

**USING DIARY WRITING STRATEGY TO IMPROVE STUDENTS'
WRITING RECOUNT TEXT ABILITY**

**(A Classroom Action Research at the Tenth Grade Students of
MA Nurul Mujtahidin)**

THESIS



**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
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ABSTRACT

UMAMI, RIA RATNA. 2018. *Using Diary Writing Strategy to Improve Students' Writing Recount Text Ability (A Classroom Action Research at the Tenth Grade Students of MA Nurul Mujtahidin)*. **Thesis**, English Education Department, Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies of Ponorogo. Advisor Dr. Dolar Yuwono M.Pd.

Key Word: Diary Writing Strategy and Writing Ability

Writing is one of skill in English that used to share an idea, opinion and argument in form written text. Writing is important for students because it's use to communicate with other and as a media to share their argument if they don't want to speak. The researcher try to present new method in order to improve students' writing ability in recount text.

The researcher chooses diary writing in teaching learning process. By using a diary, students will write on their mind freely because freedom in their experience or story in past. Writing by Diary writing strategy will lead them to be creative and moreover it is very good learning because students more use vocabularies, the faster students can master English.

This research is aimed to applying diary writing strategy to improve writing recount text ability at the tenth grade students of MA Nurul Mujtahidin in academic year of 2017/2018. This research was an action research study. The problem of statement in this research was "How can Diary Writing Strategy Improve Students' Recount text Ability?". The participants of this research were 14 students of the tenth grade. 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 students and observations during the teaching and learning process. Meanwhile, the quantitative data were in the form of the results of the students' writing before and after applying of the actions. The results of the research showed that there were improvements on the students' writing achievement. In cycle 1, percentage of students' activeness is 66, 25%. Meanwhile in cycle 2 is 90%. Besides that there were percentage of achieved students is 21,42%. Moreover in cycle 2 percentage is 64,28%.

So, from the explanation above it can be concluded that teaching learning English especially in writing use diary writing strategy can improve students' writing recount text ability in MA Nurul Mujtahidin.

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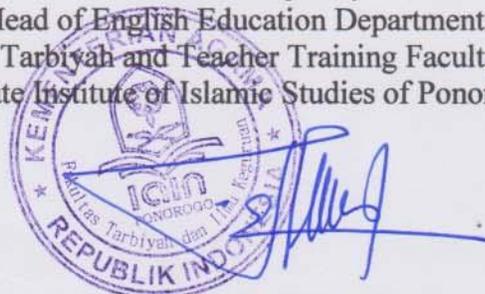
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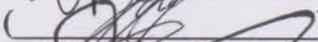
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CHAPTER I

INTRODUCTION

The objective of this study is to improve the students' writing skills by using diary writing. In this part, some sub chapters are presented. They are background of the problems, identification of the problems, limitation of the problems, formulation of the problems, objective of the study, and significances of the study.

A. Background of the Study

Alexander said that all of four basic language skills are Listening, Speaking, Reading and Writing. In his book he also said that the most important of all basic language skills are speaking and writing. "Speaking and writing are the most important of these skills, since to some extent they presuppose the other two".¹In this research the researcher focus on writing.

Writing is one of main skills in English that must be learn by students. Writing is productive skill of language learning. Writing as a part of student's daily activity. In student's daily life there are so many products writing that can support their need and those can be seen in any places and any time like

¹ L.G. Alexander, *Practice and Progress*, (London: Longman Group Ltd, 1975). P. viii

magazine, newspaper, etc. Writing is very important for a student in academic life.

In other word, basically writing is one way or form of communication made by individual to another in the form of handwriting. Students make communication in writing to giving information to each other. According to Gelb, Writing is how humans communicate their thoughts and feelings by means of signs whether understandable not only for himself but also for all the others more or less initiated into a particular system.

Writing skill is important to communicate with other, because it is kind of productive skills. Every students should be able to write English well. Writing is important for them to practice their ability and their understanding, how to send idea, and how to spell word correctly.

But in fact, many students getting difficultness in writing practice especially in recount text. They are difficult to express their idea. They are afraid to make a mistake and also they have low motivation to learn English, low vocabulary and grammar or structure from recount text. Brown states “We also fully understand the difficulty of learning to write “well” in any language, even in our own native language. Every educated child in developed countries learns the rudiments of writing in his or her native language, but very view learn

to express themselves clearly with logical, well-developed organization that accomplishes an intended purpose.”²

However, based on the observation in MA Nurul Mujtahidin, the researcher found out that there were some problems appeared in the English teaching and learning. Because language is a skill, the lack of practice was the problem. The teacher did not give enough writing practices both in the classroom and outside the classroom. In teaching text type for example, the teacher at least needed three meetings to get the students to come to the productive stage. It could be inferred that the students lacked of writing practice.³ Beside from the students, the problem also comes from the teacher.

Sometimes the teacher just gives the material without give a chance to the students to practice. And also the teacher is dominated in the classroom and do not use effective strategy in teaching. So the students feel bored and lazy to learn English. They need to learn more vocabulary and grammar.

To solve that problem, there are many teachers used appropriate teaching methods in teaching writing process. A teaching method is a prescribed set of ways applied to convey skill and competence to the students.

Diane Larsen said that a teaching methods is a coherence set of such as link in

² H. Brown, *Teaching by Principles: An approach to language Pedagogy*, Upper Sadsle River, NJ: Pretince Hall, 1994

³Novi Yulianti, *Improving the writing Skills Through Diary Writing of the Tenth Grade Students' of SMAN 1 Ngemplak*, a thesis atUniversitasNegeri Yogyakarta, Yogyakarta 2014. Unpublished.

the sense that there should be some theoretical or philosophical compatibility among the link which help the learners discover the abstract rules underlying a language. So that applying appropriate teaching methods is important for an English teacher, because the teacher is the most influential person in classroom and can support the success of the teaching especially in teaching writing.⁴

Based on the reason above, it's very important for students to try speak English as well as possible with compatible methods. Methods must be able to increase the students' motivation in learning English, especially in writing, also method has to be able to manipulate, see able, listenable, and readable. At last the teacher hopes that method can motivate their students to write English to communicate their need especially in the classroom and in their daily need in general.

Based on the things mentioned above, the researcher tries to make writing activities more effective for students in learning English by determining the techniques which are appropriate and effective to teach writing. The researcher try to use diary writing strategy in teaching writing. Therefore, the researcher would implement the diary writing strategy in order to improve the students writing skills, as an effort to make the students able to use English to communicate.

⁴Larsen-Freeman, Diane, *Teaching and Principles in Language Teaching*. (New York: Oxford University, 2000) 3.

Diary writing strategy is one of strategies that can be applied in teaching writing. Diary writing is easy to apply in the classroom because some of them, often write the diary to write their past story. From this strategy the students will be feel easy to write recount text because they understand about the structure of recount text. And this strategy is so easy to apply in the classroom because the step is so simple. Teacher just explain about the structure and give some examples, and then the students make recount text like they write a diary. Hopefully, it will be useful to improve the writing ability for the students.

Based on some problems and discussions above, the researcher would like to conduct a study which entitle **“Using Diary Writing Strategy to Improve Students’ Writing Recount Text Ability” (A Classroom Action Research at the Tenth Grade Students of MA Nurul Mujtahidin)**

B. Identification and Limitation of the Problems

Based on the classroom observation and interview with several students and the English teacher, there were several problems that the students and teacher faced in the writing class:

1. Teacher dominated the class. The teacher just explain the material without giving a chance to students to practice. The teacher did not explain the materials clearly, and that’s make students confuse. So they just listen what their teacher speak without doing practice.

2. The teacher using first language (Javanese and Indonesian) more than second language (English).
3. They were unconfident and reluctant to write because they thought that they did not have enough ideas to write about or they did not have anything to say. If they had an idea they worried about that words and which tense that should the use.
4. Students' low motivation to learn English. Usually they were busy with their activity during the lesson, and didn't attention to their teacher.

From the problems above are influence to effective or not in learning activity. So the researcher would like to solve the problem about the strategy that used by the teacher. The researcher choose diary writing activity to solve the problem about strategy. Hopefully this strategy can help the students to improve their writing ability.

Based on the identification of the problems above, it is possible for the researcher to solve the problems related to the students' writing skills. This research is focus on improving the students' writing skills through diary writing strategy.

C. Statement of the Problem

According to the background and identification of the problems above, the researcher would like to formulate the problem as “How can Diary Writing Strategy Improve Students' Recount text Ability?”

D. Objective of the Study

Based on the formulation above, the objective of this study is using diary writing to improve the writing skills of the tenth grade students of MA Nurul Mujtahidin.

E. Significances of the Study

a. Theoretical

For other researchers in the same topic, this research hopefully can be a reference to their research.

b. Practical

1. For the teacher, the result of the study will provide the alternative way for teaching writing which is more enjoyable to improve the students' writing skills; for students, this research will increase their motivation and develop their writing skills.
2. For the researcher, it will be used as an experience of how to conduct research.
3. For the students, this research will increase their motivation and develop their writing skills.

F. Organization of the Thesis

To facilitate the thesis, to make the reader is easier in understanding the content of the research, the researcher make an organization of the thesis.

CHAPTER I : INTRODUCTION

In this chapter the researcher write of some aspect which have relation with the content of background of the study, identification of the problem, statement of the problem, objectives of the study, significant of the study and organization of the thesis.

CHAPTER II : REVIEW OF RELATED LITERATURE

In this chapter explain about theoretical background; review of previous study, definition of writing, types of writing performance, process of writing, purpose of writing, definition of diary, The Structure and Language Features of Diary Writing, Definition of Recount text, The Generic Structure of Recount Text, Language feature of Recount Text, and the last is hypothesis of action.

CHAPTER III : RESEARCH METHOD

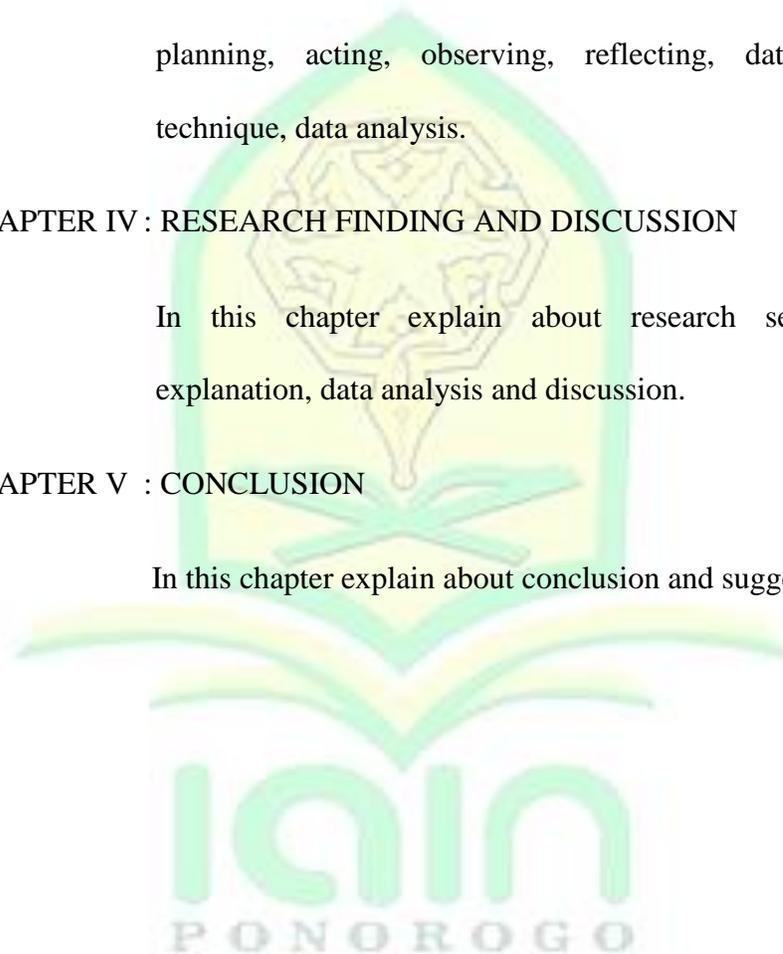
In this chapter explain about classroom action research object; setting and research subject, research variable, classroom action research; definition of classroom action research, planning, acting, observing, reflecting, data collection technique, data analysis.

CHAPTER IV : RESEARCH FINDING AND DISCUSSION

In this chapter explain about research setting, cycle explanation, data analysis and discussion.

CHAPTER V : CONCLUSION

In this chapter explain about conclusion and suggestion



CHAPTER II

REVIEW OF RELATED LITERATURE

This study is aimed at investigating the use of diary writing that can improve the writing skills of the tenth grade students. In this chapter the researcher will present review of previous studies, theory of writing, teaching writing, recount text, and diary writing.

A. Review of previous study

There are some previous studies about diary writing strategy in teaching writing:

The first study is conducted by Novi Yulianti with the title “*Improving the writing skill through diary writing*”. She stated that the implementation of diary writing strategy in teaching writing is believed to be an effective way to improve the students’ writing skill. Objective of her study is to improve students’ writing skill using diary writing strategy of the tenth grade students of SMAN 1 Ngemplak. Her study was a classroom action research with 31 students of grade X.D as the participants.⁵

The similar study is Journal of Educational Innovation by Euis Fauziah Ramadhani and Riski Lestiono with the title “*The Use of Diary Writing to*

⁵Novi Yulianti, *Improving the writing Skills Through Diary Writing of the Tenth Grade Students’ of SMAN 1 Ngemplak*, a thesis at Universitas Negeri Yogyakarta, Yogyakarta 2014. Unpublished.

Improve Eighth Grade Students' writing Skill at SMPN 3 Malang". This Journal stated that the using of diary writing strategy make students easy to write the stories by using various vocabularies because they were focus on their experiences. The implementation of diary writing strategy as the students' additional writing practice markedly gave positive impact in improving students' writing skill. Objective of this Journal is using diary writing to improve the students' writing skill of the Eighth grade students of SMPN 3 Malang. This Journal was classroom action research with 32 students, consisted of 14 males and 18 females as a participants.⁶

In studies above are not explore specifically what kinds of the text that studied. So in this research the writer would like to give more specifically what will this study explain about. In this study the writer choose the recount text to learn by a diary writing strategy.

From the previous study above we can conclude that diary writing strategy is give much contribution in improving writing skill, so the researcher choose this strategy to applied in school that have some problems in teaching English especially in teaching writing.

⁶Euis Fauziah Ramadhani, *The Use of Diary Writing to Improve Eight Grade Students' Writing Skill at SMPN 3 Malang*, a Thesis at Universitas Muhammadiyah Malang, Malang 2015.

B. Review of Theoretical Studies

In this part the writer will explain about writing, recount text, and diary writing strategy.

1. Writing

Writing is one of skills in the language area. Writing skill is much complex enough and sometimes difficult to teach. As mentioned by J.B. Heaton that writing skill requires mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.⁷ In this part, the researcher would like to write about definition of writing, teaching writing, kinds of writing, purpose of writing and process of writing.

a) Definition of writing

Writing is one of four language skills in English subjects. The simplest definition of writing in “Oxford Learners Pocket Dictionary”, writing is an activity of writing books, articles, etc. In general written works of an author.⁸The definition of writing have been stated by some experts also. According to Brown, writing is a

⁷J.B. Heaton, *Writing English Language Test* (New York: Longman, t.t), 135

⁸*Oxford Learner's Pocket Dictionary, New Edition* (New York: Oxford University Press, 2005), 502

thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release.⁹

Another definition is from Nunan, he stated “Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired.”¹⁰

From the definition above we know that writing is one of important skill that used to shows the idea in form written paragraph and structured.

b) Types of Writing Performances

According to Brown, there are a number of writing performances in the classroom:

1) Imitative or writing down

At the beginning level of learning to write, students will simply “write down” English letters, words, and possibly sentences in order to learn the conventions of the orthographic code. Dictation falls into this category, although dictations can serve to teach and test high-order processing as well.

⁹ H. Brown, *Teaching by Principles: An approach to language Pedagogy*, Upper Sadsle River, NJ: Pretince Hall, 1994

¹⁰David Nunan, *Language Teaching Methodology*, (New York: Pretince Hall, 1991), p. 91

2) Intensive or controlled

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, written grammar exercises. A common form of controlled writing is to present a paragraph to students in which they have to alter a given structure throughout.

3) Self-writing

Significant proportion of classroom writing may be devoted to self-writing. The most silent instance of this category in classrooms is note-taking, where students take notes during a lecture for the purpose of later recall. Diary or journal writing also falls into this category.

4) Display writing

Writing within the curriculum of school was mentioned as a way of life. For all language students, short answer exercises, essay examination, and even research reports will involve an element of display.

5) Real writing

Two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lay some combination of display and real writing. Three

subcategories illustrate how reality can be injected: academic, vocational/ technical and personal.¹¹

c) **Process of writing**

Writing is a never one-step action. Writing as one of productive skills needs a process. This process sees writer to write in sequence stages. The writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four process of writing.¹²

1) **Planning**

At this stage, writers must think about three main issues, those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text which writers wants to produce , the language which writers use, but also the information which writers choose to include. Planning will help you as a writer. It will give shape to your task; it will break it down into separate stages so that you do not feel you are setting out toward some impossibly distant

¹¹H.Douglas Brown, *LanguageAssesment Principles and Classroom Practice*, (California: Longman). 2003. P.220

¹²Jeremy Harmer, *How To Teach Writing* (England Person Education Limited, 2007),p.4

final goal; it will enable you to measure your progress. Planning will also help your reader.¹³

2) Drafting

The drafting stage is where you're really begin writing. The most important thing here is to get words onto paper.¹⁴After you have finished in planning, you can continue to the next step (drafting). The first draft on your paragraph, the students have to use the ideas from planning as a guide as you write.

3) Editing (revising)

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Writers edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as questions, examples and the like in this case

4) Final Version

In this stage, they have produced the final version from their writing result to their teacher. The final step of the writing

¹³Martin H. Manser, *The Facts on File Guide To Good Writing*,(USA: Acid Free Paper, 2006), p.36

¹⁴Cristine Brown and Susan Hood, *Writing Matters Writing Skills and Strategies For Students Of English*, (USA: Cambridge University Press, 1993),p. 14.

process is publishing. This means different things depending on the piece you are working on.

- a) Bloggers need to upload, format and post their piece of completed work.
- b) Students need to produce a final copy of their work, in the correct format.
- c) Is often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number?
- d) Journalist needs to submit their piece (usually called “copy”) to an editor. Again, there will be a certain format for this.
- e) Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow them. If you have written a novel, look for an agent who represent your genre.

d) The Characteristics of Written Language

Brown stated that there are several characteristics of written language which distinguish them from spoken language. The characteristics are as follows:

1) Permanence

Writing is permanent. Once the writers finish their writing, they cannot reedit their writing. So, a thorough refinement and revision are needed before the final draft is submitted.

2) Production time

Time limitation is one of the important issues in writing, especially in an educational context. A sufficient length of time will affect the production of a good writing, and vice versa. When the time given is not sufficient, the writers may produce a messy text. Therefore, a sufficient training in the process of writing will help the students to make the best possible use of such time limitation.

3) Distance

A good writer is the one who can deliver the message of his or her writing clearly to the target reader. Distance, here, may mean a range between the writer and the target audience. In order to shorten the distance, the writer should be able to predict the audience's general knowledge and write from the perspective of the target audience.

4) Orthography

Many different writing systems have evolved around the world (Harmer, 2004: 1). Therefore, being able to use such writing system is not an easy matter, especially in a language which has different orthography from the writer's native writing system.

5) Complexity

Different from spoken language which tends to have shorter clauses and forms, the written language tends to have larger clauses with more complex forms. Therefore, the writer should write clearly, cohesively, and coherently in delivering the message to the readers.

6) Vocabulary

The written English has a greater variety of lexical items than in spoken conversational English. The lexical items used in the text may have different meaning depend on the context embedded. Therefore, the writer should learn and take benefits from the extensive number of English words.

7) Formality

Formality refers to the convention of rules that a certain written message is meant to be. Different purposes of writing have different forms of language that must be followed.¹⁵

Since writing is a way to communicate in the written form, everything should be clear. It means that before the writers come to the end of their writing, they should make sure that their writing has already met the purpose of their writing so that the target readers could get the message clearly.

e) Purpose of Writing

According to Penny Ur in his book “A Course in Language Teaching”: the purpose of writing in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of writing. On the other hand, the writer need also to pay attention to formal aspects: neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.¹⁶

¹⁵Brown, D.H. *Language Assessments: Principles and Classroom Practices*. New York: Longman. 2003.

¹⁶Penny Ur. *A Course in Language Teaching*. (New York: Cambridge University), 1999.

2. Diary Writing

Recount writing can take many forms such as a newspaper, magazine, letter and even diaries. Writing a diary in particular, can be a good way for students to practice their recount text writing.

a. The Definition of Diary

There are definitions of diary writing by some experts:

According to Bailey and Ochsner (1983): A diary study in second language learning, acquisition, or teaching is an account of a second language experience as recorded in a first-person journal. The diarist may be a language teacher or a language learner- but the central characteristic of the diary studies is that they are introspective: the diarist studies his own teaching or learning. Thus he can report on affective factors, language learning strategies, and his own perceptions- facets of the language learning experience which are normally hidden or largely inaccessible to an external observer.¹⁷ And based on JIEB diary also called a journal, is a notebook where people can write anything they want such as their feelings thoughts, ideas, or experiences.¹⁸

¹⁷Kathleen Bailey, *Diary Studies of Classroom Language Learning: The Doubting Game and the Believing Game*,

¹⁸Atena Haghnavaz Bazir, *the Role of Diary in a Classroom*, Islamic Azad University. 2016

Diary is “a daily log that records the events that happen during the day. It is updated on a daily basis, private and written for an audience of one”¹⁹. Diary is a personal record which contains about experiences and events experienced confidential writing style that is not binding (free). The contents of the diary one can devote all forms of flavors and experiences in the diary either feeling happy, sad, and angry, pity, resentment, love, and others.²⁰ Because it is free, then other people cannot read the diary except with the consent that had Diary usually handwritten that is used to express personal feelings and experiences on daily basis. We can say that diary like a book and personally and private.

b. The Structure and Language Features of Diary Writing

A diary usually written in a book with each page called as entry. The diary has a structure as follow:

a) Date

A diary written on daily basis and arranged by date.

Usually someone write a diary begins from the date. Example:

¹⁹Taqi. Et al., *The Effect of Diary Writing on EFL Students' Writing and Language Abilities*, British Journal of Education, Volume 3, Number 2, February 2015, pp.76

²⁰Supiani, *The Use Of Diary In Teaching Of Writing Recount Texts At Smpn 03 Banjarbaru, South Kalimantan Province*, Islamic University of Kalimantan MAA Banjarmasin, Ethical Lingua, Vol. 3, No. 1, February 2016

Friday, 26th 2017 of January. This date is to remember when diarists experience happened.

b) Orientation

After write the date, diarists usually write an orientation in the next paragraph as an introduction. Usually diarists write “Dear Diary” or other words.

c) Paragraphs

In this part diarists will write all of what they feel, reaction about them. They can write all of the events or activities that happened in that day, and also they can write about their feelings, emotions, throughout the day.

d) Personal reflection

In this part is about the conclusion. The section, moreover, is an optional stage and is often used to complete the writing by rounding off the series of events. It refers back to some of the information in the orientation paragraph which is why this section is called as reorientation.²¹

²¹John Barwick, Targeting Text Upper Level Edition, (US: Blake Education, 1999), pp. 6.

e) A sign-off

Lastly, some writers end their diary entry by giving signature.²²

Moreover, a diary entry has specific language feature as follows:

a) The use of action verb

Action verbs are to describe the events or experiences.

b) The use of simple past tense

A diary always use simple past tense because the diary describe about the past events.

c) The use of adjectives

The use of adjectives are to describe the events and the feeling more specifically.

d) The use of adverbial phrases

The adverbial phrases are to show about the events and experiences more specifically.

c. The Implementation of Diary Writing at the Classroom

In teaching and learning recount text, writing a diary can be a good alternative technique to encourage and motivate students to practice their writing. In their diaries, moreover students can write

²²James Hoffman, *Diary Entry-text Structure and Language Features*, retrieved from [http://sherrycompfs12a.wikispaces.com/file/view/res_51539_Diary entry _-text_structure_and_language.pdf](http://sherrycompfs12a.wikispaces.com/file/view/res_51539_Diary+entry+_text_structure_and_language.pdf), on February 1th 2018 at 22.47 pm

about anything that interests them. They can write lives, they can talk about politics or they can write stories. By doing this, students can also showcase their creativity.²³In additionally, by writing a diary at the classroom, students are allowed to express their feelings more freely and comfortably as they can write about their experiences. By this mind, hopefully this strategy can improve students' writing ability and can help them to build their writing habit.

d. The benefit of diary writing

By writing diary we can get value of reflection, freedom of expression, developing writing skill and student-teacher dialogue²⁴. Novi Yulianti (as cited Harmer (2007: 128) states that there are some benefits of diary writing. The first is the value of reflection. A diary provides an opportunity for students to think about what they are learning and also how they are learning. The second is freedom of expression. Diary writing allows students to express feelings more freely. For example, in their writing they can write about their daily life, love story, or anything they want to write to. The next is developing writing skills. Diary writing contributes to the students' general improvement such as their writing fluency. Their writing

²³Jeremy Harmer, *How to Teach English*, cited on Nur Millah Mutslihah, *The Effectiveness of Diary Writing on students' Writing of Recount text*, a thesis at Syarif Hidayatullah State Islamic University, Jakarta, 2016.

²⁴NurmillahMutslihah,2016.

fluency will improve since they write regularly and become more familiar with.²⁵

3. Recount Text

Recount is one of the examples of story genres. In a recount text, it reconstructs past events or experience. It means that recount text tells about something that has happened. Recount is a piece of text that retells past events, usually in the order in which they happened; it could be speaking or writing. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.

a) Definition of Recount text

Recount text is the material that learned in the junior and senior high school. Recounting itself is an activity where we telling people about something that has happened in our lives. It might be about what we did at the weekend or about experience in the last year, last week or in the last day.

Anderson and Anderson define a recount text as a piece of text that retells past events, usually in the order in which they happened.²⁶ Another definition, comes from Hyland defining a recount text as a kind of genre that has social function to retell

²⁵Novi Yulianti, Page 10

²⁶Mark Anderson and Kathy Anderson, *Text Types in English 1*, (Australia: Macmillan Education Australia PTY LTD, 1997), pp. 48

event for the purpose in informing or entertaining.²⁷ Moreover, a recount text is written not only to retell past events, but it is also written to evaluate and interpret their meaning and significance in some way. In this text is important to write what happened, and when it happened.

And the purpose of recount text is to give a description of what occurred and when it occurred to the audience.²⁸ Moreover recount text is to entertain someone with the experiences or events that happened in the past.

b) The Generic Structure of Recount Text

a. Orientation

The first part is orientation. It is provide the background of the story about 5 W and 1 H. The first paragraph is like an introduction that introduce the story to the readers. Barwick states that the audience needs to know when the events occurred (time), who was involved (Characters), what happened, where the activity or event took place (setting) and sometimes reason was for the event.²⁹

²⁷Ken Hyland, *Genre and Second Language Writing*, (US: University of Michigan Press, 2004), pp. 29.

²⁸Mark Anderson and Kathy Anderson, First Edition, loc. Cit.

²⁹John Barwick, *Targeting Text*, (US: Blake Education, 1998), pp.4-5

In addition, the orientation also like an opening and usually consist two or three sentences.

b. Events

After giving orientation or background, the text is continued with the series of events in the second paragraph. A series is important to give the readers the details of our story so they get a clear picture and description of what happened. The events here should be sequenced in time order so the writer should not start off explaining what happened at the beginning of the day, then skip to the evening and back to the morning again.³⁰

c. Re-orientation

Re-orientation also called as conclusion. Some recount text might have a conclusion paragraph. The section moreover, is an optional stage and is often used to complete the writing by rounding off the series of events. It refers back to some of the information in the orientation paragraph which is why this section is called as an orientation.³¹

³⁰*Ibid.* pp.5.

³¹*Ibid.* pp

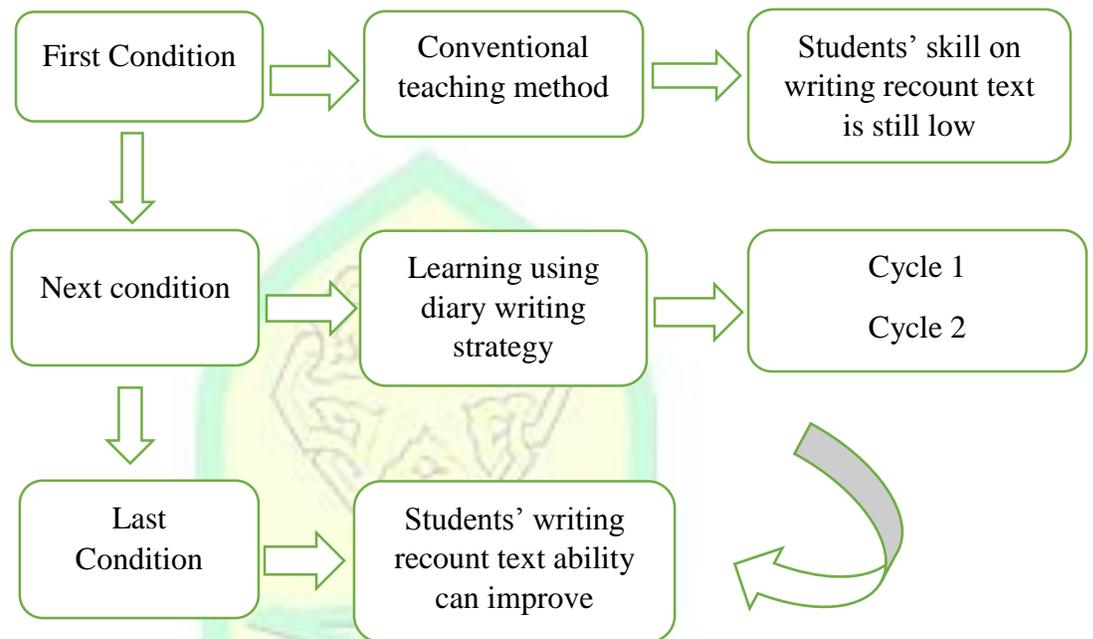
c) Language feature of Recount Text

Hartono gives clear description about language features of a recount text. Language features of recount text are as follows:

- 1) Focus on individual participant
- 2) Use of past tense to indicate the events in the past time.
- 3) Focus on temporal sequence of events.
- 4) Use material and action clause.

From the explanation above it can be stated that recount text deals with series of events that retell about something happened in the past. It is needed to be taught to tenth grade students of Senior High School because it is one of the requirements in the curriculum. At this level, students are expected to be able to write a text in the form of recount. However, students often face difficulties in writing carrying out the task.

C. Thinking Framework

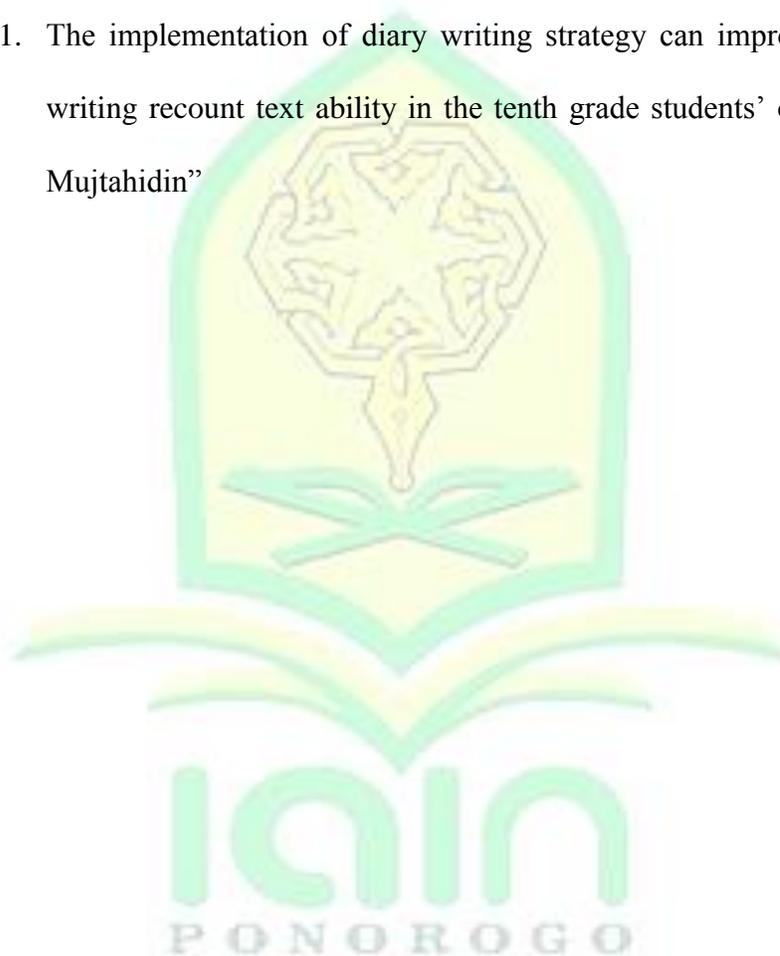


Based on literature about recount text and diary and also based on the previous studies above, it can be seen that diary writing can be used as effective strategy in teaching writing recount text. Diary writing strategy can be an effective strategy because diary has same characteristics as recount text which talks about past even an experience. They can express their feelings, ideas into paragraph diary. It helps the students to understanding recount text better. The researcher believes that the diary writing strategy can improve students' writing recount text ability more creative.

D. Hypothesis of action

Based on the some references and previous study about this problem, the researcher decide the hypothesis as follows:

1. The implementation of diary writing strategy can improve students' writing recount text ability in the tenth grade students' of MA Nurul Mujtahidin”



CHAPTER III

RESEARCH METHOD

This chapter presents the research method that use in this study. This chapter presents the object of the study, subjects of the study, research variable, action research procedure and source of data.

A. Classroom Action Research Object

This research is classroom action research, which focuses on developing students' skill on writing recount text. The object of the action research is diary writing strategy in making recount text. The writer selects the students at tenth grade in second year academic years as the subjects of the study.

B. Setting and Subject of the research

1. Setting or Location of this research

The researcher conduct the research in MA Nurul Mujtahidin which is located in Jl. Pahlawan Surtari No 31 Mlarak Ponorogo. The study will conducted in class X with 14 students. The material is English recount text on semester 2 in academic year 2017/2018. This School has some classrooms, an office, a praying room, a canteen, toilets and a multimedia room, a library, a headmaster room, a counseling room, students' organization room, and music room.

The researcher chooses that school as the field of the study for the following reason:

1. The English teacher still had problem to find the appropriate strategy to improve students' writing ability
2. Diary writing strategy had never applied at this school before
3. The students' low motivation in learning writing because the strategy that applied by the teacher is making feel bored

This study was conducted from Wednesday, 28 February 2018 to 4 April 2018. It includes the observation time. The classroom meeting will be done at two cycles.

2. The Subject of the Study

The subject of this study is the tenth grade students of MA Nurul Mujtahidin that consist of 14 students.

C. Research Variable

There are two variables that researcher want to observed

1. Achievement

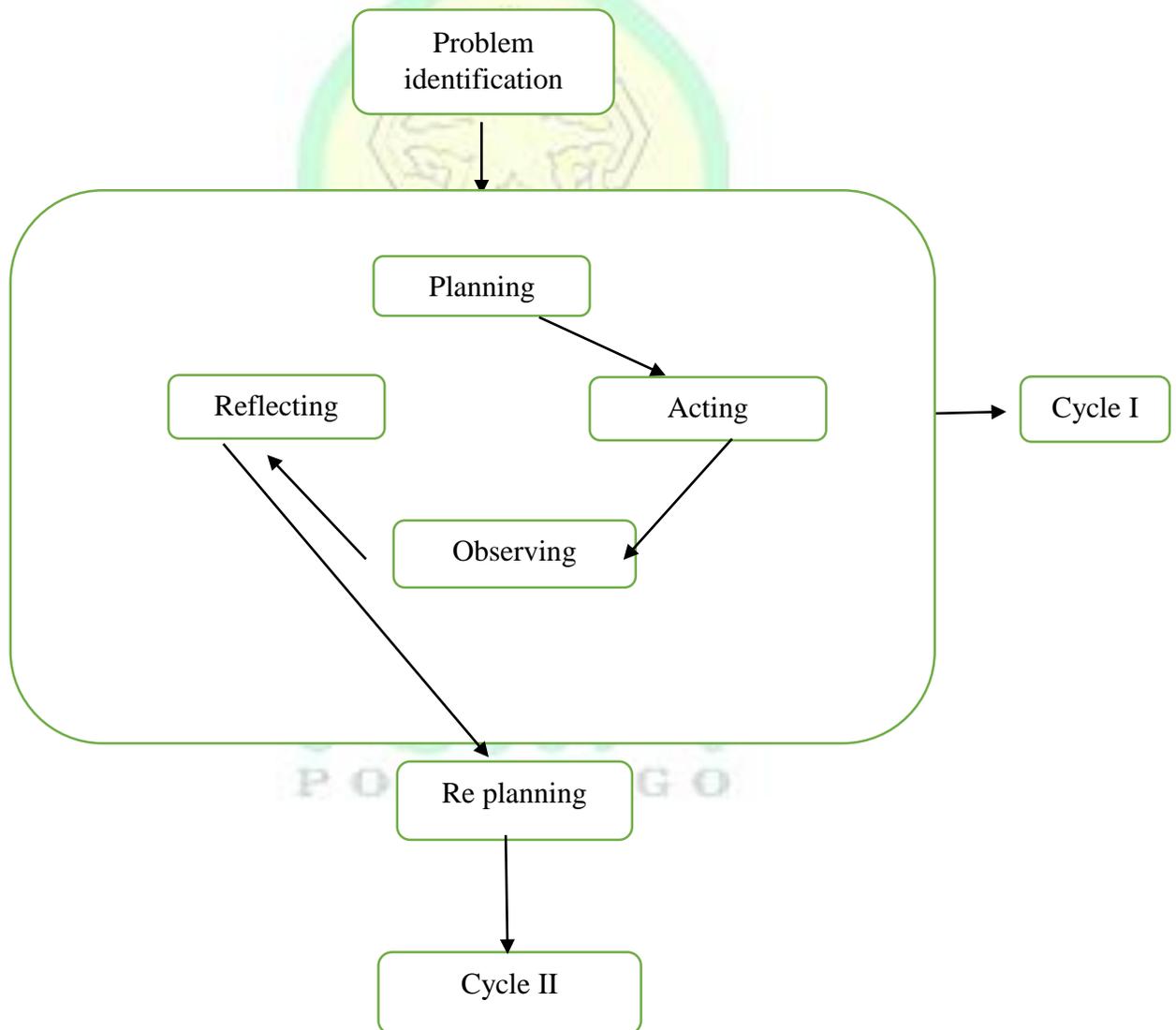
The use of Diary Writing Strategy is expected help the students get the better score.

2. Activeness

The use of Diary Writing Strategy is expected make the student's activeness, active in making story based on their experiences and enjoy the lesson process.

D. The procedure of action research

This study will be conducted in a form of cycles through some steps consisting of planning the action, implementing the action, observing the action and reflecting the action. This research model is introduced by Kurt Lewin as described in the scheme below:



1. Planning

Planning is the first stage in action research. In this stage there are some things that must be prepared by the researcher. It comprises the lesson plan for teaching English, preparation of the action research and the scenario of learning process.

a. Choosing subject material

The researcher chooses the theme the story recount text. The researcher take the material from students' book (Modul Pembelajaran Bahasa Inggris).

b. Lesson plan

The researcher prepared the lesson plan for the first cycle and second cycle, and defined indicators are as guidance to teach. In each cycle there are consist from three meeting. Lesson plan must be contain following items:

- 1) Instructional objective
- 2) Material and media
- 3) Procedure of implementation
- 4) Procedure of assessment

c. Conducting the class

To conducting the class the researcher use diary writing strategy in teaching writing. Hopefully this strategy can interest for the students and can increase their writing ability. Besides using diary

writing strategy, the researcher also using another method like using a picture and game, in order to do not make the students feel bored with activity in the class.

d. Criteria of success

Teaching writing here called success if the result of the students' test is increase. If the result increase, the research will be stopped.

But if the students' test still low, the research still continued.

2. Acting

In this stage the researcher apply the planning in the classroom. During the implementation of actions, the researcher act as a teacher. The actions were implemented in two cycles or six meetings. The results of the discussions and interviews were used in the reflection for the implementation of the next actions. In this step the strategy was implemented. Students would be give a text an eve student try to read and identified the text. They can share some information and ideas they got from the text.

3. Observing

In the class the teacher as observer. On this study the observation will be conducted to get the data on how well the diary writing strategy is able to achieve the goal of the study. In this stage, the researcher prepare a table observation. This table used to mark the student attention in teaching process (students' asking, students' respond, etc.)

4. Reflecting

This is the last stage. The researcher give test for the students. The result of the test is used to measure the success of the research. If in one cycle the result of the test has been increase the research will be stop. But if the result is still low the research will be continue.

There are two major indicators used as the criteria of success of this study. They are:

- 1) The students have good motivation to study that make the class is more attractive, therefore, students will not be bored.
- 2) The students' writing skill on recount text will improve.

E. Technique of Collecting Data

The researcher uses four technique in collecting the data, there are interview, observation, field note and documentation.

1. Interview

Interview is one of technique to collect the data through conversation. The researcher plans to interview some students of the tenth grade students of MA Nurul Mujtahidin Mlarak Ponorogo. The researcher expects to get information about their feeling and opinion toward English language learning and teaching process.

2. Observation

Observation is an interpretation theory. Observation is monitoring systemic phenomenon which is my investigated. It

means that observation is collect data from teaching and learning process and drawing conclusion of everything in teaching and learning process. Observation in CAR can't be separated with action in each cycle. Observation can be used to collect the information or data of school which done the research.

3. Documentation

Documentation provides the researcher with information that is used to support the available data.

4. Test

In this research test is used to see the result of the cycle and used to see the research need to continue or not.

F. Research Schedule

Date/Month/Year	Activity	Note
9 February – 19 February 2018	Planning	
20 February – 27 February 2018	Observing	
28 February – 4 April 2018	Acting	
4 April – 12 July 2018	Making a research report	

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Setting

The research was conducted at MA Nurul Mujtahidin Mlarak located at Jln. Pahlawan Suntari No. 31 Gunungsari Mlarak Ponorogo. The subject in this research was the tenth grade students that consists of 14 students. This research done for two cycles.

The reason why the researcher choose this school is based on interview with English teacher and based on observation. She said that English skill in this school still low, especially in writing skill. And also based on observation in the class students are not interested in learning English especially in writing.

B. Finding

This study was classroom action research (CAR). CAR is the research which conducted by a teacher to solve e problem that happened in the class. In this research the researcher will report the result of the cycle. Each cycle will explain four components of classroom action research (CAR). The component were planning, acting, observing and reflecting. All of the result will explain clearly in the following part.

Cycle Explanation

In this part, the researcher described the process of conducting the research. The research is divided into two cycles. The report of each cycle is discussed below.

1. Report of Cycle 1

In the first cycle, the researcher planned to build the students' writing habit through diary writing. This cycle consisted of six meetings. These meetings were planned to cover the materials for a recount text of the tenth grade students. For these meetings the researcher expected that the students would have a writing habit. In this cycle students would get a clear understanding of what the recount text is and its characteristics through the classroom activities and then they implemented their understanding into practices by writing a diary regularly related to their personal experiences. By having a diary writing habit, the students would not only improve their motivation in writing but also their writing skills.

a. Planning

Planning is first stage that did in action research. In this part the researcher planned everything that need in this research. There are:

1) Choosing the subject material

The first activity is choosing subject material. The researcher chooses the material that would be implemented in

teaching-learning writing by using diary writing strategy. The students synthesized the recount text about experience. The researcher chooses the topic because according to standard competence. Example of recount text about experience is “Tired Day”.

2) Making lesson plan

The researcher made lesson plan based on syllabus. The form of lesson plan can be seen in appendix.

a) Conducting the class

To conducting the class the researcher use diary writing strategy in teaching writing. Hopefully this strategy can interest for the students and can increase their writing ability. Besides using diary writing strategy, the researcher also using another method like using a picture and game, in order to do not make the students feel bored with activity in the class.

b) Criteria of success

Teaching writing here called success if the result of the students' test is increase. If the result increase, the research will be stopped. But if the students' test still low, the research still continued. To know the result of students' test can be seen at the rubric instrument.

b. Acting

The first cycle was conducted on 28 February 2018. In this meeting the researcher applied the lesson plan that has been planned before. The explanation the activity as bellow:

1) Pre- activity

To open the class, the researcher greeted the students by saying “Assalamu’alaikum wr. wb, Good morning class. How are you all today?” However, only few students responded to the researcher’s greeting. The other students were still busy and they even talked to their friends. When the class became conducive, the researcher led a prayer and continued the class by checking the roll and calling on the students’ name one by one.

2) Main activity

a) Observing

The teacher showed the text related the topic of recount text about experience. The students must read the text.

a) Asking

The teacher give stimulation to the students hopefully students can ask about the text. They can ask about the difficult vocab, content, grammar or other.

b) Exploration

In this activity the teacher guided the students to collect the information from the text. They must be analyzed and identification the text. They identified about language feature and generic structure from the text.

c) Communication

The teacher asked the students to make a diary in form recount text. The story is based on their experiences. The topic was free.

d) Association

In this activity the teacher asked the students to collect the assignment that had been read before.

3) Post activity

In this activity the teacher made summarize about the lesson and ask the students to collect their assignment. The teacher closed the learning process by saying hamdalah and praying together. And the last the teacher say a greeting.

c. Observing

Observation conducted in order to know the effects of diary writing strategy to improve students' writing skill. It also aimed at describing the class situation when the diary writing strategy used to improve students' writing skill. It was done to know the students'

attention toward the lesson, students' asking, students' respond. The researcher observed and made some notification during the teaching learning process and recorded students' activeness and achievement. From the observation, the result of the first cycle was as follow:

1. Observation sheets of Student's Activeness of Cycle I

Table 4.1

No	Aspect Being observed	Meeting I				Meeting II				Meeting III				Score
		1	2	3	4	1	2	3	4	1	2	3	4	
1	Students paying attentions to the teacher		√					√				√		8
2	Students have good social care with other friends and the teacher		√			√				√				4
3	Students are active in learning process		√			√					√			5
4	Students are creative in learning process	√				√				√				3
5	Students ask about the material	√				√						√		5
6	Students are active in questions answer activity	√				√					√			4
7	Students are not confuse to do the work	√						√			√			6
8	Students can finished their job well		√				√					√		7
9	Students can answer the question from the teacher	√					√				√			5
10	students more interest to learn	√					√				√			6
	Total Score													53
	Maximum Score													80
	Final Score = $\frac{53}{80} \times 100\% = 66,25\%$													

Notes:

1. Seldom
2. Sometimes
3. Often
4. Always

Based on observation data above the researcher concluded the total score $\frac{53}{80} \times 100\% = 66,25\%$. The percentage had shown that the students have not enjoyed yet in teaching and learning writing by using diary writing strategy.

2. The result of students' achievement in cycle I

In cycle 1 the researcher had prepared the test for students. Test used to know students' achievement from learning English especially in writing by using diary writing strategy. The kind of test was write recount text based on their experience. The students' had done the test individually. The result could be seen in the table below:



The result of student's score in cycle I

Table 4.2

NO	NAMA	ASPECT					TOTAL	SCORE	KET
		C	O	V	L	M			
1	AYIN MUBAROKAH	3	3	2	2	2	12	60	NOT ACHIEVED
2	ELIZA DWI P	3	3	2	2	2	12	60	NOT ACHIEVED
3	FAHILA	3	2	2	2	2	11	55	NOT ACHIEVED
4	GATOT SUMIARDI	2	2	2	2	2	10	50	NOT ACHIEVED
5	LANGGENG SUCIPTO	0	0	0	0	0	0	0	NOT ACHIEVED
6	LIFIA RAMADANI	3	2	2	3	3	13	65	NOT ACHIEVED
7	MUHAMMAD DZIKRI	4	3	3	3	3	16	80	ACHIEVED
8	ROSID N F	3	2	2	2	2	11	55	NOT ACHIEVED
9	SAYYIDA KHOLIFATUNNISYA	3	2	2	2	3	12	60	NOT ACHIEVED
10	YOGI IRAWAN	3	2	2	2	2	10	50	NOT ACHIEVED
11	YULI ANTIKA	2	2	2	2	1	8	40	NOT ACHIEVED
12	AISYAH PUTRI ARIFAH	4	3	3	3	3	16	80	ACHIEVED
13	KHOIRUM MIN ALFI SYAHRI	3	3	3	3	3	15	75	ACHIEVED
14	ZAENAL ARIFIN	3	2	3	2	3	13	65	NOT ACHIEVED

d. Reflecting

In this cycle, the researcher concluded that the students not enjoy and not active to write use diary writing strategy. The students not active to share their ideas in form diary text. The students still difficulties to choose the word correctly, because their vocab is low. Besides, their knowledge about generic structure or recount text also still low. Because of that, there are students got low score. It could be said that there were many problems in first cycle that have been solved.

Based on the reflection above, the researcher decided to continue to the next cycle and the problem would be solved in the next cycle.

2. Report of Cycle II

a. Planning

This planning is made based on the result of cycle I. This is to solve the problem that occurred in cycle I. In cycle I, the researcher still found the problems, one of them is students' activeness. So the teacher must plan the next cycle in order to increase students' result. In this part the researcher planned everything that need in this research. There are:

1) Choosing the subject material

The first activity is choosing subject material. The researcher chooses the material that would be implemented in teaching-learning writing by using diary writing strategy. In this part the teacher use the different title with the meeting before. The students synthesized the recount text about historical event. The researcher chooses the topic because according to standard competence. Example of recount text about historical event "Rengasdengklok Incident".

2) Making lesson plan

The researcher made lesson plan based on syllabus. The form of lesson plan can be seen in appendixes.

3) Conducting the class

To conducting the class the researcher use diary writing strategy in teaching writing. Hopefully this strategy can interest for the students and can increase their writing ability. Besides using diary writing strategy, the researcher also using another method like using a picture and game, in order to do not make the students feel bored with activity in the class. Different with the meeting before, in this meeting the researcher asked the students to work in group in order to they can share their idea with their friends and also they can learn from their friends

4) Criteria of success

Teaching writing here called success if the result of the students' test is increase. If the result increase, the research will be stopped. But if the students' test still low, the research still continued. In this cycle the researcher didn't find the problem. To know the result of students' test can be seen at the rubric instrument.

b. Acting

The second cycle was conducted on 28 March 2018. In this meeting the researcher applied the lesson plan that has been planned before. The explanation the activity as bellow:

1) Pre- activity

To open the class, the researcher greeted the students by saying “Assalamu’alaikum wr. wb. Good morning class. How are you all today?” However, only few students responded to the researcher’s greeting. The other students were still busy and they even talked to their friends. When the class became conducive, the researcher led a prayer and continued the class by checking the roll and calling on the students’ name one by one. And this activity the teacher reviewed the material in the meeting before.

2) Main activity**a) Observing**

The teacher showed the text related the topic of recount text about holiday. The students must read the text and find the information from the text. The students work in group to find and share the information from the text. To example the teacher using “Rengasdengklok Incident”.

b) Asking

The teacher give stimulation to the students hopefully students can ask about the text. They can ask about the difficult vocab, content, grammar or other.

c) Exploration

In this activity the teacher guided the students to collect the information from the text. They must be analyzed and identification the text. They identified about language feature and generic structure from the text.

d) Communication

The teacher asked the students to make sentences in form past tense, and also make a diary in form recount text.

The topic was “the Battle on November in Surabaya.

e) Association

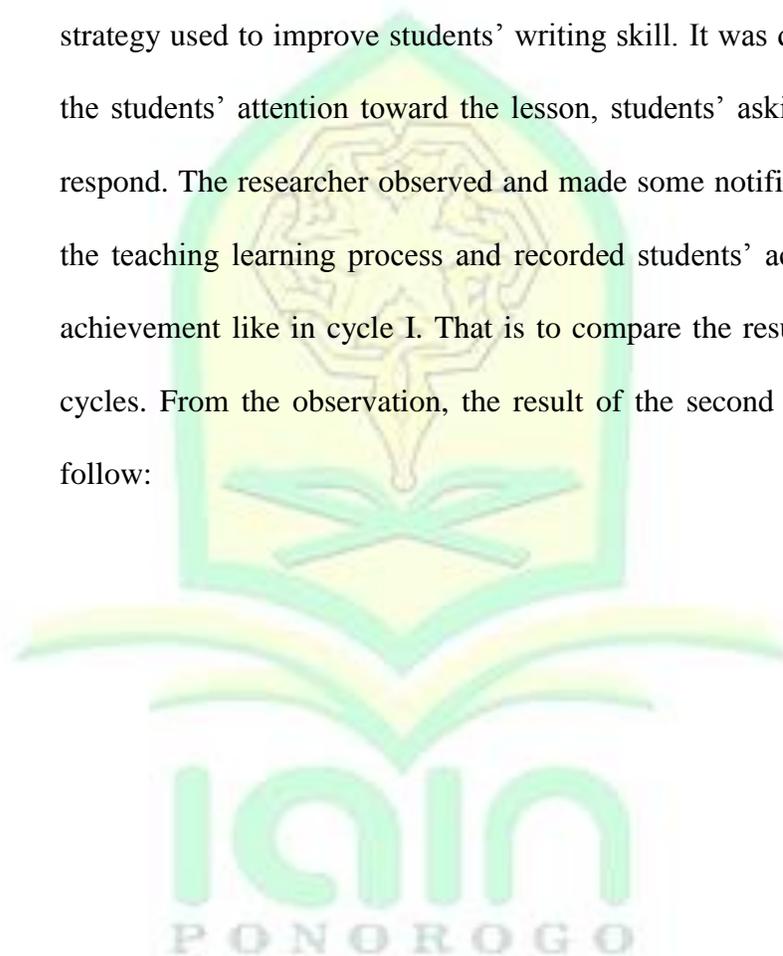
In this activity the teacher asked the students to collect the assignment that had been read before. Students read their story in front of the class.

3) Post activity

In this activity the teacher made summarize about the lesson and ask the students to collect their assignment. The teacher closed the learning process by saying hamdalah and praying together. And the last the teacher say a greeting.

c. Observing

Observation conducted in order to know the effects of diary writing strategy to improve students' writing skill in second cycle. It also aimed at describing the class situation when the diary writing strategy used to improve students' writing skill. It was done to know the students' attention toward the lesson, students' asking, students' respond. The researcher observed and made some notification during the teaching learning process and recorded students' activeness and achievement like in cycle I. That is to compare the result from both cycles. From the observation, the result of the second cycle was as follow:



1. Observation sheets of Student's Activeness of Cycle II

Table 4.3

No	Aspect Being observed	Meeting I				Meeting II				Meeting III				Score
		1	2	3	4	1	2	3	4	1	2	3	4	
1	Students paying attentions to the teacher			√			√					√		8
2	Students have good social care with other friends and the teacher		√					√			√			7
3	Students are active in learning process			√				√				√		9
4	Students are creative in learning process		√					√				√		8
5	Students ask about the material	√					√				√			5
6	Students are active in questions answer activity		√				√					√		7
7	Students are not confuse to do the work	√					√					√		6
8	Students can finished their job well		√				√					√		7
9	Students can answer the question from the teacher			√			√					√		8
10	students more interest to learn		√				√					√		7
	Total Score													72
	Maximum Score													80
	Final Score = $\frac{72}{80} \times 100\% = 90\%$													

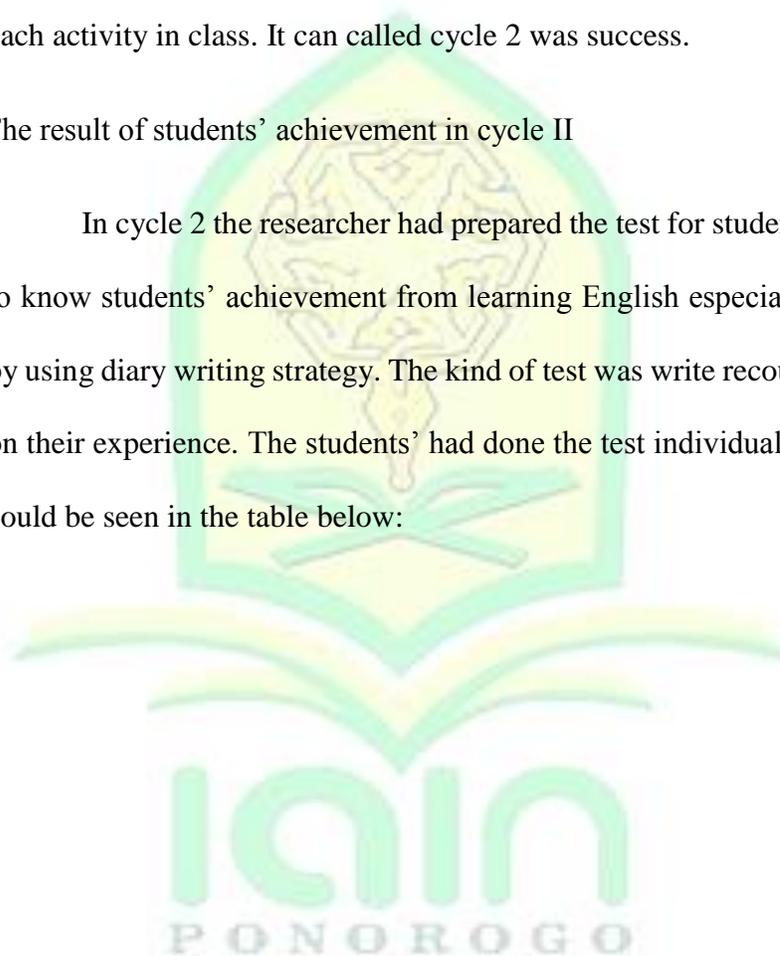
Notes:

1. Seldom
2. Sometimes
3. Often
4. Always

Based on observation data above the researcher concluded the total score. The percentage had shown that the students was enjoyed in teaching and learning writing by using diary writing strategy. Although percentage was not 100%, but that is better than cycle before. Students more active in each activity in class. It can called cycle 2 was success.

2. The result of students' achievement in cycle II

In cycle 2 the researcher had prepared the test for students. Test used to know students' achievement from learning English especially in writing by using diary writing strategy. The kind of test was write recount text based on their experience. The students' had done the test individually. The result could be seen in the table below:



The result of students' score in cycle II

Table 4.4

NO	NAMA	ASPECT					TOTAL	SCORE	KET
		C	O	V	L	M			
1	AYIN MUBAROKAH	4	4	3	3	3	17	85	ACHIEVED
2	ELIZA DWI P	4	3	3	2	2	14	70	NOT ACHIEVED
3	FAHILA	4	2	3	3	3	15	75	ACHIEVED
4	GATOT SUMIARDI	4	3	3	3	3	16	80	ACHIEVED
5	LANGGENG SUCIPTO	4	2	2	3	3	16	80	ACHIEVED
6	LIFIA RAMADANI	4	3	2	3	2	14	70	NOT ACHIEVED
7	MUHAMMAD DZIKRI	3	2	2	3	3	13	65	NOT ACHIEVED
8	ROSID N F	4	3	3	3	2	15	75	ACHIEVED
9	SAYYIDA KHOLIFATUNNISYA	4	3	3	2	2	14	70	NOT ACHIEVED
10	YOGI IRAWAN	4	3	2	3	3	15	75	ACHIEVED
11	YULI ANTIKA	0	0	0	0	0	0	0	NOT ACHIEVED
12	AISYAH PUTRI ARIFAH	4	4	4	3	3	18	90	ACHIEVED
13	KHOIRUM MIN ALFI SYAHRI	4	3	4	3	3	17	85	ACHIEVED
14	ZAENAL ARIFIN	4	3	3	2	3	15	75	ACHIEVED

d. Reflecting

From the table observation above, the researcher concluded based on observation sheet that the students were more active in teaching and learning English especially recount text which using diary writing strategy because the result of observation score was increase. It was 90 %.The result of test was also increase. All of students reached the minimum score based from KKM. They got

score above 70. It means that the students' achievement was satisfied and they already passed the KKM (Minimum Based Criteria).

So, it could be concluded the process of learning was interest. Teaching writing in recount text using Diary writing strategy could improve the students' writing ability. And the research will be stopped.

Cycle Analysis

1. Cycle I

Table 4.5

X	F	Xf
40	1	40
50	2	100
55	2	110
60	3	180
65	2	130
75	1	75
80	2	160
Total	14	800

During teaching and learning process using diary writing in this cycle, the students seemed confused to applying that. They got difficulties in applying grammar and vocabularies. Some of them were not active in doing their activity. As a result there are some students got score in the lower standard minimal mastery (KKM) English subject. The students' activeness and achievement in this cycle as follows:

$$M = \frac{\sum fX}{n}$$

$$= \frac{800}{14} = 57,14$$

From the table above, it can be seen the percentage of passed and failed students are follows:

$$\text{Percentage: } \frac{\sum f_i}{n} \times 100\%$$

Percentage of achievement students is:

$$P = \frac{3}{14} \times 100\% = 21,42\%$$

Percentage of not achieved students is:

$$P = \frac{11}{14} \times 100\% = 78,58\%$$

2. Cycle 2

Looking at the process and result of the students, the researcher considered that there were no problems which happened in the second cycle. Students' activities were successful and researcher also found some progress during the implementation of diary writing strategy in teaching writing in the second cycle. Students' activeness and achievement in this cycle as follows:

Table 4.6

X	F	Xf
0	1	0
65	1	65
70	3	210
75	4	300
80	2	160
85	2	170
90	1	90
Total	14	995

$$M = \frac{\Sigma fX}{n}$$

$$= \frac{995}{14} = 71,08$$

Based on the table above it can be seen the percentage of achieved and not achieved students are follows:

$$\text{Percentage: } \frac{\Sigma f_i}{n} \times 100\%$$

Percentage of achieved students is:

$$P = \frac{9}{14} \times 100\% = 64,28\%$$

Percentage of not achieved students is:

$$P = \frac{5}{14} \times 100\% = 35,71\%$$

Based on the data above we know that in second cycle the students more active and their score was increase. So, we can conclude that the second cycle was success.

C. Discussion

Based on the result of the Classroom action Research (CAR) at MA Nurul Mujtahidin Mlarak, the researcher found some the event especially in teaching writing process. The students look attend full for the teacher because the strategy and media was new for them. By applying diary writing

strategy in teaching writing skill for the tenth grade students of MA Nurul Mujtahidin was very appropriate. The students' progress can be seen in the following table:

1. The First cycle

Table 4.7

Aspect Cycle 1	Activeness	Achievement
	66,25 %	21, 42%

2. The Second Cycle

Table 4.8

Aspect Cycle 2	Activeness	Achievement
	90%	64, 28%

According to the table above, the researcher believes that diary writing strategy is able to improve students' writing recount text skills exactly.

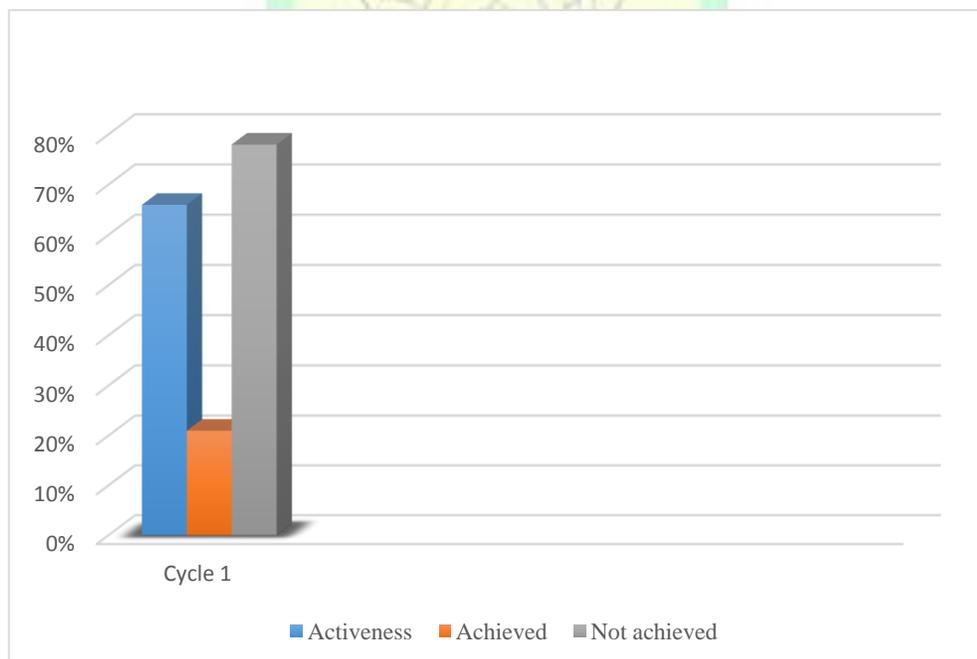
Table 4.9

Cycle	Reflection
Cycle 1	In the cycle 1 the students looked not enjoy full with their work, they look not active in their activities. They were still confused with the using diary writing strategy to write a recount text. They got difficulty in choosing the words which were suitable with the text. They became noisy, they asked to each other.
Cycle 2	In the cycle 2, there were no significance problems, students could applying the facility of the media, and they also looked more active to write a recount text by using diary writing strategy. Most of

	<p>them had understood how to apply the strategy. The teacher encouraged the students by watching them one by one.</p>
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Chart 4.1

The percentage of students' activeness and achievement in first cycle



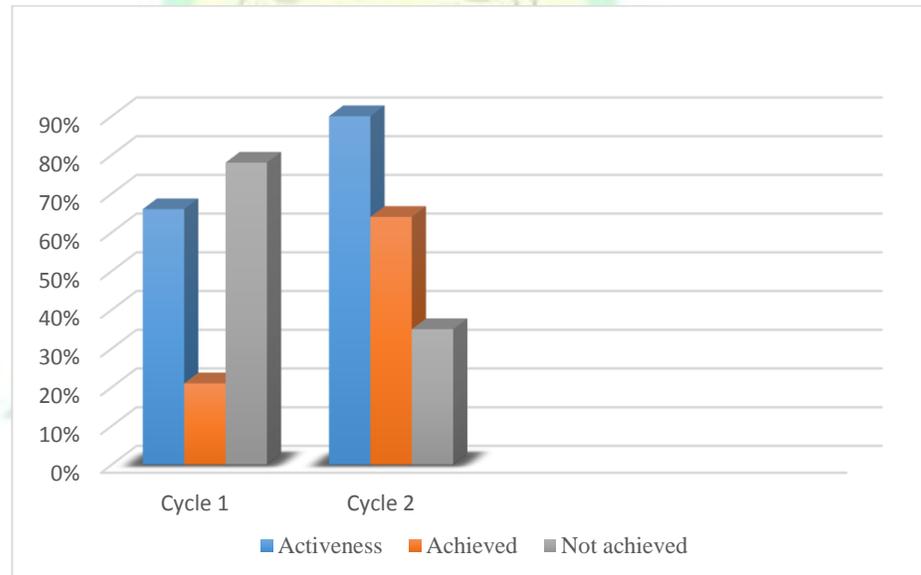
Interpretation:

In this cycle, the percentage of students' activeness and achievement in learning by using diary writing strategy was good enough and had been more than 50%. Yet, the average of students' achievement was still less than

standard score. Thus, the researcher need to continue to the next cycle to improve the weakness in this cycle.

The percentage of students' activeness and achievement in the second cycle

Chart 4.2



Interpretation:

Based on the chart, there were more increasing percentage of students' activeness and achievement from the first cycle. The researcher finished the research and decided not to continue to the next cycle because

the result had been reached the target and students had been more active in learning writing by using diary writing strategy.

Finally, based on the data above we know that students' activeness and achievement is increase. That is can be seen from percentage of the first cycle to the second cycle. Percentage of students activeness in first cycle is 66,25%. Percentage of achieved students is 21,42% and not achieved students is 78,58%. Meanwhile in second cycle, percentage of student's activeness are increase 90%. Percentage of achieved students are also increase 64,28% and not achieved students is decrease 35,71%. It was complete enough of minimal score standard of mastery English in MA Nurul Mujtahidin. Besides that, by using diary writing strategy the students more active in teaching learning writing. So teaching writing by using diary writing strategy can improve students' writing skill well.



CHAPTER V

CLOSING

A. Conclusion

This research belongs to action research in which it was conducted in MA Nurul Mujtahidin. It was started from February up to April 2018. The participants of this research were the students of grade X, the English teacher, and the researcher.

Based on the result of the data analyzed in this research, it can be concluded that the implementation of diary writing in the teaching and learning process of writing is believed to be an effective way to improve the students' writing ability. From the data the researcher found some results as follows:

- 1) The students got better understanding on the purpose of a recount text and the process of how to write a recount text.
- 2) The students could minimize their writing problems especially in the five aspects of writing, that is the content, the organization, the vocabulary, the language use, and the mechanics aspect.
- 3) Through the given regular writing, the students did not make the same mistakes in their future writing so that they could perform better writing from time to time.

In addition, diary writing was introduced to students to get them familiar with the writing process so that they would be encouraged to write frequently on their own. By using writing diary the students could begin to write their personal experiences on it. They were free to choose the topic of writing as long as it was about past experiences.

By keeping a diary, the students developed their writing skills or at least they wrote better day by day because it gave them more opportunities to write freely whatever they want to write about. Through diary writing, students got more writing practices, which they rarely did in the classroom. Diary writing was aimed at giving the students more writing practices outside the classroom. In the classroom they got the knowledge about how to write a recount text, and then they implemented their knowledge by writing a diary as the outside classroom activity.

B. Suggetions

After conducting this action research, the researcher proposes the suggestion for English teacher and other researchers as presented below.

1) For the English teacher

It is important for the English teacher, especially the English teacher of MA Nurul Mujtahidin to consider at giving more attention on the writing skills. The teacher should consider using diary writing as the media to provide more writing practices to the students both in the

classroom and outside the classroom. Since writing is a skill, the more students write, the better their writing will be.

2) For the students

The researcher suggest for the students to study and improve their English skill continuously. The researcher has already observed the students' capability which is very good. They have good capability that will support their future. It will be better if they want to study hard in mastery English. Diary writing strategy can help them to mastery English especially in writing ability.

3) For other researchers

The result of this research can be used as one of references for other researchers who want to conduct the similar study related to the use of diary writing with other text types.



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