirations, and they only have little knowledge about technique of writing.

The writer used diary as media to express their ideas in written form, because diary can make them to be more motivated and easier them to express their feeling by writing diary. They can write about their

feeling, experienced and wish. The writer thinks that by writing diary can make students freely write their ideas in the written form.

Writing English diary is one of the alternative techniques in teaching recount text; the important thing is to write rather than just not doing. By recording what happened, what someone think about it, how someone feel will make feel convinient. Keeping a diary or journal is a great way to express emotions on paper and treasure experiences. In the writing areas, exercising writing everyday will help write English text appropriately. Habit of writing diary and they are all very up to date, every single day, what they do, fun or things they find funny, interesting, they put it on their diaries is good to improve students recount text writing. This study is to find out whether writing diary can improve students' recount text writing.

1.2 Reason for Choosing the Topic

This study is related to the teaching and learning process between the teacher and students how actually the teacher in order to help the students to achieve skills or task independently. The writer's reason for choosing the title:

- (1) Recount text is one of genre that is taught in the second grade of Junior High School.
- (2) Many Junior High School students have little enthusiasm in English writing class. Hopefully, by writing recount text based on their unforgottable experience, they will be anthusiastic in studying English.
- (3) The witer wants to know the students' reaction to the writing diary technique.

1.3 Statement of the problem

This study intends to answer the following question:

1. Is there any difference in the achievement of recount text writing between the students who are taught by using diary writing (it means who wrote diary as the source for the recount text writing) and those who did not use diary as the source for the recount text writing?

1.4 Objective of the study

The objective can elaborate into sub objective as follow:

1. To identify whether there is any difference in the achievement of recount text writing between the students who are taught by using diary writing (this means who wrote diary as the source for their recount text writing) and those who did not use diary as the source for the recount text writing.

1.5 Significance of the study

The writer hopes that the result of the study will be useful for the teacher and the students of SMP N II Bae, Kudus.

For the teacher: Through this study it is hoped that the teacher know new technique in teaching recount text.

For the students: Through this study, it is hoped that the students can be more creative to express their ideas, thought, feeling as freely as possible in recount text writing.

1.6 Limitation of the study

The limitations of the study in this final project are:

- (1) The writer limits the investigation on the study of the students' mastery in recount text.
- (2) The writer takes content, structure, language in scoring the students' writing ability.
- (3) In this study the writer limits the topic of recount text on the students' unforgettable experiences.

1.7 Outline of the study

This final project divided into five chapters:

Chapter I, the introduction, consists of general background of the study, statements of the problem, objective of the study, significants of the study, limitation of the study, and outline of the study.

Chapter II presents the review of related literature that discusses the theories underlying the writing of the study. It contains definition of writing skills, teaching English for Junior High School, teaching English writing for Junior High School, text genre, definition of recount, tense and recount, writing diary, and the use of writing diary technique in teaching recount.

Chapter III deals with the methodology of the study, which presents research design, subject of the study, instruments for collecting data, method of collecting data, scoring technique, identification of the problem, procedures of collecting data, and procedures of analyzing data.

Chapter IV presents the analysis of pre-test, analysis of post test, the analysis of questionnaire, the advantages and disadvantages of using diary writing technique in teaching recount text.

Chapter V gives the conclusion of the research and some suggestion on the basis of research finding.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter dealt with the definition of writing, purpose of writing, teaching English writing for Junior High School, text genre, definition of recount, tense and recount, writing diary, and the use of writing diary technique in teaching recount.

2.1 Writing

The following is the discussion about the definition of writing, the purpose of writing, and the process of writing.

2.1.1 Definition of Writing

When introducing writing, particularly writing in English with its structure sometimes a problem for students in writing their text. Writing is considered as means of communication. In addition, it tends to involve a thinking process from human being. Palmer (1994: 1) says that writing requires complex thinking; the process of writing involves problem solving and decision making.

Meyers (2005: 1) says “the word writing comes from a verb”. That means, it’s an activity- a process. Writing is a way to produce language, which people do naturally when they speak. But writing is different from speaking because writing is speaking to other people on a paper or on a computer screen. Unlike speaking, however, writing does not happen all at once. Meyers (2005:2) says “You cannot see and hear your readers, so you

must think about their reactions. You must choose a subject that will interest them and try to present it in an interesting way”.

From the definition above, the writer can conclude that writing is a way to produce language by putting down words or ideas to some medium. And it is a learned process that takes time and concentrated practice because the writer has more time to think than they do in oral activities.

2.1.2 The Purpose of Writing

Reid (2008: 8) says that there are three general purposes of writing, and they can all occur in a single essay, although usually one of the purposes is dominant:

- (1) To explain (educate, inform)
- (2) To entertain (amuse, give pleasure)
- (3) To persuade (convince, change the reader's mind)

Within each of the general purposes, writers select one more specific purpose. Some purposes are external to (outside of) the actual writing to fulfill an assignment, to receive good grade, or to demonstrate knowledge to an instructor.

Based on the definition above, the writer can conclude that writers have to focus on the purpose of their writing since this will affect what language they choose and how they use it. When they have determined their purpose, they know what kind of information they need, how they want to organize and develop that information and why they think it is important.

2.1.3 *The Process of Writing*

Process of writing is a way of looking at what people do when they compose written text (Harmer, 2004: 12). Writing comes from working through a process of writing (Meyers, 2002: 12). Any good paragraph or essays goes through many stages before it is finished. Writers may write their ideas without worrying about grammar as their first draft, revise it until their ideas become understandable for the readers. The most important thing when someone wants to write is that the product of his or her writing must be understandable. The reason is because the readers have freedom in interpreting, thinking about the writer's intention within the text. Moreover, readers cannot directly speak to the writer, so, they cannot ask question when they face difficulties in the text. That is why creating an understandable text is very important. In other words, as Meyers (2002: 2) says that the writers cannot do all of these things at once.

The steps in writing based on Meyers (2005: 3-12) are:

(1) Exploring ideas

Writing first involves discovering ideas. Before writing, let your mind explore freely. And then record those thoughts by writing on whatever you can. As in speaking, you must have something to say (the subject), a reason for saying it (the purpose), and someone to say it to (the audience).

(2) Pre writing

The second step of the writing process involves writing your thoughts on a paper. This step is called as pre writing. It is time to write quickly and to

begin organizing your thoughts. It consists of brainstorming (listing our thoughts), clustering (writing the subject in the middle of the page and then circle it), and free writing (writing without worrying about sentence structure, spelling, logic, and grammar).

(3) Organizing

After you have put your ideas into words, you can begin to organize them. This process involves selecting, subtracting, and adding.

(4) Writing the first draft

After have done some of pre writing, selected best ideas, expanded on them, the next step is arrange them in some reasonable orders.

(5) Revising the draft

Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what you have already written. When you revise, you examine how well your first draft makes its point and achieves its purpose for its audience. That may require rearranging ideas, developing ideas further, cutting out ideas that do not support your point, and changing the wording of your sentences.

(6) Producing the final copy

There are two steps in producing the final copy, they are:

a. Editing

After you have revised your paragraph, you can edit your work. Check it carefully. Focus on grammar, words choice, verbs forms, punctuation, and spelling. Read the paper more than once. Copy it over or print it out again with all your corrections. This draft should be neat and should represent your best effort.

b. Proofreading

The final step in the revision process is proofreading. That means carefully reading your draft more than once to check that your revisions and editorial changes were made correctly.

Meanwhile, Wright (2002: 2) says that the process of writing emphasis on the process of: Researching the subject and the intended reader, drafting firsts ideas, trying the first draft out, redrafting, trying out the second draft, drafting the final version

In principle the writer thinks it is a good idea. However, there is danger that we will bore children if we make them go through all these steps everytime. In this research the writer did not use those steps in the teaching and learning process.

2.2 Teaching English for Junior High School Students

Teaching English for Junior High School is not an easy job, because the range of age of Junior High School students varies between thirteen to fifteen years old. They are in the process of changing from children to adult. Putcha and Schratz (1993: 1) comment that children of

thirteen to fifteen seems to be less lively humorous than adult. They are so much less motivated, and they present outright discipline problems.

The objective of the English teaching at Junior High School is to give students a working knowledge of English. It means that they have to master four language skills; they are listening, speaking, reading and writing. The students who have mastered those four language skills are regarded to be able to use language either at recognition level or production level. Hopefully they can speak English fluently and write it well. The role of an English teacher in a Junior High School is very important because he or she has the task to develop the material and technique in teaching in the classroom in order the students can master English well.

The teacher needs to have special training or education to get knowledge to prepare a good lesson, provide appropriate resources to learn, and so on. In other words, a teacher with good environment and media also support successfully of language teaching. Therefore the teacher must create a good condition and make his or her teaching interesting for them and be very helpful to encourage them to learn English.

2.3 Teaching Writing English at Junior High School Students

In a writing class students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using correct procedure.

There are definitions of writing, the act or art of forming letters on a paper, wood, stone, or other material, for the purpose of recording the

ideas which characters and words express, or of communicating them to others by visible signs. (<http://brainyquote.com/words/wr/writing.html>)

Meyers (2005: 2) states that writing is a way to produce language you do naturally when you speak. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them.

From the definition above I can conclude that writing is a way to produce language that comes from our thought.

2.3 Text

Derewianka (2002: 17) points out text differ in term of the purposes they carry. The term purpose here is more or less similar to what Halliday Hasan termed “functional” above. Functional means a stretch of language, or a text, is in use. It has a purpose, i.e. we use language because we have a purpose.

Meanwhile, as we use language for various purposes, numerous types of texts are resulted. And these different types of texts are often labelled ‘genre’; types of texts that vary across culture.

From the statement above, we can sum up that text is the simplest way to express our idea which has meaningful and purposes with acceptable structure.

2.4 Genre

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations (Hyland, 2004:4). For many people, it is an intuitively attractive concept that helps

to organize the common-sense labels they use to categorize texts and the situations in which they occur. The concept of genre is based on the idea members of community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily.

The students of Junior High School should master four types of genre (text type). They are narrative, recount, descriptive, and anecdote.

2.5 Recount

2.5.1 The General Concept of Recount

A recount is a genre of texts. Recount is a piece of text retells past events. Mark and Kathy (1997:48) argue that “A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount is to give the audience a description of what occurred and when it occurred. Derewianka (1990:15) says “In recount, we construct past experience. A recount is unfolding of a sequence of events overtime. Recount focuses on specific participants. In recount text, it usually uses verbs of action happened in the past tense.” The language features which are usually found in a recount are: Specific participants (Mrs Brady, our dog, the shopkeeper), in personal recount use the first person pronoun (I, we), use of simple past tense (He smiled, It barked, he pointed), use of action verb (material processes, such as went, climbed, ate), use of linking items to do with time (on Wednesday, then, at the same

time, next, later, before), details irrelevant to the purpose of the text should be avoided.(Derewianka, 1990:15).

The purpose of a recount is to list and to describe past experiences by retelling events in the order in which they happened (chronological order).(http://www.andrewseaton.com.au/frecount.htm).

From the discussion above, it can be concluded that a recount text is a spoken or written text, which is used to tell other people about their experiences.

2.5.2 Tense and Recount

Tense is the time that the action takes place in the text. It can be in the past (already happened), in the present (is happening now) or in the future (will happen later).

To write a genre, the writer use certain tense, because every genre uses different types. In recount text, the writer must use “Simple Past Tense”, because recount text tells about an experience which happened in the past time.

2.5.3 Text Organisation of Recount

Recount focuses on a sequence of events, all of which relate to a particular occasion. Derewianka (2002:15) says that “The recount generally begins with an orientation is giving the reader/ listener the

background information needed to understand the text (i.e. who was involved, where it happened, when it happened), then recount unfolds with a series of events which ordered in a chronological sequence, at various stages there may be some personal comment on the incident (i.e. We had wonderful time).

Below is an example of recount text that hopefully will give rise deeper understanding of what recount is, how it is structured and what language features form in which a recount is usually constructed.

Visit to the Brewery

Orientation :

Ian and Lucy asked us to visit the brewery

Sequence of events :

Firstly we *met* at the big wheel on the corner of Bellevue Street and Milton Road, five minutes before the tour *began*.

Then we *divided* into three groups and *went* into the brewery in different ways. During the tour we *saw* how the machines *made* the beer from beginning to end.

After this, we *went* to the bar to watch the video about the brewery's history while we *drank* beer.

Re- Orientation :

Finally we *asked* our guides some questions. Before we *left* two of our classmates *thanked* them for their attention and help. Then we *left* to go our homes.

Coda :

We *had* a wonderful time.

(Gerot, 1992: 89)

The words printed italic indicates the past tense.

2.6 Writing Diary

Generally the term is employed for personal diaries, in which the writer may detail more personal information and normally intended to remain private or to have a limited circulation among friends or relatives. The word "journal" may be sometimes used for "diary," but generally one writes daily in a diary, whereas journal-writing can be less frequent.

The word *diary* comes from the Latin' ("daily allowance," from *dies* "day," more often in the plural form *diaria*). The word *journal* comes from the same root (*diurnus* "of the day") through Old French *journal* (modern French for *day* is *jour*).(www.wikipedia.com)

Routines should permit students to become comfortable with their writing process and more through the process over a sustained period of time and their own rate. Students should have meaningful writing experiences and be assigned authentic writing tasks that promote personal and collective expression, reflection, inquiry, discovery and social change.

A diary is a record (originally in written book format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period. Diaries undertaken for institutional purposes play a role in many aspects of human civilization, including government records (e.g., Hansard), business ledgers and military records. Schools or parents

may teach or require children to keep diaries in order to encourage the expression of feelings and to promote thought.

From the explanation above it can be concluded that writing diary is joyful activity so the students hopefully can be freely writing their idea and digging their idea.

2.7 The Use of Writing Diary in Teaching Recount

Teaching English as a foreign language sometimes make the teachers realize that transferring knowledge to the students is not easy. A good teacher will not give up he or she finds the students bored with the lesson.

In the teaching and learning activities, using writing diary technique in teaching recount text put in the modelling of the stage step. Teacher give model of diary writing then explain about it. For the exercise the teacher asks students to write their past experiences in the diary form. They should keep in their mind to make writing as the part of their life. They should practice about how to write an English text starting from their daily life because what they write is actually an example of recount text. Besides, they should consider some criterion to make a good writing recount text.

The writer uses writing diary as an alternative technique in teaching recount text and the topic was students' unforgettable experiences. It is a supporting point that unforgettable experiences are

really close with teenager life because it tells the story that happened in the past. In their age, they really like to tell the others the story about themselves.

Writing diary is an alternative technique in teaching recount text. Hopefully it would make students easily digging their idea, freely writing their idea and would make students excited in the teaching learning process. This technique should be seen as a way of extending the students' experience for them to develop their recount text writing.

CHAPTER III

METHOD OF INVESTIGATION

3.1 Subject of the Study

In a research, there must be a subject. A research subject is any object or phenomenon that is observed for the purpose of the research (<http://www.aas.org/spp/dspp/sfrrl/project/inters/main.htm>).

The subject in this research was the students of the first semester eighth grader students of SMP N II Bae, Kudus regency in the academic year 2009/2010. The writer decided to conduct this experimental research at SMP N II Bae, Kudus regency because the students's mark on English is still low and it is also one of the favourite schools in Kudus. In this research, the writer used two classes as sample (VIII B and VIII C). There were 38 students of VIII B class and 38 students of VIII C class. There were two intact classes which consist of the experimental group and control group. Using intact group of student means that the subjects were maintained in their natural setting and learning environment.

A quasi experimental design method of pre- test and post- test with a control group is employed for the study. The design was said to be a quasi experiment because two intact groups of students were chosen as opposed to the random selection. In this research, random sampling was not used.

There are two variables in this study, namely independent variable and dependent variable.

1. Independent variable is the condition influencing the appearance of an indication. This variable is called (X) variable. In this research, the independent variable is the using of writing diary.
2. Dependent variable or effect variable is an indication appearing because of the implementation of an experiment. This variable is called (y) variable. It is the students' ability in writing Recount text.

Arikunto (2002: 110) states that experiments have one fundamental idea behind them to test the effect of one or more independent variable or a dependent variable (it is possible to have more than one dependent variable in experiment). From this statement, this research tested the effect of using writing diary in teaching writing on the students' ability in writing recount text of the eighth grade students of SMP N II Bae, Kudus regency in the academic year 2009/ 2010.

3.3 Data Collections

Data are needed in a research, so collecting data is one of the most important steps in doing a research. There were some techniques of data collecting used, namely, observation, test, and questionnaires. The aims of using these techniques were to know the students' response during the

activities, to see their abilities in mastering recount writing and their progress, to gather information.

3.3.1 Technique of Collecting Data

The writer took several steps to collect the data which are necessary in this research. Those steps are:

- 1.) Choosing the subject of the research.
- 2.) Taking two groups of the population of the eighth students of SMP N II Bae, Kudus regency as the experimental group and control group.
- 3.) Giving pretest in the form of essay test(writing short paragraph of their unforgettable experience)for both groups to explore the data of the students writing ability of recount text before teaching activity.
- 4.) Giving treatment using writing diary for the experimental group. The writer taught recount text 4 times of each group. While in the control group, the writer used conventional technique (what is meant by conventional technique is explain orally about recount text writing without using diary writing).
- 5.) Giving posttest for both groups to find out the data of the students' writing ability of recount text.
- 6.) Collecting the students' works and then score their works based on the scoring guidance of Hyland's categories.
- 7.) Giving questionnaire for experimental group.

- 8.) Collecting the students' answer of questionnaire and then calculating the result.
- 9.) Analyzing the data

3.4 Instruments of the Study

After the writer knew exactly what is to be observed and from whom the data will be gotten, the next step is deciding the instrument (Arikunto, 2002: 23). Arikunto (2002:160) argues that research instrument is a means of facility used by the researcher to collect the data for good result accurately, completely systematically and easy to be analyzed. From the definition above, it can be concluded that instrument in a reseach is very important to do in order to get accurate data. Instruments that used in this study were intended to measure the students' achievement in writing skill especially in writing English recount text. The writer used two instruments. They are: tests and questionnaire.

3.4.1 Tests

A test is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2004:3).The tests used in this research was an essay test in the form of recount text.Essay test gives a chance to the students to develop their language ability, so they can write everything based on their feeling and imagenation. The writer used a test because from a test, a researcher would be able to collect the data in the form of scores which could be used to identify, classify, or evaluate the

test takers. So, from a test the writer would be able to know the students' ability, knowledge, or performance in writing English recount text. However there are also some rules that must be obeyed such as content, structure, language. It can be said whether a test is good or not of it fulfills the standard of validity and reliability.

Before teaching both of the groups, experimental and control group, the writer gave pretest (can be seen in appendix 1) first to know how far the students mastered in writing recount text before this experimental research was conducted. In spite of pretest, the students in each group would be given a posttest (can be seen in appendix 2) to measure a variety of learning outcomes of those students who are taught using writing diary and without writing diary. In assessing students' ability in creating recount, the writer used essay test in form of writing short paragraph. In this assessment, the students were required to make recount based on their unforgettable experience. In assessing students' result, we should identify the point of Content, structure, and Language. As such, the writer considered the three points above as the items to mark and it meant there were 3 items.

3.4.2 Validity of the Test

Arikunto (2002: 168) states, "Validity is the quality of data gathering instrument which enables to determine what is designed to determine". To know the validity of the instrument, the writer used the content validity. As stated by Arikunto (2006:214), content validity is an instrument which

appropriate with the content of lesson that has been given. It means that the test must be suitable to the material of writing recount as what the researcher wanted to analyze. In this case, the writer uses the Pearson product moment formula as quoted by Arikunto (2002: 200).

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{N\sum X^2 - (\sum X)^2\right\} \left\{N\sum Y^2 - (\sum Y)^2\right\}}}$$

Where,

r_{xy} : the coefficient correlation of variable x and y

$\sum xy$: the sum of x.y

$\sum X$: the score of first part

$\sum Y$: the score of the second part

Below is the computation:

The correlation of the variable which may show the validity of the test is

$$\begin{aligned} R_{xy} &= \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\left\{N\sum X^2 - (\sum X)^2\right\} \left\{N\sum Y^2 - (\sum Y)^2\right\}}} \\ &= \frac{30(36725) - (70)(1980)}{\sqrt{\left\{30(13450) - (720)^2\right\} \left\{30(102750) - (1980)^2\right\}}} \end{aligned}$$

$$= 0.712$$

The result then consulted to what Arikunto (2002:75) says that an instrument with the coefficient correlation 0.400 to 0.600 is classified as good with high validity.

The validity of item can take value from -1.00 to 1.00. The higher validity value of an item, the better validity of the data will be. However, the validity item value between 0.800 to 1.00 is considered as very high validity items. While 0.600 to 0.800 are considered as sufficient validity. The validity value items that fall “between” 0.200 to 0.400 and 0.00 to 0.200 are considered as low validity.

From the statement above, it can be cleared that the instrument of the test is very high validity. It can be seen from the result of the test is “between” 0.800 to 1.00.

3.4.3 Reliability of the Test

Reliability is grade accuracy of test instrument to measure a thing about a certain group. Reliability means that an instrument can be reliable enough to use as a means of collecting data because the instrument is good (Arikunto, 2002:178).

In other hand, it can be said whether an instrument is reliable or not if it is trusted and stable. The writer measures the reliability of the essay by using essay method. They were written about their unforgettable

experience. The correlation of the variables which may show the reliability of the test the writer used product moment formula.

$$r_{11} = \frac{k}{k-1} \frac{1 - \sum \sigma_b^2}{\sigma^2_t}$$

where:

r_{11} : index reliability

k : number of item

σ_b^2 : item variance

σ^2_t : total variance

(Arikunto, 2002:163)

The computation is

$$\begin{aligned} R_{11} &= \frac{k}{k-1} \frac{1 - \sum \sigma_b^2}{\sigma^2_t} \\ &= \frac{4}{4-1} \frac{1 - 52.250}{118.500} \\ &= 0.745 \end{aligned}$$

From the result above, it proved that the test was reliable since the result range between 0 to 1. After finding the result of r_{11} , the writer then

consulted it to the r table. For $\alpha = 0.05$ with the number of subject 38, the value of r table is 0.312. The instrument is said to be reliable if $r_{11} > r_{table}$. Thus, with the result of $r_{11} = 0.745$, the test is considered reliable.

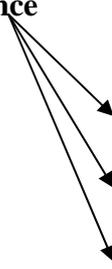
3.4.4 Questionnaires

A questionnaire is a list of question to be answered by a group of people to get information. The questionnaires was collecting data from the students based on the needs, interest, like and dislike about teaching and learning process. In an experimental research, questionnaires are conducted to get an idea of the students' value. They administered to the whole target students. In this research the questionnaire gave only to the experimental group. The obtained data will be used to support the primary data. Tuckman (1978:153) states that questionnaires are used by researchers to convert into data the information directly given by a person (subject). By providing access to what is "inside a person' head". These approaches make it possible to measure what a person knows (knowledge or information), what a person likes and dislikes (values and preference), and what a person thinks (attitudes and beliefs). In this research the there were ten numbers of questions that should be answered by the students of experimental group in the questionnaire sheet.

The questions are:**Knowledge and information**

- 
- Do you have any difficulties in recount text writing?
 - Is writing a recount text difficult for you?
 - Do you like using diary as the source of the recount text writing?
 - Have your teacher gave the material about recount text writing before?

Values and preference

- 
- Do you like writing recount text?
 - Do you like writing diary in English?
 - Do you like using diary as the source of the recount text writing?

Attitudes and beliefs

- 
- Is using diary writing motivating you in learning to write recount text?
 - Is using diary writing give some advantages for you in recount text writing?
 - Did you get better achievement in recount text writing after used diary writing as the source of the recount text writing?

The questions were 3 items about what the students know about recount (e.i do you have difficulties in writing recount text?), there were 3 items

about what the students like and dislike (values and preference e.i do you like studying recount text using writing diary?), and there were 4 items about what the students think about new technique of writing diary in writing recount text (attitudes and beliefs e.i Is using diary technique helps you to understand recount text more?).The complete questionnaire can be seen in appendix 4.

3.5 Method of Analyzing Data

After all the data needed in this research have been collected in form of students' grade in writing recount text and the total number of students in each group, the writer then analyze whether there is a significant difference between the ability in writing recount text of eighth grade students of SMP N II Bae, Kudus in the academic year 2009/2010 of those who are taught by using and without diary writing. In conducting the test, the writer gave score to the writing ability of the students. To describe the students' ability in writing recount text, the writer used calculation; they are mean and standard deviation.

The formula of calculating the mean

$$\text{Mean (X)} = \frac{\sum fx}{N}$$

Notes: X= the mean

F= frequency

x= middle score of the interval class

N= the number of sample

The formula of calculating the mean with coding:

$$\text{Mean} = M + i \left[\frac{\sum fx'}{N} \right]$$

Notes: M = interval score which contain mean

I = interval

$\sum fx'$ = the total of frequency multiplied by the coding

N = Number of sample

The formula of calculating the standard deviation

$$\text{Standard Deviation} = SD = i \left[\frac{\sum f(x')^2}{N} - \left(\frac{\sum fx'}{N} \right)^2 \right]$$

Notes: S = standard deviation

i = the width of interval

f = frequency

x' = coding

X_{12} = score of X_{12}

N = the number of sample

To find out whether there is a significant difference of ability in writing recount text of the eighth grade students of SMP N 2 Bae Kudus in the academic year 2009/2010 of those who are taught by using and without using diary writing, the writer compares the value of t- observation (t_o)

and t-table (t_t) in which t_t is obtained by using this following formula:

(Arikunto, 2006: 311:312)

$$t_o = \frac{M_x - M_y}{\sqrt{\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$\text{Where } M_x = \frac{\sum X}{N_x}$$

$$M_y = \frac{\sum Y}{N_y}$$

$$\sum X^2 = \sum X^2 - \left[\frac{(\sum X)^2}{N_x} \right]$$

$$\sum Y^2 = \sum Y^2 - \left[\frac{(\sum Y)^2}{N_y} \right]$$

Notes: M_x = the mean score of experimental group

M_y = the mean score of control group

$\sum X$ = the total of difference between pretest and post-test score of the experimental group.

$\sum Y$ = the total of difference between pretest and post-test score of the control group.

N_x = the number of the students of experimental group

N_y = the number of students of control group

$\sum X^2$ = the total square of deviation of experimental group

$\sum y^2$ = the total square of deviation of control group

3.6 Assessment Rubric

In giving score to the students' writing, I used the scoring rubric taken from Hyland (2007:174) in three areas. They are content, structure, language. The writer applied the analytical method. This method was much better of making when we want to inform the students about their achievement. Here is the explanation about them:

Score	Content	Structure	Language
36- 50	<p>Event explicitly stated.</p> <p>Clearly documents events.</p> <p>Evaluates their significance.</p> <p>Personal comment on events.</p>	<p>Orientation gives all essential information.</p> <p>All necessary background provided.</p> <p>Account in chronological/ other order.</p> <p>Reorientation "rounds off" sequence</p>	<p>Excellent control of language.</p> <p>Excellent use of vocabulary.</p> <p>Excellent choice of grammar.</p> <p>Appropriate tone and style.</p>

26- 35	Event fairly clearly stated Includes most events. Some evaluation of events. Some personal comment.	Fairly well- developed orientation. Most actors and events mentioned. Largely chronological and coherent. Re-Orientation “rounds of sequence”.	Good control of language. Adequate vocabulary choices. Varied choice of grammar. Mainly appropriate tone.
16- 25	Event on sketchy. Clearly documents events. Little or weak evaluation. Inadequate personal comment.	Orientation gives some information. Some necessary background omitted. Account partly coherent Some attempt to provide re-orientation.	Inconsistent language control. Lack of variety in choice of grammar and vocabulary. Inconsistent tone and style.
1-5	Event no stated. No recognizable events. No or confused evaluation. No or weak personal comment.	Missing or weak orientation. No background provided. Haphazard and incoherent sequencing. No reorientation or includes new matter.	Little language control. Reader seriously distracted by grammar error. Poor vocabulary and tone.

(Hyland, 2007: 174)

From the table above the maximum score was 50. To get the score of each student, the scoring considered the three components above. Each student should be able to write 5 sentences in a recount paragraph. The students’ score was multiplied 2 to get maximum score that is 100.

3.7 Criterion of Assessment

To find the degree of the students' achievement in each activity; pre-test, first and second activity, post- test, the score of average students is counted individually by using following formula:

The average of the students' test result = The total of the students' mark

The number of the students

This research uses simple formula to analyze the result of the students' achievement in writing a recount. It was based on the guidance of assessment from Depdikbud, a students is said to be successful if he achieves 65% of the score, and a class is said to be successful if 85% of the members pass the test (Depdikbud 1994:29)

CHAPTER IV

DATA ANALYSIS

4.1 Description of the Research

The design of the research is quasi experiment which uses pre- test and post-test. This form consists of two group, they are experimental and control group. There are 38 students in every group. The result of pre- test and post- test of each group will be analyzed to prove hypothesis. The analysis of the data and the interpretation of the result are presented as follows:

4.2 Research Findings

The data obtained of this research were taken from the test result of writing recount text of eighth grade students of SMP N II Bae, Kudus in the academic year 2009/ 2010 of those who are taught by using and without diary writing. The test was held twice in both of groups, experimental and control group.

4.2.1 The Analysis of the Pretest Score of the Experimental Group

In starting of the data collection, the writer conducted pre-test. The purpose of the pre-test was to check the students' ability in writing English recount text. The writer wanted to know whether or not the students could produce a recount text by paying attention to the generic structure of the

text well. This stage was intended to know the students' weakness before having some treatments.

In this test, the students were asked to write a recount text consisting of 5 sentences based on the topic given about the unforgettable experience. There were 38 students who followed this test. They looked nervous because they rarely did it in the class.

In the pre-test, the the writer found that the highest score is 68 and the lowest score is 40. (Appendix 7). The pre- test can be seen in the following table.

Table 4.1 the pre- test score of ability of the students in writing recount text of the Eighth Grade Students of SMP N II Bae Kudus in the Academic Year 2009/2010 of Those Who are Taught by using diary writing

Students' number	Score of Pre-test	Students' number	Score of Pre-test
1	68	20	48
2	52	21	56
3	48	22	48
4	40	23	52
5	56	24	52
6	64	25	44
7	52	26	62
8	56	27	56
9	60	28	56
10	40	29	52
11	56	30	60
12	68	31	64
13	52	32	64
14	52	33	52
15	44	34	44
16	48	35	68
17	56	36	60
18	44	37	52
19	56	38	48

Those score can be made a distribution a frequency as follow:

Table 4.2 the Distribution Frequency of pre- test score of ability of the students in writing recount text of the Eighth Grade Students of SMP N II Bae Kudus in the Academic Year 2009/2010 of Those Who are by Taught using diary writing

Interval Class	<i>f</i>	<i>x</i>	<i>fx</i>
65- 69	3	67	201
60- 64	7	62	434
55- 59	8	57	456
50- 54	9	52	468
45- 49	5	47	235
40- 44	6	42	252
Total	38		2046

From the table above, it can be shown that before being taught by using diary writing, most of the students get score 50- 54 with frequency 9 students. The highest score is 65- 69 with the frequency 3 students. While there are 6 students who get the lower score 40- 44.

Related to the table, the pre- test score of the ability in writing recoun text of the eighth grade students of SMP N II Kudus in the academic year 2009/ 2010 who are taught by using diary writing runs from 40 to 68. The average score (mean) is 53,84 and the standard deviation (SD) is 7, 55 (the calculation can be seen in appendix 9). The result was lower than the criterion that has been stipulated by the Departement of Education and Culture. It can be inferred that the pre ability in writing recount text of the eighth students of SMP N II Bae, Kudus in the academic year 2009/ 2010 who are taught by using diary writing is **low**.

The writer concluded that the students had not understood yet about recount genre that would be discussed in this experimental research.

Thus, treatments in each activity were important to improve students' result. The treatments is using diary writing.

4.2.2 The Analysis of the Posttest Score of the Experimental Group

After giving treatment in form of diary writing, the writer conducted post- test to measure the ability in writing recount text of the eighth grade students of SMP N II Bae, Kudus in the academic year 2009/2010 who are taught by using diary writing. The writer found that the highest score is 88 and the lowest score is 56 (appendix 8).

The post- test score can be seen in the following table.

Table 4.3. The posttest score of ability of the students in writing recount text of the Eighth Grade Students of SMP N II Bae Kudus in the Academic Year 2009/2010 of Those Who are Taught by using diary writing.

Students' number	Score of Post- test	Students' number	Score of Post- test
1	80	20	64
2	56	21	80
3	64	22	72
4	76	23	64
5	72	24	68
6	84	25	72
7	56	26	76
8	72	27	80
9	76	28	76
10	72	29	60
11	80	30	80
12	76	31	72
13	64	32	88
14	76	33	76
15	64	34	60
16	64	35	88
17	72	36	76
18	76	37	68
19	76	38	76

Those score are then put into table of distribution frequency as follow:

Table 4.4 the Distribution Frequency of post- test score of ability of the students in writing recount text of the Eighth Grade Students of SMP N II Bae Kudus in the Academic Year 2009/2010 of those who are taught by using diary writing.

Interval class	<i>f</i>	<i>x'</i>	<i>fx'</i>	<i>(x')²</i>	<i>F(x)²</i>
86- 91	2	2	4	4	8
80- 85	6	1	6	1	6
74- 79	11	0	0	0	0
68- 73	9	-1	9	1	9
62- 67	6	-2	12	4	24
56- 61	4	-3	-12	9	36
Total	38		-23	19	83

From the table above, it is showed that after being taught by using diary writing, most of the students get score 74- 79 with frequency 2 students and the lowest score is 56- 61 with frequency of 4 students.

Related to the table, the posttest score of the ability in writing recount text of the eighth grade students of SMP N II Kudus in the academic year 2009/ 2010 of those who are taught by using diary writing runs from 56 to 91. The average score (mean) is 72.87 and the standard deviation (SD) is 8.07 (the calculation can be seen in appendix 10). It can be seen that there is a significant improvement of the ability in writing recount text of eighth grade students of SMP N II Bae, Kudus academic year 2009/ 2010 who are taught by using diary writing according to the criterion that has been stipulated by the Departement of Education and Culture is “**good**”.

Referring to the difference between pretest and posttest score, it can be concluded that the ability in writing recount text of the Eighth grade

students of SMP N II Bae, Kudus in the academic year 2009/2010 of those who are taught using writing diary had improved from “**low**” to “**good**”.

4.2.2 *The Analysis of Pretest Score of the Control Group.*

Similar to the experimental group, the students of control group were also given pre- test to measure the ability in writing recount text of eighth grade students of SMP N II Bae, Kudus in the academic year 2009/2010 of those who are taught without using diary writing. The writer found that the highest score is 72 and the lowest score is 40 (appendix 11). Pre-test score can be seen in the table below:

Table 4.5. The Pre- test Score of Ability of the Students in Writing Recount Text of the Eighth Grade Students of SMP N II Bae Kudus in the Academic Year 2009/2010 of Those Who are Taught without Diary Writing

Students' number	Score of Pre- test	Students' number	Score of Pre- test
1	52	20	54
2	60	21	58
3	40	22	56
4	52	23	50
5	72	24	48
6	48	25	68
7	60	26	48
8	48	27	56
9	52	28	60
10	56	29	48
11	52	30	48
12	48	31	52
13	48	32	40
14	44	33	48
15	48	34	56
16	48	35	60
17	44	36	66
18	48	37	48
19	48	38	66

Those score are then put into table of distribution frequency as follow:

Table 4.4 the Distribution Frequency of Pre- test Score of Ability of the Students in Writing Recount Text of the Eighth Grade Students of SMP N II Bae Kudus in the Academic Year 2009/2010 of Those Who are Taught without Using Diary Writing.

Interval class	<i>f</i>	<i>x'</i>	<i>fx'</i>	<i>(x')²</i>	<i>F(x)²</i>
70- 75	1	4	4	16	16
64- 69	3	3	9	9	27
58- 63	5	2	10	4	20
52- 57	10	1	10	1	10
46- 51	15	0	0	0	0
40- 45	4	-1	-4	1	4
Total	38	9	29	31	77

Table 4.5 shows that the early ability in writing recount text of the eighth grader students of SMP N II Bae Kudus in the academic year 2009/ 2010 of Those Who are taught without using diary writing, most of the students get score 46- 51 because the students got their score in the range. The higher score is 70- 75 with frequency 1 students. The lower score is 40- 45 with the frequency 4 students.

Related to the table, the pre- test score of the ability in writing recount text of the eighth grade students of SMP N II Kudus in the academic year 2009/ 2010 of those who are taught without using diary writing runs from 42 to 72. The average score (mean) is 53, 08 and the standard deviation (SD) is 7, 22 (the calculation can be seen in appendix 13). The result was lower than the criterion that has been stipulated by the Departement of Education and Culture. It can be inferred that the pre ability in writing recount text of the eighth students of SMP N II Bae,

Kudus in the academic year 2009/ 2010 of those who are taught without using diary writing is “**low**”.

4.2.2 The Analysis of the Posttest Score of the Control Group

As mentioned in the previous chapter. In spite of giving pre- test to both group, experimental and control group, the writer also gives post-test. After teaching the control group without using diary writing, the students were given post- test which scores will be compared with the score of pre- test. In the post- test score of the ability in writing recount text of the eighth grade students of SMPN II Bae, Kudus in the academic year 2009/ 2010 of those who are taught using diary writing, the writer found that the highest score is 76 and the lowest score is 40 (appendix 12). The post-test score of control group can be seen in the following table.

Table 4.7. The Post- test Score of Ability of the Students in Writing Recount Text of the Eighth Grade Students of SMP N II Bae Kudus in the Academic Year 2009/2010 of Those Who are taught using conventional technique (without Diary Writing).

Students' number	Score of Pre- test	Students' number	Score of Pre- test
1	40	20	56
2	68	21	68
3	60	22	44
4	68	23	64
5	68	24	68
6	68	25	60
7	68	26	56
8	68	27	68
9	60	28	68
10	76	29	56
11	68	30	68
12	68	31	68
13	68	32	64
14	64	33	68

15	68	34	44
16	48	35	76
17	64	36	72
18	68	37	68
19	68	38	68

The writer then puts the score into the distribution frequency as follows:

Table 4.8 the Distribution Frequency of Post- test Score of Ability of the Students in Writing Recount Text of the Eighth Grade Students of SMP N II Bae Kudus in the Academic Year 2009/2010 of those who are Taught using conventional technique (without Using Diary Writing).

Interval class	<i>f</i>	<i>x'</i>	<i>fx'</i>	<i>(x')²</i>	<i>F(x)²</i>
70- 75	3	1	3	1	3
64- 69	21	0	0	0	0
58- 63	7	-1	-7	1	7
52- 57	3	-2	-6	4	12
46- 51	1	-3	-3	9	9
40- 45	3	-4	-12	16	48
Total	38	-9	-25		79

Table 4.8 shows that most of the students get score 64- 69 with the frequency 21 students, and 3 students got score 40- 45.

Related to the table, the post- test score of the ability in writing recount text of the eighth grade students of SMP N II Kudus in the academic year 2009/ 2010 of those who are taught using conventional technique (without using diary writing) runs from 40 to 76. The average score (mean) is 62.55 and the standard deviation (SD) is 7.71 (the calculation can be seen in appendix 14). It can be inferred that the ability in writing recount text of the eighth students of SMP N II Bae, Kudus in the academic year

2009/ 2010 of those who are taught using conventional technique (without using diary writing) is categorized as “**sufficient**”.

The result of posttest from the control class also showed the improvement although it is not as significant as the experimental class. Referring to the difference between pretest and posttest score, it can be concluded that the ability in writing recount text of the Eighth grade students of SMP N II Bae, Kudus in the academic year 2009/2010 of those who are taught using conventional technique had improved from “**low**” to “**sufficient**”.

4.3 The significance difference between the ability in writing recount text of eighth grade students of SMP N II Kudus in the academic year 2009/ 2010 of those who are taught by using diary writing and using conventional technique (without diary writing).

To find out if there is significant difference between the ability in writing recount text of eighth grade students of SMP N II Kudus in the academic year 2009/ 2010 who are taught without using and without diary writing, the writer analyzes the data using t- test formula. The means score of pre-test of the experimental group was 53. 84 and the post-test was 72.87. While the score of pre- test of the control group was 53.08 and the post- test was 62.55.

The difference between two means was 10.32. After calculating the data, writer got that t - observation (t_o)=3.17 (the calculation can be seen in appendix 15) and the level of significance 5% with db 74. It is obtained from $N_1+N_2-2= 38+38-2= 74$. For db 74 and 5%, t table = 1.99 (appendix 16)

Because t - observation is higher than t - table ($t_o= 3, 17 > t$ - table = 1.99) the alternative hypothesis is accepted and the null hypothesis (H_o) is rejected. Thus, it can be concluded that there is a significant difference in the achievement of recount text writing between the students of SMP N II Bae, Kudus in the academic year 2009/ 2010 who are taught by using diary writing (it means who wrote diary as the source of the recount text writing) and those who are taught without using diary writing.

4.4 Analysis of the Questionnaire

After finished the post- test, the students of experimental group did the questionnaire sheet. The writer gave them 10 items to be answered.

There are certain techniques to analyze the questionnaire items. They are discussed in the following sections.

(1) Grading the items of questionnaire

The questionnaire consisted of 10 questions. Each of which had three options namely A, B, and C. Each option is given score that shows the quality of each indicator. The score that range from 1 to 3 explained below:

- a. If the students choose A, the score is 3
- b. If the students choose B, the score is 2
- c. If the students choose c, the score is 1

(2) Tabulating the Data of Questionnaire

The writer tabulated the questionnaire data to make the result of grading clearer readable. The table consists of these columns: name, score per items, total scores, and the mean of each item.

(3) Finding the mean

The formula used for comparing the mean is as follows:

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

Where,

m= mean

$\sum x$ = the sum of item score, and

N= the number of the students

(4) Determining the grade score

The result of the questionnaire of the questionnaire data analysis of each issue can be classified into a range of mean below:

Classification of Grade Score

Range of Mean	Students' Interest	The Advantage	Students' Achievement	The Relevancy	Sustain Ability
0.00-1.00	Low	Not helpful	Low	Not Relevant	Not necessary
1.01-2.00	Medium	Helpful	Medium	Relevant	Necessary
2.01-3.00	High	Very helpful	High	Very Relevant	Very Necessary

(Arikunto, 2002:76)

The result of the questionnaire can be seen in appendix 3.

(5) Matching the mean to A Criterion

To get the additional information about the students' response in having the action research program, the mean of issues was then watched to a criterion. Based on the range of mean above, the result of the data of the questionnaire can be analyzed by referring it to the criterion below:

Category of the Criterion

Issue	Mean	Category
Students' interest	2.8	High
The advantage	2.7	Very helpful
Students' achievement	2.7	High

The relevancy	2.7	Very relevant
Sustainability	2.7	Very necessary

(Arikunto 2002:82)

(6) Concluding the questionnaire result

Based on the result, it can be concluded that:

1. The students' achievement was high
2. The students' achievement in learning English after having treatments using diary writing was high
3. The program is necessary for the students.

The result of questionnaire (the calculation can be seen in appendix 17) showed that writing diary technique could improve students' writing ability.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of the analyses in the previous chapter, the writer concludes that using diary writing in teaching writing recount text can helps students of the eight grade students of SMP N II Bae, Kudus in the academic year 2009/ 2010 to improve their achievement in the recount text writing. Based on the t-test calculation, t- observation is higher than t- table ($t_o = 3.17 > t_{table} = 1.99$) on the level of significance 0.05 and degree of freedom 74. It shows that the alternative hyphotesis of this research is sccpected. This means that there is a significant difference in the achievement of recount text writing between the students who wrote diary as the source for the recount text writing and those who did not use diary as the source for the recount text writing.

5.2 Sugestions

Based on the conclusions above, there are some suggestions that can be offered:

1. For the English Teacher

The teacher should be creative to encourage the students' motivation in writing recount text. Because the study conducted shows that diary writing gave some positive effects on the students' ability in writing recount text, the researcher recommended the English teacher to apply

diary writing as an alternative technique in teaching written recount text.

2. For the next researcher

This reseach can be a reference to conduct in the same field. They are hoped to make a better research in the future. This is also expexted that the students' ability in writing recount text will be more excellent than ever.

3. For the students

The students should not think that writing is difficult and boring. They should make writing as the part of their life. They should practice about how to write an English text starting from their daily life because what they write is actually an example of recount text. Besides, they should consider some criterion to make a good writing recount text.

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