

# CHAPTER 1

## INTRODUCTION

### A. Background of the study

Vita, Ferry and Hastini (2013, p.1) stated that in Indonesia, all of the students at school from primary school to university learn English as a foreign language. The purpose of learning English is that students can communicate in English both oral form and written one. The students learn all English language skills like speaking and writing. Writing is one of the four language skills.

Susilo (2011, p.15) stated that living in the world that is many different communities, human beings need something to communicate with each other. That is language. They use it to interact and cooperate with each other to complete their needs. By using language, they can express their ideas, feelings, thoughts. So, without having language, people become isolate and helpless.

English is award as an International language because it is use by most people in the world. It is use in most both oral and writtencommunication in most countries in the world. People usually use English tocommunicate, interact and cooperate with other people in different countries. Furthermore, there are some countries where English does not belong to theirmother language, get use to communicating English in their daily activities. Some other places, English is involve in

the education, as a mother language/second language and one of subjects in institutions.

In Indonesia, English is considered as a foreign language. It means that English is a second language. Some people communicate it just in some particular events like in schools, companies, English clubs. They are used to using their mother language than using English in their daily activity. Then, when they are supposed to communicate it, they will have problems in communication because languages they use are different. Although nowadays English has become popular in Indonesia, for example many schools take it for lessons, but in fact, some second language learners find difficulties in learning English.

In English, there are 4 basic skills involved: listening, speaking, reading and writing. Usually those skills are taught in integrated ways in school. English is taught in 2 cycles, spoken cycle and written cycle. Spoken cycle focuses on listening and speaking skills, while written cycle focuses on reading and writing skills. So, an English teacher should be able to find out appropriate ways to teach English to his students.

Writing is a channel of communication with the Global community. In the development of science and technology, the students can improve their English understanding. Writing English well is important, but sometimes the students do not know how to express their feeling or ideas in writing. Learning to write is different from learning to speak. It should be learnt consciously and it is demanded to practice under guidance.

Luqman (2010, p.1) stated that writing is a productive skill. It is very useful for students because it can convey their message through their minds in the written form. It is placed on the last stage among the four skills. Writing is the production of the written word in the form of text and it must be read and comprehended in order to communicate to take place.

Susilo (2011, p.16) stated that in English, there is something known as genre. The genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Genre, commonly, refers to text types. One of them is recount text. Recount text is one of materials taught in secondary schools. This text belongs to story text because this text itself is made in a set of sentences forming like a story.

Frequently, students, especially girls need to express what they experienced. Sometimes they talk to other people for expressing their feelings. And some express what they experienced by writing in a book. That's generally called a diary.

Writing a diary is sometimes done in routine times, moreover, when students get unusual events on that day. They will write down many words and perhaps they draw some pictures to complete the view of their writing. A few students also write a diary every day. They write what they experienced from morning until night. That becomes finally their habit.

Based on studies above there are many things to be researched: is a diary have an effect on the students' ability in writing? So far, studies on the use of a diary have focused on writing ability.

The aim of this research is to find out the writing ability of students through diary. So, based on the reason, it is important to conduct the research under the title “**The Effect of Using Writing Diary toward the Students Writing Ability and Learning Motivationat MTs Muslimat NU Palangka Raya**”. This study concern about writing based on the experience, that the in teaching practice in Mts Muslimat NU Palangka Raya, students have problem about grammar and vocabulary. However, there were still many students who did not have good cavability in subjects, especially English. The students in this school thought that English is a difficult subject, and they ere difficult to comprehend English. This study is conduct the study about the implementation of diary writing in teaching writing. In addition, based on many studies state that diary writing can help students in writing. Thus, this study are expect to prove that diary writing can help students in writing.

## **B. Problem of the Study**

From the backround of the study, the problem is:

1. Is there any significant effect of using writing diary toward the students writing ability at MTs Muslimat NU Palangka Raya?
2. Is there any significant effect of using writing diary toward the students learning motivation at MTs Muslimat NU Palangka Raya?
3. Is there any significant effect of using writing diary toward the students writing ability and learning motivation at MTs Muslimat NU Palangka Raya?

### **C. Objective of the Study**

The objective of the study base on the problem of the study as follows:

1. To measure the significant effect of using writing diary toward the students writing ability at MTs Muslimat NU Palangka Raya.
2. To measure the significant effect of using writing diary toward the students learning motivation at MTs Muslimat NU Palangka Raya.
3. To measure the significant effect of using writing diary toward the students writing ability and learning motivation at MTs Muslimat NU Palangka Raya.

### **D. Hypothesis**

Alison and Susan (2005, p.100) stated that the hypothesis are divide into two categories, they are alternative hypothesis and null hypothesis.

1. Alternative hypothesis ( $H_a$ )
  - a) Writing diary gives effect toward students' writing ability at MTs Muslimat NU Palangka Raya.
  - b) Writing diary gives effect toward students' learning motivation at MTs Muslimat NU Palangka Raya.
  - c) Writing diary gives effect toward students' writing ability and learning motivation at MTs Muslimat NU Palangka Raya.

## 2. Null hypothesis ( $H_0$ )

- a) Writing diary does not give effect toward students' writing ability at MTs Muslimat NU Palangka Raya.
- b) Writing diary does not give effect toward students' learning motivation at MTs Muslimat NU Palangka Raya.
- c) Writing diary does not give effect toward students' writing ability and learning motivation at MTs Muslimat NU Palangka Raya.

## **E. Variables**

1. Independent variable is one condition which is manipulated by the experimenter. The effectiveness of using writing diary strategy for teaching recount text is the independent variable.
2. Dependent variable is the one that measures the influence of the independent variable. Based on the definition, the dependent variable of this study is students' score of writing test and students' score motivation.

## **F. Significance of the Study**

The result of the study will hopefully be useful for students to improve and give motivation to their skill in writing diary, so it will upgrade the education in Indonesia. There are many advantages that can be acquired from this study, they are theoretically, practically and pedagogically. Theoretically is expected to be able to develop the previous study and give many contributions for education especially in Indonesia. Practically is able to give variation within teaching learning in English, especially for

recount text through those medium. One of those medium also can be used as an effective medium to improve and motivate students' writing competence easily, especially in recount text. Pedagogically is provide students with the understanding of the writing diary journal that used to teach twelve grade students to improve the students score and motivate the students' writing competence of writing recounttext.

### **G. Scope and Limitation of the Study**

The study is limit on writing diary involve the language fluency that are the content and organization, and the language accuracy that are the vocabulary, language use, and mechanics. So, hopefully their language skills would improve gradually. By writing diary and receiving a regular feedback, students would write better day by day. There is 1 product diary in writing to analyze, that is students write anything about their activity of a day before. In reference to those above reasons, this study is focus on the effect of using writing diary toward the students writing ability and learning motivation at MTs Muslimat NU Palangka Raya in the academic year of 2018/2019. There are 40 students of VIIIA class and 39 students of VIII C class.

### **H. Definition of the Key Terms**

#### **1. Ability**

Ability is the quality or state of being able power to perform, whether physical, moral, intellectual, conventional or legal, capacity, skill

or competence in doing: sufficiency of strength, skill. In the present study ability refers to students' writing ability in diary journal.

## 2. Diary

Fitzpatrick (2005, p. 4) stated that diary is personal record of a writer's life experience and is usually private. In this study diary refers to a set of notebook about what one is thinking, doing, feeling at a particular moment. In the present study diary refers to a set of journal/book about what the students thinking, doing feeling at a particular moment.

## 3. Effect

Effect is the result of an action, as in those cause and effect papers you might write in English class. In this study indicated by increasing of student's writing score that measured by using writing diary and appeal the results of students' score in pretest and post test. In the present study effect refers to change students' writing score in pretest and post test because of treatment using diary.

## 4. Journal

Journal is a record that can be used to detail everything from your feeling about particular situation in your social life to your thoughts on a current even in the political world. In the present study journal refers to a book in students writing diary chronological sequence by date, can be used to detail everything from the writer feelings about life, daily, family and friends.

## 5. Learning

Learning is the process of change in the human personality and the changes are revealed in the form of increasing the quality of behavior such as increased skills, knowledge, attitudes, habits, understanding, skills and other abilities. In the present study learning refers to a process of change of skills, habits, abilities of students in writing diaries.

## 6. Motivation

Mc. Donald (in Sardiman 2007: 73) stated that motivation is a change of energy in a person characterized by the emergence of "feeling" and preceded by a response to the existence of a goal. In the present study motivation is the power of an activator that becomes active if needed to achieve a need, is very needed or comprehended.

## 7. Mts Muslimat Nu Palangka Raya.

Mts Muslimat NU Palangka Raya is equivalent to junior high school, located on the street Pilau/Jati no 41, accredited A and attend class in the morning.

## 8. Writing

Weigle (2002, p.19) stated that defines writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. In the present study writing is an activity in which a person expresses his ideas, thoughts, expressions, and feelings which is used for communicating to the readers in the form of written words. Without realizing, they have applied six steps of writing,

such as assessing the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft. Each step can help students to develop paragraphs.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Previous of Study

In relation to the study, the writer reviews some related studies to clarify the present study on the effect of using writing diary toward the students writing ability at MTs Muslimat NU Palangka Raya. The first study written by Melda Wati (2015, p.86) entitled “The Implementation of Diary writing in Teaching Writing at Eleventh-Grade students of MA Hidayatul Insan Palangka Raya”. The result shows that the students response of Diary Writing in teaching writing. The students’ response in the implementation of diary writing in teaching writing was positive responses when the diary writing was implemented. They were (1) felt happy to learn writing using diary writing (90.09%), (2) agree that diary writing can help improving their writing ability (95.45%), (3) agree that learning writing using diary writing is easy to understand (59.53%), (4) agree that diary writing is a good technique for learning writing (86.81%), and (5) agree that diary writing make more practicing in writing (86.36%). The study is relevant with my study in terms of implementation of diary writing. My study is about the effect of diary writing. The type of writing in Melda Wati’s thesis is limited to the recount text same with my study. Melda wati’s thesis applied descriptive study and the subject of the study there are two, English teacher and the students at the eleventh-grade students of MA Hidayatul Insan Palangka Raya. Meanwhile

my study applied experiment and research there is one subject that is students writing ability and motivation.

The second study is written by Nofi Yulianti (2011, p.70) entitled "Improving the writing skills through diary writing of the tenth grade students of SMA N 1 Ngemplak. The results show that The first aspect is the content. The mean score in the pre-test is 17.05 and in the post-test it improved up to 21.82. Therefore, the gain score for the content aspect is 4.37. The second is the organization aspect. In this aspect, the mean score in the pre-test is 12.24 and for the post-test, it is 15.58. So, the gain score for the organization is 3.34. The improvement is also shown in the vocabulary aspect. The mean score in the pre-test is 10.82 and in the post-test is 14.24. The gain score for the vocabulary aspect is 3.42. The next improvement is in the language use aspect. The mean score in the pre-test is 9.81 while in the post-test is 14.96. So, the gain score for the language use aspect is 5.15. The last one is the mechanics aspect. The mean score for the mechanics aspect also improved from the pre-test that is 3.20, and in the post-test it is 3.98. Therefore, the gain score for the mechanics aspect is 0.78. The study is relevant with my study in terms of improving writing skills in diary writing. My study is effect of using diary writing in the students. Nofi Yulianti's thesis belongs to action research in improve students in diary writing. However my study belongs to experiment research on effect of writing diary in writing ability and motivation in the students. The similarities are the researchers above uses writing diary in recount text. The differences are subject the research, time of research, and

instrument of research. Nofi Yulianti's thesis used the subject in SMA N 1 Ngemplak, my study the subject in MTs Muslimat NU Palangka Raya. Instrument of research interview guideline, observation sheet, and test. My study use one instrument that is tests.

The third study is written by Asti Kurnianingsih, entitled "Writing Diary as an Alternative Technique in Teaching Writing written Recount Text". The result of Asti (2009, p. 52) stated that in the pre-test the highest score is 68 and the lowest score is 40, after being taught by using diary writing, most of the students get score 74- 79 and the lowest score is 56- 61. 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 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 Kudus academic year 2009/ 2010. The study is relevant with my study term of alternative technique in teaching writing. My study is effect of using diary writing in the students. The similarities are the researchers above uses writing diary in recount text, research type is qualitative research. The differences are, subject the research in SMP N II Bae, Kudus. Asti Kurnianingsih's thesis researched writing diary as an alternative technique in teaching and focuses on technique in teaching writing diary and researched the teacher. Meanwhile my study focus on effect of writing diary in writing ability and motivation in the students.

The fourth study is written by Aidil Rahman (2008, p.73) entitled “The Characteristics of Writings Diary Made by the Second Year Students of the English Education Program at STAIN of Palangka Raya”. The result show that the percentage of tense used by 6 (six) students in their diary books were Simple Present Tense 24.76 %, Simple Past Tense 38.62 %, Present Continues Tense 5.76 %, Simple Future Tense 19.00 %, Present Perfect Tense 7.94 %, Past Future Tense 0.31 %, Past Continues tense 1.86 %, Present perfect Continues Tense 0.62 %, Past Perfect Tense 1.83 %.The study is relevant with my study term of characteristics of writing diary. My study is above in effect of using diary writing in the students. Aidil Rahman’s thesis explained characteristics of writing diary. Aidil’s thesis just explained what the characteristics of writing diary in the diary of students, the subject the research at STAIN of Palangka Raya. My study researchon effect of writing diary in writing ability and motivation,what there is significant improvement of ability and motivation in diary writing after pre-test and post-test in the students. The subject of my study in MTs Muslimat NU Palangka Raya.

### **B. Writing Skills**

This part discusses some relevant theories related to writing skills. In this discussion, seven important points are presented. They are the definition of writing, the writing process, requirements of good writing, the purposes of writing, teaching writing using diary, the use of writing diary in teaching recount.

## 1. The Nature of Writing

David (2001, p.35) stated that writing is one of four language skills. Writing is perhaps the most demanding skill of English. It has to be deliberately cultivated. Unlike listening and speaking, it is not something which is natural to human. It is skill which has been develop in civilize society to past on knowledge or messages beyond constrains of here and now.

The nature of writing is to be displace in time and space. That are any piece of writing transients throughout time and space. It is argue that learning to write fluently and expressively is the most difficult of the macroskills for all language users regardless of wether the language in question is a first, second or foreign language. All children, except those with physiological disabilities, learn to comprehend and speak their native language.

Jeremy (2007, p.265) stated that writing is consider as a productive skill along with speaking. When students deal with language production, it means that they should uses their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

Since writing is a way to communicate with other in the written form, everything should be clear. Unlike speaking that the message of the communication can be grasp through non-verbal language, such as gestures, body languages or facial expressions, in writing the message is

convey through the written form. Therefore, the writer should be able to make his or her reader understand the message convey.

Making a good piece of writing is a complex process. It requires the ability to write grammatically correct sentences and organize them logically into paragraphs or essays. Point out that there are two important aspects in writing. In order to make writing to be successful, it has to be both coherent and cohesive.

In my opinion writing is the way of communication beside speaking. Writing is a way to produce language by putting down words or ideas to some medium. Writing is one of English skills that are 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.

## **2. The Writing Process**

Jhonson (2008, p.179) stated that there are five-step process writing approach. This will provide a context for the writing activities found in the next chapters.

*Step 1: Prewriting.* The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (described below) are all ways to generate ideas.

*Step 2: Drafting.* Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the

draft is a rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

*Step 3: Revising.* This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing. Here you look for flow and structure. You read paragraphs and move things around. Again, not every draft should be taken to this stage.

*Step 4: Editing.* This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step 1, 2, or 3. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics. One last thing about the editing phase: Real writers (of which I am one) edit their writing at the end. Real writers also rely on editors, spell check, and grammar check. In teaching your students to become authors and composers of authentic writing, teach them to approximate the writing process used by real writers. That is, set up peer editing groups and teach

students how to use the grammar and spelling functions on a word processor.

*Step 5: Publishing and sharing.* This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community. Writing experiences become even more powerful by having students read their work aloud in small groups, to another classmate, or in a large group setting.

Harmer (2007, p.273) stated that process writing is an interrelated set of recursive stages which include:

- a. Drafting
- b. Structuring (ordering information, experimenting with arrangements).
- c. Reviewing (checking content, connections, assessing impact, editing)
- d. Focusing (that is making sure you are getting the message across you want to get across).
- e. Generating ideas and evaluation (assessing the draft and/ or subsequent drafts).

Jeremy Harmer (2007, p.273) writing is a uniquely individual undertaking and the same individual may use different methods to express him or herself. The writing process approach recognizes that there are many stages to writing and that these stages are fluid and overlapping.

In my opinion process of writing into five stages. They are planning, drafting, revising, editing and publishing/sharing.

- a. Planing, that is thinking of what comes on the writers mind, what they are going to say or write.
- b. Drafting, In this stage, the writers are focus on the fluency of writing and are not preoccupied with grammatical accuracy. Writers can refer this as their first draft which may have several changes later.
- c. Revising is a process of reading through what the writers had written. In other words, the writers review their text on the basis of given feedback and make a global check to make sure that their writing can be understood by the readers.
- d. Editing.It is a stage in which the writers have edited and made revision.

### **3. Requirements of Good Writing**

In writing a good paragraph, we should concern to three things.

They are:

#### a) Unity / Cohesion

The unity is synonymous with oneness. It means oneness to expressheideas in one paragraph. All sentences in a paragraph should state onthe one thing in the topic sentence: all of the sentences stick together.

#### b) Coherence

Coherence also plays an important role in writing. It plays a crucial role in making a paragraph read well. Every coherent paragraph contains smoothly-connected ideas. To achieve coherence, the researcher needs to use some transitions, such as however, although, finally, and nevertheless.

### c) Completeness

A good paragraph contains enough detail information to explain and prove statements of a topic sentence. Nurgiyantoro (2001, p.306) stated that writing skill is complex and difficult to be taught since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:

- 1) Content: the substance of writing, the ideas expressed.
- 2) Form: the organization of the content.
- 3) Grammar: the employment of grammatical form and syntactic patterns.
- 4) Vocabulary: the choice of structure and lexical items to give a particular tone or flavor to the writing. It is also called style.
- 5) Mechanic: the use of graphic conventions of the language.

In my opinion a good writing is cohesion, coherence and completeness. Cohesion/unity synonymous with ones. It means that paragraph discuss only one and only one main idea from beginning to the end and every supporting sentence must directly explain and prove the main idea. All sentences in a paragraph should state on the one thing in the

topic. Coherence are plays an important rules in writing. It plays crucial rules in making a paragraph read well. The movement from one sentence to the next must be logical and smooth. Completeness, writing is complex and to be taught and in writing involves atleast five componets, based on ESL Composition profile they are:

1. Content: the substance of writing
2. Organization: the organization of content
3. Vocabulary: the choice of structure and lexicla items to give a particular tone or flavor to the writing. It also called style.
4. Language
5. Mechanic: the use of graphic conventions of the language

#### **4. The Purposes of Writing**

Erlik (2010, p.23) stated that purposes of writing have to do with goals or aims of writing. Thinking about purposes of writing, a writer should think to motivate people to write.

##### **a. To express ideas**

A writer expresses his feeling, expressions, personality, likes, and dislikes in his writing in order to make readers understand something within the materials.

##### **b. To provide information**

It means to give information and explain it. This purpose is to focus on the materials being discussed.

c. To persuade readers

It means to convince readers about a matter of an opinion. This also focuses on the readers' point of view.

d. To create literary work

It means that a work which is based on one's point of view (opinion, attitude, and observation) of other matters occurring in one's environment.

When the receiver of the communication is not physically present, writing is used. Except professional people like writers, journalists, lawyers, teachers. Others have very few occasions to resort to this mode of communication. Writing also fulfills a pedagogic purpose in second language teaching. It is used to fix the structures and vocabulary already learnt.

In my opinion purposes of writing are entertain, express ideas, inform, and persuade. Entertain, the only goal is to give readers something to enjoy in written joke by writer. Express ideas, the writer expresses his feeling, expressions, personality, likes, and dislikes in his writing. Inform, the goal is to give readers knowledge about something, give information to readers or learner. Persuade, the goal of a persuade piece is to get your audience to think a certain way agree with you do something.

## 5. Teaching Writing Using Diary

Bob Harrison (2007, p. 1) stated that before the implementation of diary writing, several procedures to be done, such as designing lesson plan, and designing the learning objectives. Harrison states that effective lesson design is approached with the learner in mind and with clearly identified goals.

Teacher and Educational Development (2005, p.1) stated that the learning objectives provided the framework for teachers as they guided the students to the topic they were teaching. Teacher and Educational Development states that a learning objective is an outcome statement that captures specifically what knowledge, skills, attitudes *learners* should be able to exhibit following instruction.

Kurushi (2011, p.1) stated that the step using diary writing in teaching are, the first step is actually teacher can tell the student to familiarize write a diary, everything what they want. The teacher say to their student "if you want to write, just write". After that guided writing in the English language as best they can do. Teacher always correction their writing diary. If there are words do not know what it means the student can set aside the words and can ask tomorrow in the class. Absolutely they write their feeling and whatever they want to write it can be short story but in this section especially in diary so they can explain and write it down. Then, student allowed to open the dictionary, but is not obligated to open

dictionary too often. Because the teacher will accustom and too often open their dictionary is not very well and can be bad. In every section, learners must deposit their writing and the teacher will evaluate.

Susilo (2011, p.34) stated that that writing is a process of discovering and organizing ideas, diary also needs a process of discovering and organizing ideas. It means that to create diary, we need to discover our ideas in our mind, and then we try to get them out to become words as a symbol of our ideas. In doing writing our ideas on a paper, for example, we are supposed to organize them well so that what we will have written will be easy to understand. In teaching writing, a teacher must teach his students how to write well. A teacher has to enable the students to get their ideas. Then he must lead the students in organizing their ideas on any writable form. He keeps the students to be stay good in the ways creating their writing. If the students get stuck in the middle of constructing their writing, the teacher will help the students to develop it.

Rubin (2003, p.5) stated that that teachers can use the diaries in the following ways:

- a. The teacher can look over each diary and make suggestions.
- b. The teacher can ask peers to look over each other's diaries and make suggestions.
- c. After several diary assignments are in, learners can be asked to look through them and see what their own patterns of problems are and what their strategies for solving them are.

d. The teacher can look over the diaries and see what patterns of problems and solutions individual learners have and make suggestions.

In my opinion the steps using diary writing in teaching. The first step is teacher can tell the students to familiarize write a diary, request the students write diary. After that teacher always correction their writing diary. If there are words do not know what it means the student can set aside the words and can ask tomorrow in the class. The teacher can look what the problems of students with diary writing and give solutions individual learners have and make suggestions.

## **6. 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.

Depdiknas(2006, p1) stated that there are several purposes of learning English at Junior High School. These are the purposes of learning English at Junior High School:

- a) Developing the communication competence in the form of oral and written texts to achieve the functional literacy level.
- b) Having senses about the importance of English to increase the nation competitive ability in the goal society.
- c) Developing the students' understanding about the relationship between languages and culture.

In addition, there are scopes of learning English at Junior High Schools such as:

- a) Discourse competence, it is the ability to understand or create oral or written texts based on the basic language skills.
- b) The ability to create and understand various short functional texts, monolog, and essays in the form of procedure, descriptive, recount, and report.
- c) Supporting competence which is linguistics competence, socio cultural competence and discourse forming competence

Harmer (1998:79) stated that there are several reasons why teacher should teach writing. The reasons are reinforcement, language

development, learning style, and writing as a skill. Moreover, the several reasons will be presented as follows:

a) Reinforcement

The visual demonstration of language construction is invaluable and it is used as an aid to committing the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

b) Language development

It seems that the actual process of writing helps the students to learn. The mental activity in order to construct proper written texts is all part of the ongoing learning experience.

c) Learning style

Writing is appropriate for such learners. It is a reflective activity instead of the rush and bother of interpersonal face-to-face communication. Because students expect that producing language in a slower way is invaluable.

d) Writing as a skill

The important reason for teaching writing is that it is a basic language skill. It seems as important as speaking, listening, reading. In this case, students need to know how to write letters, how to put written reports together, how to reply to advertisement.

## 7. Writing Assessment

Assessment is consciously integrated with the syllabus. Early in a course, assessment is diagnostic and for placement. But as people progress, the purpose of assessment is to make sure teachers are assessing what they are teaching and the students are learning. There are benchmark texts and tasks with minimum standards that students should attain. Teachers often give students performance criteria so students can monitor their own progress. Then range statements are evidence guides, based on several years of research about this. Teacher design assessment task that reflect what is taught and what learners need to learn. The assessment should fit into the learning context. They shouldn't notice the bump when they get to assessment.

Sabarun (2010, p.32) stated that assessment is an integral part in the teaching of writing. It is a process of getting information about students' development and their achievement in the teaching and learning activity. It has an important role to know the students' progress in learning activity. By definition, assessment is a systematic approach for collecting information on students' learning or performance usually based on students various sources of evidence. There are two kinds of writing assessment: process, and product assessment.

### *a. The Process Approach*

In the process approach, students are taught strategies that should help them to finally reach a decent product, but of course "the

product is still an important goal, but the writing class is more exploratory, less punitive, less demoralizing; and the student writer is less alone'. The process approach encourages students to experiment with ideas through writing and to share the writing with their classmates and to get an opinion from several people to help them figure out what to say and how to say it.

Douglas Brown (2004, p.336) stated that the process approach is an attempt to take advantage of the nature of the written code (unlike conversation, it can be planned and given an unlimited number of revisions before its "release") to give students a chance to think as they write. Another way of putting it is that writing is indeed a thinking process.

*b. The Product Approach*

The product is, after all, the ultimate goal: it is the result through the process of prewriting, drafting, revising, and editing. Without that we go final product firmly in view, we could quite simply drown ourselves in a series of revisions. The process is not the end; it is the means to the end.

In the traditional way of teaching writing teachers mostly concern with the final product of writing and what the product should look like. Endang Fauziawati (2008, p.148) stated that there are three traditional criteria of good writing. (1) meet certain standards of prescribed English rhetorical style, (2) reflect accurate grammar, and (3)

3) be organized in conformity with what the audience would consider to be conventional.

## 8. T Test

In order to find out whether there is a significant difference of students' ability in writing recount text before and after being taught by using writing diary, the data is statistically analyzed. In this research, the researcher uses SPSS 16 Version to calculate the data. T test of this case is dependent sample test or paired sample t-test. A dependent sample t-test is also used to compare to mean on a single dependent variable. The result of t-test analysis could be seen on the SPSS output. Moreover, assumption and conditions for use of the paired sample t-test are as follows:

- 1) The independent variable is dichotomous and its levels or groups are paired, or matched, in some way.
- 2) The dependent variable is normally distributed in the two conditions.

The significant level chosen in analyzing the score was 5% or 0.05.

$H_a$  is accepted if:  $t_o > t_t$

or if probabilities  $< 0.05$

It means there is a significant difference of students' ability in recount text before and after being taught by using writing diary.

$H_o$  is accepted if:  $t_o < t_t$

or if probabilities  $> 0.05$

it means there is no a significant differences ability in writing recount text before being taught by using writing diary and after being taught by using writing diary are category in the classification as follow:

**Table 2.1 The Classification of Students Score in Writing Recount Text**

**Score Level Category**

Score level	Category
80-100	Excellent
66-79	Very Good
56-65	Good
46-55	Fair
0-45	Poor

Based on the table above, it is clearly that if the score level 80-100 are categorized into excellent. If the score level is 66-79, its categorized into very good. If the score level in 56-65, its categorized into good. If the score level is 46-55, its categorized into fair. Last, if the score level is 0-45, its categorized into poor.

**Step of T-Test**

Based on the Orin the steps of t-test are:

- a. Datermine a null and alternative hypothesis.
- b. Datermine a confidance interval.
- c. Assign each population to one of two sample sets.

- d. Determine the  $n_1$  and  $n_2$  values.
- e. Determine the degree of freedom.
- f. Determine the means of the two sample sets.
- g. Determine the variances of each data set.
- h. Compute the t-statistic using the following formula.
- i. On the t-distribution table, use the alpha and k values to find the critical t-value.
- j. Compare the critical t-value and the calculated t-statistic.

## **9. Scoring Rubric**

To assess the Students' writing product, there are three methods of scoring for judging the students' writing. Those are holistic, primary trait, and analytic scoring. In the present study, the researcher uses the analytic scoring method in evaluating the students' final composition. Analytic scoring is a procedure in scoring a piece of writing by referring to a list of features or sub skills on which a rater bases his or her judgment. It is assumed that analytic scoring system is closer to the criteria use in the process writing. Meanwhile, Dwiwandono (2008, p.62) stated that the analytic scoring method applied in this study covers four components (content, organization sentence structure, grammar, usage and mechanic).

**Table 2.1 The Scoring Rubric for The Measurement of Writing Test**

Components	Score	Level	Criteria
Content	27-30	Very Good To Excellent	Very good in mastering the problem; the content is very solid; complete and comprehend; very appropriate with the problem and title.
	22-26	Fair to Good	Mastering the problem; the content is adequate; almost complete and comprehend; very appropriate with the problem and title, but it is less detail.
	17-21	Poor To Average	The problem mastery is limited; the content is not adequate enough; less complete.
	13-16	Very Poor	Does not mastery problem; the content is not sufficient, not relevant to the title and problem; there is not enough material to evaluate.
Organization	18-20	Very Good To Excellent	Very harmonious; the main ideas are expressed and developed clearly, organized well, logical order, close relationship among parts (cohesive)

	14-17	Fair to Good	Less harmonious; the main ideas are not organized well, less developed logical order but less comprehensive.
	10-13	Poor To Average	Notharmonious; no organized, the main ideas are less developed.
	7-9	Very Poor	Does not communicative, no organized, there is not enough material to evaluate
Grammar	22-25	Very Good To Excellent	Very effective in using simple and complex sentences, less error in using grammar, sequence sentences, phrase and word form, preposition, etc.
	18-21	Fairto Good	Effective in using simple and some difficulties in using complex sentences, some errors in using grammar, sequence sentences, phrase and word form, preposition, etc.
	11-17	Poor To Average	Error and difficult in using simple and complex sentences, most errors in using grammar, sequence

			sentences, phrase and word form, preposition, etc.
	5-10	Very Poor	Almost not mastering the grammar, full errors in grammar, cannot be understood, not enough material to evaluate.
Vocabulary	18-20	Very Good To Excellent	Repertory of words is wide, the chosen and use of exact and effective words, mastery in word form and formation
	14-17	Fair to Good	Repertory of words is enough, the chosen and use of word occasional not exactly, but the meaning not obscured.
	10-13	Poor To Average	Repertory of words is limited, most errors in choosing words, the meaning is hazy and obscured.
	7-9	Very Poor	Repertory of words is very limited until cannot communicate the meaning, less information to evaluate.
	Punctuation	5	Very Good To

	Excellent	the use of the capital letter, arrange of the paragraph.
4	Fair to Good	Occasional error in applying the rule, but not hazy the main content and meaning.
3	Poor To Average	Most error in applying the rule of the spelling and writing, difficult to read the writing, main content and meaning are hazy.
2	Very Poor	Does not master the rule of spelling and writing, full of error in spelling, punctuation, the use of capital letter, arrange of the paragraph, difficult to read the writing, not enough information to evaluate.

## C. Recount Text

### 1. The Nature of Recount Text

Dwi (2010, p.16) stated that recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happen. Recount text means telling about oneself adventures or

the day's activities. A recount is a piece of text that retells past events, usually in the order in which they happen. 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 happen in the past tense.

Peter Knapp (2005, p.224), stated that recount text, basically it is written out to make a report about an experience of a series of relate event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past. Recount is to tell "what happened". A recount text is a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers. Siahaan and Shinoda (2008, p.9). Recount tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occur and when it occur. The story recount is expressions of attitude and feeling, usually made by narrator about the events.

University of Camberra (2011, p.22) stated that recount text is classify into three: there are personal recount, factual recount and imaginative recount.

a. Personal Recount.

A personal recoount is where the writer is recounting the personal event. That are involve directly. It means that the writer is actively

involve in the activity of the event. The purposes of personal recount are to inform and to entertain the reader.

b. Factual Recount.

A factual recount is a list of record of a certain event. It can be use to retell the particular incident or event. Such as an accident report, eyewitness, science experience, historical events and newspaper report. Its purpose is just to inform the reader about what is going on the past.

c. Imaginative Recount.

An imaginative recount retells an imaginative story trough the eyes of a fiction character. It means, the event that happen in the text do not occur in the real life. Its purpose is usually to entertain and it usually can be found in textbook.

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/conclusion :

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. We *had* a wonderful time.

In my opinion recount text is a text that telling the reader about one story, action or the day's activity that happened in the past. Usually recount text tell about event or experience. Recount text can be factual information, such as a news, story or procedural information, examples are holiday story or incident meet with artist idol.

## **2. The Purpose of Recount Text**

A recount is social function. Recount "tell what happened". The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to given the audience a descriptions of what occur and when it occur. The purpose of the literary/story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

In my opinion the purposes of recount text is to givenentertain and inform the readers, to document a series of events and evaluate their significance in some way, to list and to describe past experiences by retelling events in the order in which they happen.

### **3. Types of Recount Text**

#### **a. Personal Recount**

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

- a) Use of first pronoun (I, we).
- b) Personal responses to the events can be included, particularly at the end.
- c) Details are often chosen to add interest or humor.

#### **b. Factual Recount Text**

Factual recount is a recount that recording the particulars of an accident. (report of a science experiment, police report, news report, historical recount).

Language features of factual recount are:

- a) Use of third person pronouns (he, she, it, they).
- b) Details are usually select to help the reader reconstruct the activity or incident accurately.
- c) Sometimes the ending describes the outcome of the activity (in a science experiment).

- d) Mention of personal feelings in probably not appropriate.
- e) Details of time, place, and manner may be need to be precisely stated (at 2.35 pm, between John st, and Park rd).
- f) Descriptive details may also be require to provide precise information (a man with a red shirt, brown shoes and long hair, weighing 75 kilos and approximately 189 cm tall).
- g) The passive voice may be use (the breaker was filled with water).
- h) It may be appropriate to include explanations and satisfactions.

### **c. Imaginative Recount**

Imaginative recount is a recount that taking on an imaginary role and giving details events (a day in the life of a Roman Slave: how I invited...).

### **d. Constructing a Written Recount Text**

The steps for constructing of written recount text are:

- a) The First paragraph that give background information about who, what, where and when. It is called on orientation.
- b) A record of events usually recount in chronological order, name; event 1, event 2, event 3.
- c) A personal comment and or evaluative remarks, which are intersperse throughout the record of events name evaluation.
- d) A reorientation which “rounds off “the sequences of events or retell about what happen in the end.

### **e. Languages Features in a Recount Text**

The language features usually found in a recount:

- a) Use of nouns and pronouns to identify people, animals or things involve.
- b) Use of past action verbs to refer the events.
- c) Use of past tense to located events in relation to speaker`s or writer`s time.
- d) Use conjunctions and time connectives to sequence the event.
- e) Use of adverb and adverbial phrases to indicate place and time.
- f) Use of adjectives to describe nouns.

#### **f. Significant of Lexical Grammatical Features**

The significant common grammatical patterns of recount include:

- a) Focus on specific participant.
- b) Use of material process or action verb.
- c) Circumstance of time and place.
- d) Use past tense and focus on temporal sequences.

### **D. Diary Writing**

#### **1. The Nature of Diary**

Joan (2003, p.1) stated that everyone knows what a diary is a set of notes about what one is thinking, doing, feeling at a particular moment.

Successful learners are aware of the process of learning and how their

efforts affect the outcome of their learning. Problems can include both cognitive and affective factors. Writing a diary can increase the learner's awareness of the strategies he/she uses and enable him/her to consider the appropriateness of the strategies use to address problems. Finally, when share with a peer or a teacher, a diary can allow the peer or teacher to make suggestions about alternative ways to solve problems or to identify patterns (or problems and/or solutions) the learner may have overlooked or not be fully aware of.

Roger (2002, p.1) stated that diaryis derive from the Latin *diarium* (daily allowance). A diary is typically a notebook, booklet of blank pages, or any source for students to record thoughts, reactions to learning experiences, and even innermost fears about a learning activity. Some learners prefer to create electronic or audio diaries. Regardless of the particular format, entries of daily experiences, insights, and problems often are made: "Diary writing usually involves the unstructured, chronological recording of the events of a person's life" as they are perceived.

Vita, Ferry and Hastini (2003, p.1) stated that diary writing, the students are free to express their ideas, experiences, activities that have happened in their life. The advantages of diary writing in writing recount text are the students can apply the use of simple past tense in context, and they can organize their ideas by using correct grammar, in this case simple past tense, good mechanics, and rich vocabulary. Diary writing has a lot of fun, and can be adapted to a variety of writing experiences. Fitzpatrick

(2005, p.4) stated that a diary is a personal record of a writer's life experience and is usually private.

In my opinion diary is a set of notebook about what one is thinking, doing, feeling at a particular moment. Diary is a statement, which is written on a piece of paper or more. It contains feeling expression, private thing. A diary is used as a representative of individual. It means that diary can express the writer's interest, feeling, and wish. With writing diary the students are free to express their ideas, experiences, activities that happen in their life. Though writing a diary seems a simple thing, it can be an effective way to develop and enhance a great understanding and help the students to their experiences in everyday life routine.

### **B. The Benefits of Diary**

Lisa (2008, p.213) stated that diaries are generally use to track participants' daily activities and objective experiences, whereas journals capture writing that includes emotion, introspection, and self-reflection. Diaries encourage women to pursue self-fulfillment and creativity through habitual writing. Diaries are used in the academic realm to study a large spectrum of human activities, including but not limit to sexual and dating practices, sleep habits, exercise routines, television viewing, social activities, food consumption, educational pursuits, eating behaviors, work interactions, internet habits, leisure activities, cell phone use, travel routines, menstrual and fertility cycles, and a wide range of physical and

mental health events. Diaries are particularly appropriate in recording routine or everyday processes that are otherwise unnoticed if not documented.

In my opinion the benefits of diary are to improve their writing skill. By making the time every day to write diary in one sentence, one paragraph or one page, creates a good writing habit for those looking to improve skill. Writing in a diary is a productive way to spend your free time.

### **C. Implementation of Diary Writing in EFL**

Classroom writing is an essential academic requirement. However, most students are reluctant and unconfident when they have to write about something in the classroom. It is because they think that they have nothing to say or write. In addition, the time pressure also makes them cannot write their ideas properly.

In relation to those cases, that writing outside the classroom can be a useful tool to enhance writing skills. One of the tasks is to practice writing at home by keeping journals or diaries. Writing a journal or a diary is keeping a record of ideas, opinions, and descriptions of daily life which help the writers to develop their creativity.

In addition, diary writing is introduced to students to get them to be familiar with the writing process so that they would be encouraged to write frequently on their own. By keeping a diary, students will develop their

writing skills or at least they will write better day by day because it gives them more opportunities to write freely whatever they want to write about. Giving the students more chances to write what is relevant to them is an active learning technique.

Diary writing or personal writing is several values. It is a powerful tool to find our own untapped creative power, uncover our family history, learn to see the world more clearly, heal unsolved issues, understand our fears, and explore our motivation. Through personal writing, we can develop both writing skills and awareness, can develop greater awareness and interpersonal understanding, increasing the ability to relate to others.

Kristanti (2011, p.1) stated that in applying this kind of technique the teacher can use action method. The process can be as follow:

- a. In this process, the teacher can apply the students' diary as media to write the students daily experiences.
- b. At the first meeting the teacher can explain about recount text and simple past tense.
- c. The teacher can ask the students to write down about their experience in each day of a week.
- d. Every day, the teacher can ask the students to collect their diary about their activity of a day before.
- e. The teacher can make some corrections to their writing.
- f. After a week, in each teaching learning process the teacher can discuss about the corrections given to the students' diary.

- g. After a week, the teacher can ask the students to rewrite their diary into a recount text.
- h. The students collect their recount text.
- i. The teacher can do some corrections to the students writing.
- j. In the next meeting, the teacher can distribute the students recount text, and ask them to rewrite the text based on the correction and to define the generic structure of recount text of their writing.

## **E. Motivation**

### **1. The Nature of Motivation**

Brophy (2004, p. 5) stated that motivation is a way to make someone enthusiastic for doing something. In this case, someone is students. They need motivation to enhance the teaching and learning process. Student motivation is rooted in students' subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so. He also stated that motivation can be derived from the students' interest while they are learning. The willingness which makes them understanding the text is the desire from the students. Without the motivation, there is no will to learn for students. Giving motivation can be done teacher in the classroom.

Harmer (2015, p. 51) stated that motivation is the wishes of people have the best outcome for their achievement. There are two types of motivation, extrinsic and intrinsic. The extrinsic motivation is influenced

by some outside factors like: the need to pass an exam, the hope of financial reward, or the future travel. Furthermore, the intrinsic motivation is affected by the desire of the students. The examples of the intrinsic motivation are the students feel enjoy the learning process, the students want to learn seriously to get the high score.

Sardiman (1986, p.22) said that learning is the act, process or experience of gaining knowledge or skill. Knowledge or skill gained through schooling or study. There are many definitions of learning:

- a. Learning is shown by a change in behavior as a result of experience.
- b. Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction.
- c. Learning is a change in performance as a result of practice.

From those definitions above, the writer can conclude that learning is a change of behavior or performance by doing activities, such as reading, listening, and imitating to get knowledge, so the learners have to practice regularly of learning activities. One of factors of learning is motivation. Motivation is hidden power which is coming from inside and outside of the learners which drives them to do something benefit to get the desire changes. The learners will be success if they have motivation, motivation to know what will be learnt and to understand why they learn, so the learners can have or gain information and get knowledge from what they have learnt.

Learning motivation is the desire or drive which comes from inside and outside to learn language, especially English through a process which is done by learners to take a change of behavior as a result of experience and to get knowledge.

Motivation has a significant role in teaching and learning process. The students who have a higher motivation will get better opportunity to succeed in their learning activities than the lower one. Motivation involves a constellation of beliefs, perceptions, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks” (p. 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as “voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring” Emily R. Lai (2011:6)

Motivation refers to “the reasons underlying behavior” (Guay et al., 2010, p. 712). Paraphrasing Gredler, Broussard and Garrison (2004) broadly define motivation as “the attribute that moves us to do or not to do something” (p. 106). Intrinsic motivation is motivation that is animated by

personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, “intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards” (p. 658). Writers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999).

In my opinion motivation is a way to make students enthusiastic for study. It is expected to make students' achievement in writing better texts. Motivation is important for students' to write the texts.

## **2. Motivation in Learning Process**

In a recent comprehensive volume on motivation in education, Pintrich and Schunk (1996) draw attention to a fundamental shift that has occurred in the field of motivation during the last two decades, namely the increasing tendency of motivational psychologists to incorporate cognitive concepts and variables in their theories. As Pintrich and Schunk (1996: v) conclude, ‘Explanations of behavior have moved away from stimuli and reinforcement contingencies and instead emphasize learners' constructive interpretations of events and the role that their beliefs, cognitions, affects, and values play in achievement situations’.

Motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and psychological energy; neither is it viewed in strictly behavioral terms as a function of stimuli and reinforcement. Rather, current cognitive approaches place the focus on the individual's thoughts and beliefs (and recently also emotions) that are transformed into action. Thus, in Pintrich and Schunk's view, motivation involves various *mental processes* that lead to the initiation and maintenance of action; as they define it, 'Motivation is the process whereby goal-directed activity is instigated and sustained' (1996: 4). From this process-oriented perspective, the main disagreements in motivation writer concern *what* mental processes are involved in motivation, *how* these operate and affect learning and achievement, and *by what means* they can be enhanced and sustained at an optimal level. Although this process-oriented view of motivation is convincing in many respects, we must note that it is at odds with the traditional usage of 'motivation' in everyday parlance, where 'motivation' is usually understood as a fairly static mental or emotional state (e.g. 'his motivation was so strong that nothing could discourage him'), or as a goal ('my main motivation to become a doctor is to be able to help people') but not as a process. Drawing on action control theory (e.g. Heckhausen, 1991; Kuhl, 1987, 1992), Dornyei (1998) attempted to achieve a synthesis of the static and dynamic conceptions of motivation by defining it as a 'process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby

terminate action, or until the planned outcome has been reached'. Zoltán Dörnyei (2009:3).

### **3. Source of Motivation**

Motivation can be possessed wherever students are. Harmer stated that the students acquire motivation with the some condition. They can be from:

- 1) The society we live in: the condition of school environment brings students motivation, is there good or bad? It determines students' motivation continues or not.
- 2) Significant others: it looks from the culture around students' life. The students' attitude also can be influenced for their success.
- 3) The teacher: the factor has the important role of students' motivation. Enthusiasm of learning English is dependent with the teacher atmosphere in classroom.
- 4) The method: the effective method affect for students' motivation in learning English. Every student wants to learn enjoy and interesting. How teacher apply the appropriate method to make their students have the enjoyment condition of learning English. If students have the positive motivation, it will influence for students' achievement.

### **4. Strategies for Increasing Motivation**

Motivation is the enthusiasm by students for doing something to get their desire. They totally do activity for reaching the highest result. If the students have high motivation, it will affect their achievement in

teaching and learning. Therefore, the students should have motivation to improve their achievement in learning.

Motivation can be possessed in students' environment. Environment is one of the conditions that can support students to improve motivation. Harmer (2015, p. 52) stated that teacher has the responsibilities for increasing and directing the motivation of the students. Teacher should have the innovative teaching method for the students. Teacher can make the enjoyable condition for the students to stimulate students' motivation in learning English.

Many strategies can increase the motivation of the students. Three areas to influence students' motivation:

1) Goals and Goal Setting.

Goal is purpose of people to reach target. There are two types goals, long term and short term goal. For learning English, teacher needs to explain for the students about the long term goal and the short term goal. The long term goals of learning English are the students should master four skills of English, the students pass English exam, the possibility of getting better job in the future if mastering English. The short term goals of learning English are the students have ability to partake discussion, the students can succeed to write an essay, the students learn foreign language, the students have progress of test at the end of week. For the short term goals, the teacher needs to help the students, so the students are going to have motivation significantly.

## 2) Learning Environment

The physical appearance and emotional atmosphere should be made in an actual classroom for learning English. The teacher can design an attractive classroom with a visual material. To create the classroom atmosphere, the teacher can use music to make it. Both of them are going to help the students get their motivation of learning English.

## 3) Interesting Classes

The topics and the activities taught in the classroom will be interesting for the students. Both of them are going to improve the motivation of students.

## **F. Quasi Experiment**

Donald Ary (2010, p.36) stated that quasi-experimental design are similar to randomized experimental research in that involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment group. There are many situations in educational research in which in not impossible to conduct a true experiment. Neither full control over the scheduling of experimental condutions nor the ability to randomize can be always realize.

Ross and Morrison (2004, p. 1026) stated that there are 7 steps to conduct quasi experiment.

### 1. Select a Topic

This step is self-explanatory and usually not a problem, except for those who are “required” to do research. The step simply involves identifying a general area that is of personal interest and then narrowing the focus to a researchable problem

## 2. Identify the Research Problem

Given the general topic area, what specific problems are of interest? In many cases, the researcher already knows the problems. In others, a trip to the library to read background literature and examine previous studies is probably needed. A key concern is the importance of the problem to the field.

Conducting research requires too much time and effort to be examining trivial questions that do not expand existing knowledge. Experienced researchers will usually be attuned to important topics, based on their knowledge of the literature and current research activities

## 3. Conduct a Literature Search

With the research topic and problem identified, it is now time to conduct a more intensive literature search. Of importance is determining what relevant studies have been performed; the designs, instruments, and procedures employed in those studies; and, most critically, the findings. Based on the review, direction will be provided for (a) how to extend or complement the existing literature base, (b) possible research orientations to use, and (c) specific research questions to address. Helpful information about how to conduct effective literature reviews is provided in other sources.

## 4. State the Research Questions (Hypotheses)

This step is probably the most critical part of the planning process. Once stated, the research questions or hypotheses provide the basis for planning all other parts of the study: design, materials, and data analysis. In particular, this step will guide the researcher's decision as to whether an experimental design or some other orientation is the best choice.

#### 5. Determine the Research Design

The next consideration is whether an experimental design is feasible. If not, the researcher will need to consider alternative approaches, recognizing that the original research question may not be answerable as a result. For example, suppose that the research question is to determine the effects of students watching CNN on their knowledge of current events. In planning the experiment, the researcher becomes aware that no control group will be available, as all classrooms to which she has access receive the CNN broadcasts. Whereas an experimental study is implied by the original "cause-effect" question, a descriptive study examining current events scores (perhaps from pretest to posttest) will probably be the most reasonable option. This design may provide some interesting food for thought on the possible effects of CNN on current events learning, but it cannot validly answer the original question.

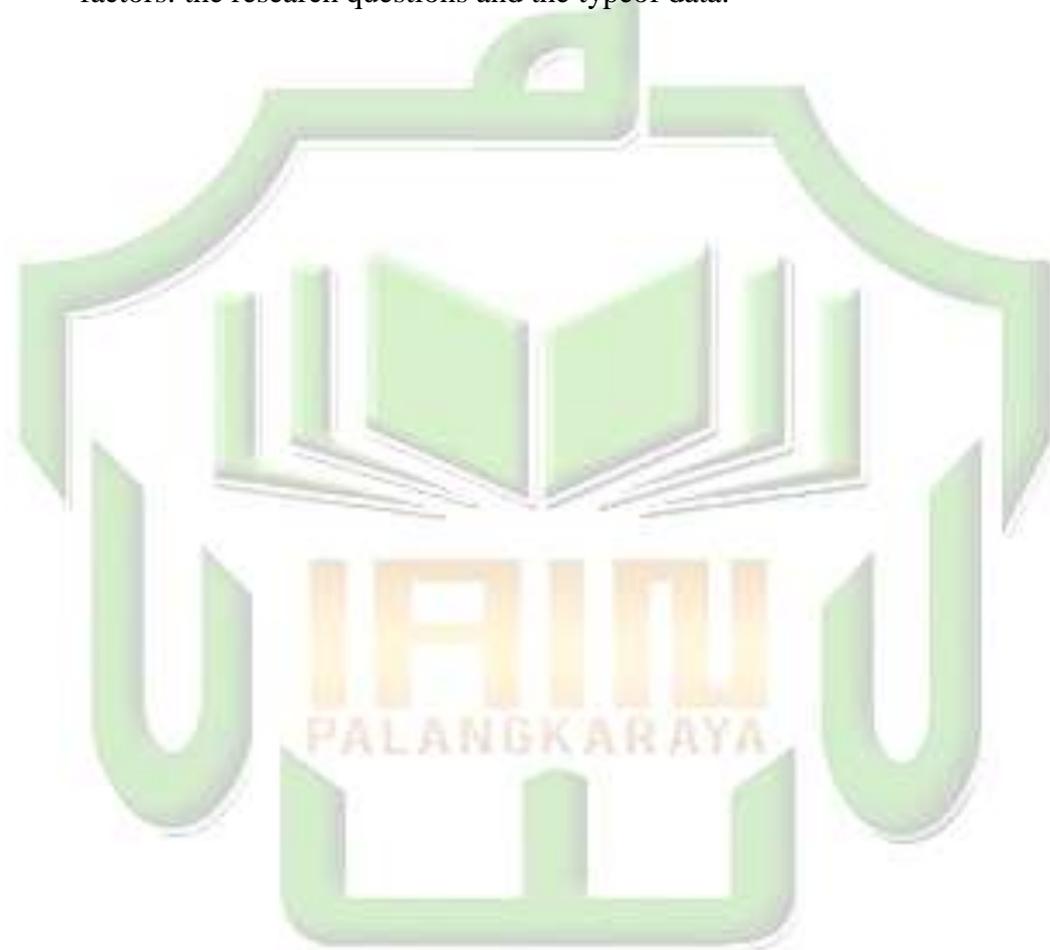
#### 6. Determine Methods.

Methods of the study include (a) subjects, (b) materials and data collection instruments, and (c) procedures. In determining these components, the

researcher must continually use the research questions and/or hypotheses as reference points. A good place to start is with subjects or participants

#### 7. Determine Data Analysis Techniques.

Whereas statistical analysis procedures vary widely in complexity, the appropriate options for a particular experiment will be defined by two factors: the research questions and the type of data.



### **CHAPTER III**

### **RESEARCH METHODS**

This chapter discusses research type, research design, population and sample, Data collection techniques, instruments of the study.

### **A. Research type**

The type of the study is quantitative research. Donald Ary (2010, p.39) stated that quantitative research deals with question of relationship, cause and effect, or current status that researchs could answer by gethering and statistically analyzing numeric data. The writer used quantitative research because the aim the study to quantify the effect of using writing diary toward the students writing ability. The date form number.

### **B. Research Design**

The design of the study is experimental. Nunan (2001, p.25) stated that experiment is carried out in order to explore the strength of relationship between variables. It can be concluded that experiment tries to prove the effect of one variable to another variable.

This design is compatible with the researcher's purpose which want to measure the effect of writing diary in students writing ability. To observe the data about the students' score in writing skill, the researcher obtain the data from the results of the students' score both in pre-test and post-test.

The research use nonrandomized control group pre-test, post-test design with a kind of treatment. There are two groups in this model, control group and

experiment group. Both groups are given pre-test to measure the score of students before treatment given (Y1 and Y2). The treatment is give for experiment group (X). Post test is given for both group to measure the students score after treatment is given (Y1 and Y2). The scheme of this model is:

**Table 3.1**

**The Scheme of Quasi Experimental Design Nonrandomized control group, pretest-posttest design**

Subject	Pre-test	Treatment	Post-test
F	Y1	X	Y1
C	Y2	-	Y2

Where:

E : Experiment Group

C : Control Group

Arikunto (2002, p.10) stated 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).

## **C. Population and Sample of the Study**

### **1. Population**

Population and sample are very important in conducting a research. Ary (2002, p.22) stated that a population is define as all members of any welldefine class of people, events or objects.

Arikunto (2006, p.130) stated that a population is a set or collection of all elements processing one or moreattributes of interest. In this research, the population is the Second year students of MTs Muslimat NU Palangka Raya, the writer used two classes as sample (VIII A and VIII C). There are 40 students of VIII A class and 39 students of VIII C class. There are two intact classes which consist of the experimental group and control group.

### **2. Sample**

Ary (2002, p.22) stated that sample is part of population or the representation of a population. A sample is a small proportion of a population select for an observation and analysis. The sample is a representation of the total population. It is make the research easier to run optimally. What is learn from the sample and the conclusions derive represent the whole respondents. Therefore, the sample take from the population should be truly representative.

Suharsimi (2002, p.139) stated that in purposive sample, the sample is take based on the certain purpose. Purposive sample takes the subject is not based on the degree, random or area but based on the certain purpose. The writer takes two participants of the sample of the second grade

students of MTs Muslimat NU Palangka Raya regency as the experimental group and control group. The writer used two classes as sample (VIII B and XI C). The classes which took as the research are class VIII A as the experiment group and class VIII C as the control group. There are 40 students of VIII A class and 39 students of VII C class.

#### **D. Data Collection Techniques**

Data are needed in a research, so collecting data is one of the most important steps in doing a research. There is technique of data collecting use test. The aims of using technique is to know the effect of using writing diary toward the students writing ability.

##### **Technique of Collecting Data**

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

- a) Choosing the subject of the research.
- b) Taking two groups of the population of the second grade students of MTs Muslimat NU Palangka Raya regency as the experimental group and control group.
- c) 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.

- d) 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).
- e) Giving posttest for both groups to find out the data of the students' writing ability of recount text.
- f) Test hypothesis using t test.
- g) Collecting the students' works and then score their works based on the scoring guidance of Jacob's categories.
- h) Collecting the students' answer of questionnaire and then calculating the result.
- i) Analyzing the data

## **E. Research Instruments**

### **1. Research Instrument Development**

After the writer knew exactly what is to be observe and from whom the data will be gotten, the next step is deciding the instrument. Asti (2009, p.25) stated 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 use one instruments is tests.

a) Test

Septi Ariani (2015, p.32) stated that test is very important in teaching and learning process. Test is a tool to measure students' understanding. From the test, it could be seen the difference between students in control and experimental groups in their effect using writing diary before and after the treatment.

Ary (2006, p.201) states that a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.

The data needed is to look at the students writing fluency, then the research instrument used is a test in the form of writing comparison and contrast text. Pre-test is a test which is conducted in the beginning of the treatment. It give information about the students' writing ability before the actions. Moreover, post-test is to measure the students' writing fluency after the treatment. Both tests measured how the guided question effect the students' writing fluency.

The writer uses the test which is made by her in the form student write comparison and contrast paragraph by answering the question. Because of it is written test, the writer used writing rubric in scoring

student's writing. It is divided into five criteria, which are content, organization, vocabulary, language use and mechanics. Furthermore, each criteria was rated into four scale of rating score adopted from Jacob et al in Weigle (2002, p.116).

Ridwan (2006, p.150) stated that test is a set of questions or exercises and other tools which are used to measure skill, intelligence, knowledge, and ability individual or group has those. This method is used to get data about a score of the pre-test and post-test that was given for both of groups. The test in this study is an essay test or subjective test. In an essay test of writing, the students are given a free chance to think as much as possible. They can freely express and organize their ideas in written form.

The data needed is to look at the students' writing fluency, then the research instrument used is a test in the form of writing comparison and contrast text. Pre-test is a test which is conducted in the beginning of the treatment. It gives information about the students' writing ability before the actions. Moreover, post-test is to measure the students' writing fluency after the treatment. Both tests measured how writing diary affects the students' writing fluency.

#### 1) Pre- test

Before the teacher teaches new material by using writing diary journal, the teacher will give a test to the students. A pre-test is given to

the experiment class and the control class. This test is give before the experiment is run.

## 2) Post- test

Post-test will be give to the experiment class and the control class. The test will be give in order to know the improvement of students' ability in writing recount text. The post-test will give to the experiment class and control class after receiving treatment. The experimental groups will be taught recount writing through writing ability and learning motivation using writing diary the control groups will be taught recount writing without using writing diary journal.

The writer uses the test which is made by her in the form student write comparison and contrast paragraph by answering the question. Because of it is written test, the writer used writing rubric in scoring student's writing. It is devided int five criteria, which are content, organization, vocabulary, language use and mechanics. Futhermore, each criteria was rated into four scale of rating score adopted from Jacob et al in Weigle (2002, p.116)

## b) Questionnaire

The questionnaire to be used is the closed questionnaire, seen the answer column is provided at the right of the question. Seen from the answers given, the questionnaire includes a direct questionnaire, because the respondent answered about themselves. This questionnaire is included in the check list questionnaire, as respondents fill in the answer field with check list.

Arikunto (2006, p. 170) states that questionnaire is a list of questions given to others who are willing to respond in accordance with user requests. Questionnaires were conducted to find out the responses of students relating to how to write text descriptive using guided questions.

The questionnaire to be used is the closed questionnaire, seen the answer column is provided at the right of the question. Seen from the answers given, the questionnaire includes a direct questionnaire, because the respondent answered about themselves. This questionnaire is included in the check list questionnaire, as respondents fill in the answer field with check list.

c) Observation

Riduwan (2004, p.104) states that observation is a technique of data collection, where the researchers make direct observations to the object of research to see closely the activities undertaken. In this research, observation be in the form of check list. This is done to measure how many percent of students who are active in the classroom during the teaching and

learning process. The observation checklist adapted from Muhammad Faiq (2013, p.79). The observation checklist is available in appendix 4.

The item specification of research instrument can be seen in the following table.

**Table 3.2**

**Table of Item Specification of Research Instrument**

<b>Data Needed</b>	<b>Instrument</b>
Ability	Test
Response	Questionnaire
Process	Questionnaire

Table shows that the data needed from the test is the ability of students to write recount text, while the data needed from the questionnaire is the student's response to learning recount text using diary writing, and the data needed from the observation checklist is the process, how many percentage of the students who are active during teaching and learning process.

For collecting the data, the writer use some steps in the procedure as follows:

1. The writer observe the class.
2. The writer determine the class into trying out, experimental and control group.
3. The writer givetry out to try out theclass.

4. The writer give pre-test to experimental group and control group
5. The writer analyzed the result of trying out so that the data gained from the test are valid and reliable.
6. The writer gave treatment to anexperimental group that taught by using writing diary journal and taught control group using listing.
7. The writer gave a posttest to the experiment group and control group.

This posttest give writing test like in the pretest. The post test is the last testthat gives for two groups (Experimental and Control Group). By using post test, the study was getting the score from both groups.

1. The writer give ascore to the data from try out, experiment and control group.

After post test is done by experimental and control group, the writer give scores combine with the pre test scores of both groups.

2. The writer analyze the data that have been obtained from pretest and posttest.
3. The writer interpreted the analysis result.

The data that analyze should interpret. By interpreting the data analyze, it answers the problem of study. The writer conclude the activity of the study whether the writing diary journal gives effect to the students' writing ability and learning motivation on recount text by using writing diary journal or not, based on the obtaine. The source of data, instrument data needed, presented in table 3.2.

**Table 3.3**

No	Source of Data	Instrument	Data Needed
1	Student	Try out-test	Students' score to find validity and reliability of writing test
2	Student	Pre-test	Students' writing score to see the early ability before treatment
3	Student	Post-test	Students' writing score to see the early ability after treatment

## 2. Instrument Validity

According to Ary (2010, p.225), validity is defined as the degree to which evidence and theory support the interpretations of test scores entailed proposed uses tests. Validity is also defined as the extent to which an instrument measured what it claimed to measure.

Simply, it can be said that a test will be valid, if it measures accurately what intended to measure. The validity of writing scores is grounded in the purpose that the scores are intended to serve. In this study, the test aims to measure the students' writing fluency.

Based on the technique diary writing for writing that will be used later, it is a tool to measure the validity of writing among others, is the type of recount text simple but still according to the indicators in the

syllabus, then the technique is new for them so that they can enjoy to do the test.

Ridwan (2004, p.110) said that to measure the validity of the instrument, the writer used the formulation of product moment by person as follows:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} [N \sum y^2 - (\sum y)^2]}}$$

Where:

- $r_{xy}$  : Index Correlation Number “r” Product Moment.  
 N : Number of Cases  
 $\sum XY$  : Multiplication Result between score X and score Y.  
 $\sum X$  : Total Value of score X  
 $\sum Y$  : Total Value of score Y.

Interpretation:

- $r_{xy} > r_t$  = Valid  
 $r_{xy} < r_t$  = Invalid

Arikunto (2006, p.274) said that the criteria of interpretation the validity:

0.800 – 1.000 = Very High Validity

0.600 – 0.799 = High Validity

0.400 – 0.599 = Fair Validity

0.200 – 0.399 = Poor Validity

0.0 -0.199 = Very Poor Validity

#### 1) Content Validity

The writing ability test employed content validity. Based on Wiersma and Jurs (2009, p.328), content validity is the process of how the test establishes the representativeness of the items in certain domain of the skills, tasks, knowledge, and other aspects that are being measured.

Content validity is essentially and of necessity based on the judgment and judgment must be made separately for each situation. It refers to whether or not the content of the manifest variables is right to measure the latent concept that is trying to measure. In this study, the instrument tests are suitable with the condition at writing class.

#### 2) Construct Validity

According to Ary (2010, p.218), construct validity is concerned with the extent to which a test measures a specific trait or construct. It is related to the theoretical knowledge of the concept that wants to measure. The meaning of the test score is derived from the nature of the tasks examines are asked to perform.

In this study the writer measured the students writing fluency. Therefore the test instrument is made in the written form and the test is done by students complete answer.



3. The writer gave a pre-test to both groups (experimental and control).
4. The writer checked the result of pre-test of experimental and control group.
5. After the pre-test given, the writer taught the students in experimental group and control group about writing by using different technique. Experimental group was taught using diary writing and control group taught using technique commonly used by previous teachers. The treatments were done 4 meetings.
6. After doing the treatments, the writer gave the post-test to both groups.
7. The writer gave scores to students' writing fluency by using scoring rubric. In this case, the writer applied One Way Anova for correlating samples to 43 examine the significant difference score between experimental and control group.
8. Finally, the writer compared the students' scores in the pre-test and post-test. It is done to know whether the students' scores in experimental group are higher or not than students' scores in control group.

#### **G. Data Analysis Procedure**

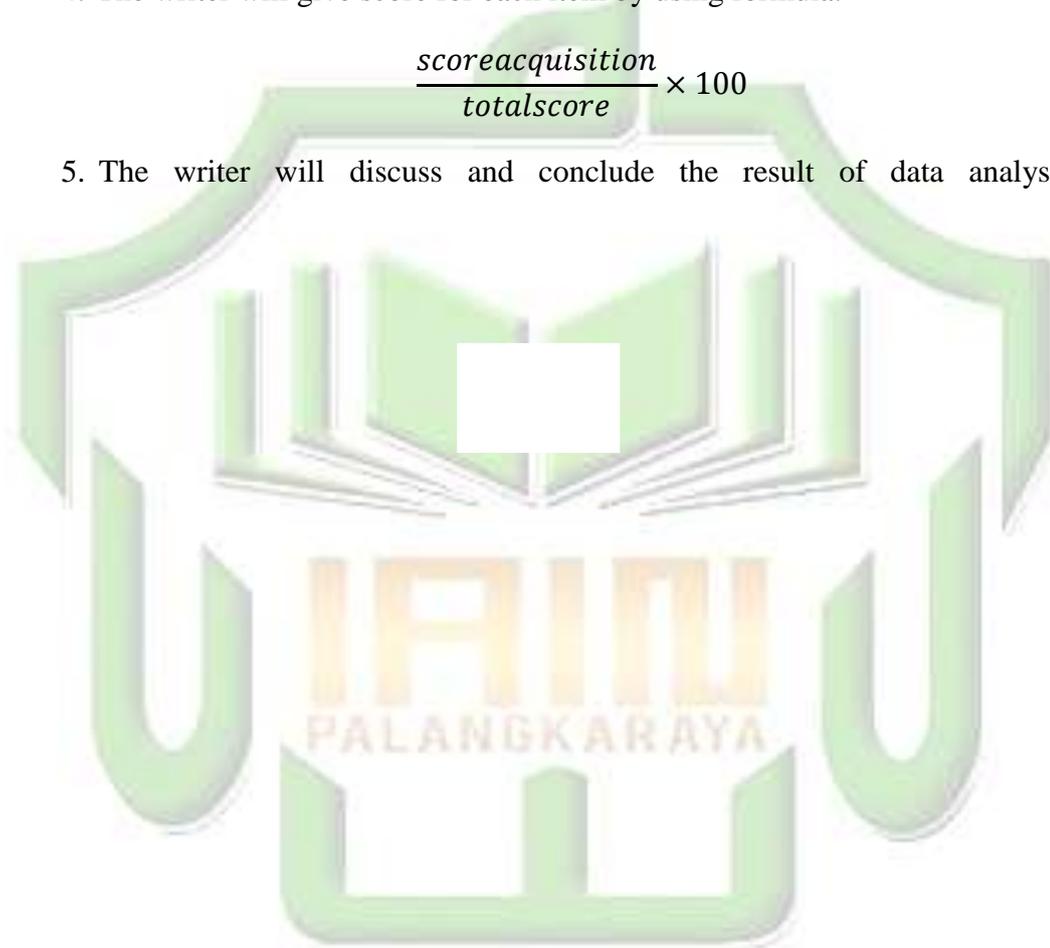
Having got the data from pre-test, then the data will analyzed and processed by using statistic calculating of the One Way Anova. Data analysis is the last step in the procedure of experiment, in this case, processing the data. Data processing is the first step to know the result of both the experiment class and controlled class and also their difference.

To find out the differences between students score in using writing diary in teaching recount text the writer uses the formula that is as follow:

1. The writer will give test to the VIII Class students at MTs Muslimat NU Palangka Raya.
2. The writer will collect the data of the students test results.
3. The writer will give score the students test results by used the scoring system.
4. The writer will give score for each item by using formula:

$$\frac{\text{scoreacquisition}}{\text{totalscore}} \times 100$$

5. The writer will discuss and conclude the result of data analysi.



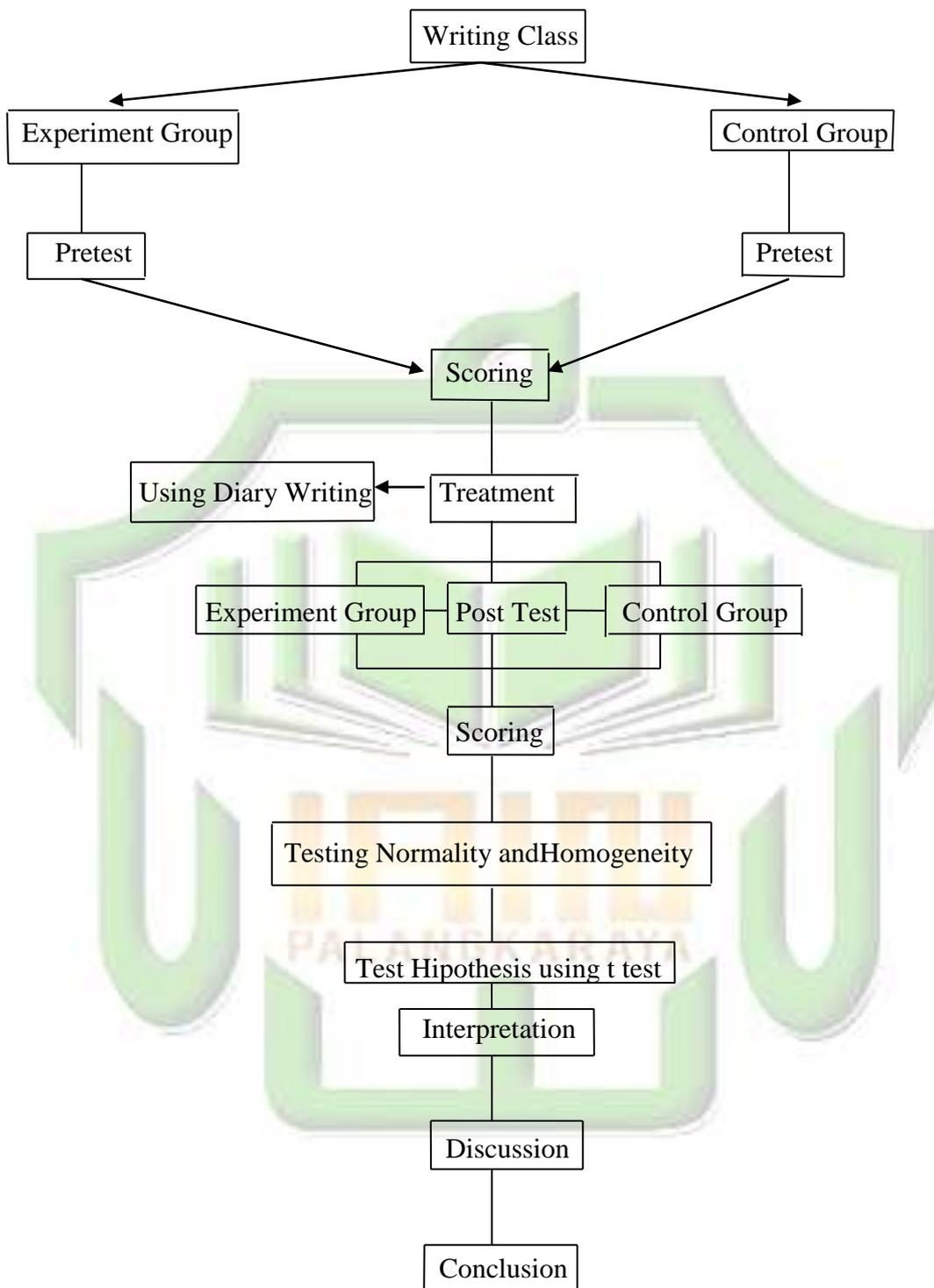


Figure 3.1 steps in collecting data analysis procedure and testing hypothesis

## **CHAPTER IV**

### **RESEARCH METHOD**

This chapter discusses the data which had been collected from the research in the field of study. The data are the result of data presentation, research findings, and discussion.

#### **A. Data Presentation**

##### **1. The Result of Experimental Group**

The data obtained of this research were taken from the test result of writing recount text of VIIIA grade students of MTs Muslimat NU Palangka in the academic year 2018/ 2019 of those who are taught by using and without diary writing. The test was held twice in both of groups, experimental and control group. There are 40 students in experiment group and 39 students in control group. The result of pre- test and post- test of each group will be analyzed to prove hypothesis

The second meeting was conducted at 10.25-11.05 on Wednesday, August 1, 2018 in VIIIA class. The writer explained about recount text for students. 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 and 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 40 students who followed this test.

After the writer conducts the research, the writer tries to score the students achievement in their writing recount text based on five components of writing that is content, organization, vocabulary, language use, and mechanic.

The last meeting was conducted at 10.25-11.05 on Thursday, August 9, 2018 in VIIIA class. After giving treatment in form of diary writing, the writer conducted post- test to measure the ability in writing recount text of the VIII A students of MTs Muslimat NU Palangka Raya in the academic year 2018/ 2019 who are taught by using diary writing.

The post- test score can be seen in the following table 4.1. The posttest score of ability of the students in writing recount text of the VIII A Students of MTs Muslimat NU Palangka Raya in the Academic Year 2018/2019 of Those Who are Taught by using diary writing

In this case the data of experimental group consisted of the pre-test scores, the post-test score, and the comparison between both of them. The data of the pre-test score and post-test score of the experimental group are explained as follows:

**Table 4.1 The Comparison of Pre-test and Post-test Score of Experimental Group**

No.	Code	Pre-test	Category	Post-test	Category	Different
1	A01	70	Good	85	Very Good	15
2	A02	50	Poor	60	Fair	10
3	A03	55	Poor	70	Good	15
4	A04	60	Fair	75	Good	15
5	A05	55	Poor	65	Fair	10
6	A06	60	Fair	70	Good	10
7	A07	75	Good	85	Very Good	10
8	A08	50	Poor	65	Fair	15
9	A09	70	Good	80	Very Good	10
10	A10	60	Fair	80	Very Good	20
11	A11	54	Poor	70	Good	16
12	A12	60	Fair	80	Very Good	20
13	A13	45	Very Poor	73	Good	28
14	A14	60	Fair	90	Very Good	30
15	A15	55	Poor	65	Fair	10
16	A16	75	Good	80	Very Good	5
17	A17	50	Poor	75	Good	25
18	A18	70	Good	75	Good	5
19	A19	50	Poor	80	Very Good	30
20	A20	65	Fair	75	Good	10
21	A21	65	Fair	75	Good	10
22	A22	55	Poor	70	Good	15
23	A23	65	Fair	70	Good	5
24	A24	50	Poor	70	Good	20
25	A25	65	Fair	75	Good	10
26	A26	50	Poor	80	Very Good	30
27	A27	55	Poor	70	Good	15
28	A28	60	Fair	75	Good	15
29	A29	55	Poor	75	Good	20
30	A30	60	Fair	85	Very Good	25
31	A31	50	Poor	70	Good	20
32	A32	70	Good	80	Very Good	10
33	A33	55	Poor	70	Good	15
34	A34	55	Poor	75	Good	20
35	A35	60	Fair	70	Good	10
36	A36	70	Good	90	Very Good	20
37	A37	65	Fair	75	Good	10
38	A38	40	Very Poor	65	Fair	25
39	A39	50	Poor	65	Fair	15
40	A40	60	Fair	75	Good	15
<b>Total</b>		2344		2923		
<b>Mean</b>		58.6		74.45		

<b>Lowest</b>	40	60	
<b>Highest</b>	75	90	
<b>Standard Deviation</b>	8.255	6.96493	
<b>Standard Error</b>	1.305	1.10125	

For the table of pre-test above, it can be seen that there were 2 students (5%) whose score was classified in the very poor category. There were 17 students (42.5%) whose score was classified in the poor category. There were 14 students (35%) whose score was classified in the Fair category. There were 7 students (17.5%) whose score was classified in the Good category. Meanwhile for the table of post-test, it can be seen that there were 6 students (15%) whose score was classified in the fair category. There were 22 students (55%) whose score was classified in the good category. There were 12 students (30%) whose score was classified in the very good category. The process to find mean, standard deviation, and standard error are available in appendix 6.

#### **a. The Result of Pre-Test**

Based on the data above. It can be seen that the student's highest score was 75 and the student's lowest score was 40. To determine the range of score, the class interval and interval temporary, the writer calculated using formula as follows:

$$\text{The highest score (H)} = 75$$

$$\text{The lowest score (L)} = 40$$

$$\text{The range score (R)} = H - L + 1$$

$$= 75 - 40 + 1$$

$$= 35 + 1$$

$$= 36$$

$$\text{The class interval (K)} = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log (40)$$

$$= 1 + 3,3 \cdot 1,6$$

$$= 1 + 5,28$$

$$= 6,28 = 6$$

$$\text{Interval of Temporary (I)} = R/K$$

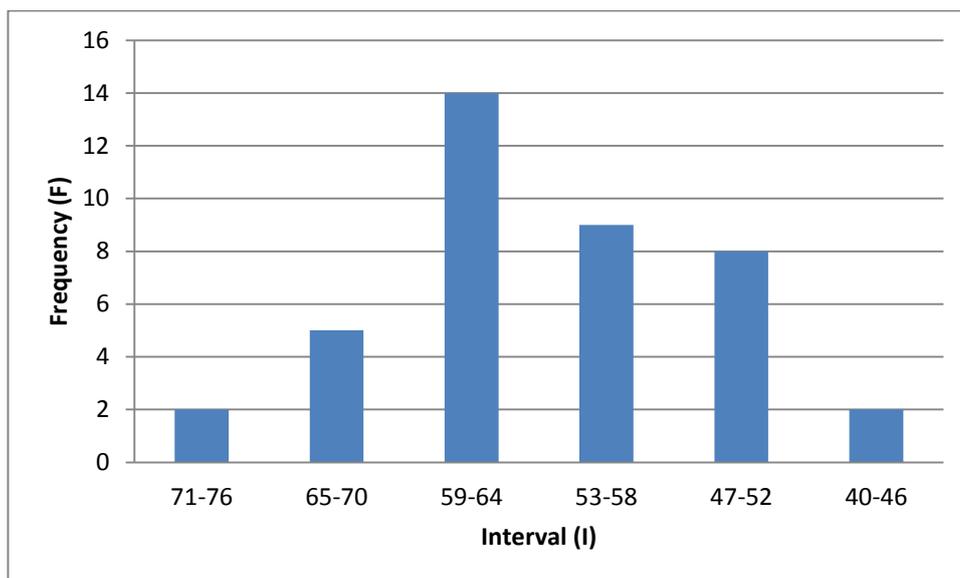
$$= 36/6$$

$$= 6$$

**Table 4.2 Frequency Distribution of the Pre-test Score**

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	71-76	2	75.5	71.5-77.5	5	100
2	65-70	5	69.5	65.5-70.5	12.5	95
3	59-64	14	62.5	58.5-64.5	12.5	82.5
4	53-58	9	56.5	52.5-57.5	45	70
5	47-52	8	50.5	46.5-51.5	20	25
6	40-46	2	43.5	39.5-45.5	5	5
		<b>ΣF= 40</b>			<b>ΣP= 100%</b>	

The ditribution of student's predicated in pre-test score of Experimental group can also be seen in following figure.



**Figure 4.2 The Frequency Distribution of Pre-test of the Experimental Group**

The table and figure above showed the pre-test score students in experiment group. It can be seen that were 2 students who got score 40-46. There were 8 students who got score 47-52. There were 9 students who got score 53-58. There were 14 students who got score 59-64. There were 5 students who got score 65-70. There were 2 students who got score 71-76.

#### **b. The Result of Post-Test**

Based on the data on the table 4.1. It can be seen that the student's highest score was 90 and the student's lowest score was 60. To determine the range of score, the class interval and interval temporary, the writer calculated using formula as follows:

$$\text{The highest score (H)} = 90$$

$$\text{The lowest score (L)} = 60$$

$$\begin{aligned}
 \text{The range score (R)} &= H-L + 1 \\
 &= 90-60 + 1 \\
 &= 30 + 1 \\
 &= 31
 \end{aligned}$$

$$\begin{aligned}
 \text{The class interval (K)} &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log (39) \\
 &= 1 + 3,3 \cdot 1,6 \\
 &= 1 + 5,28 \\
 &= 6,28 = 6
 \end{aligned}$$

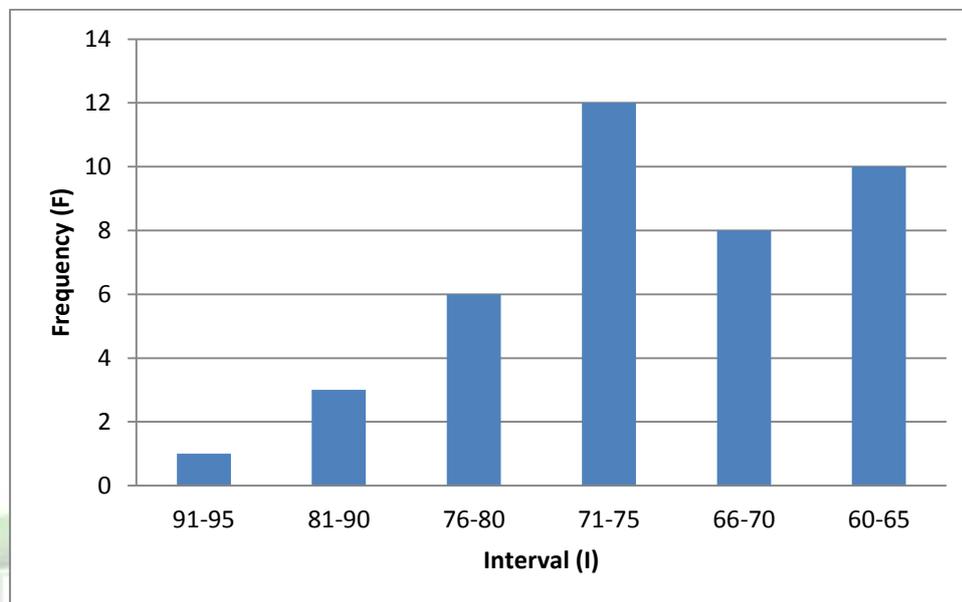
$$\begin{aligned}
 \text{Interval of Temporary (I)} &= R/K \\
 &= 31/6 \\
 &= 5,2 \\
 &= 5
 \end{aligned}$$

So, the range of score was 31, the class interval was 6 and the interval of temporary was 5. It was presented using frequency distribution in the following table:

**Table 4.3 Frequency Distribution of the Post-Test Score**

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limtation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	86-90	1	93	90.5-94.5	2.5	100
2	81-85	3	73	80.5-89.5	7.5	97.5
3	76-80	6	78	75.5-79.5	15	90
4	71-75	12	73	70.5-74.5	30	75
5	66-70	8	68	65.5-69.5	20	45
6	60-65	10	63	59.5-64.5	25	25
		<b>ΣF= 40</b>			<b>ΣP= 100%</b>	

The ditribution of student's predicated in post-test score of Experimental group can also be seen in following figure.



**Figure 4.2 The Frequency Distribution of Post-test of the Experimental Group**

The table and figure above showed the post-test score students in experimental group. It can be seen that there were 10 students who got score 60-65. There were 8 students who got score 66-70. There were 12 students who got score 71-75. There were 6 students who got score 76-80. There were 3 students who got score 81-85. There were 1 student who got score 86-90.

## **2. The Result of Control Group**

The data obtained of this research were taken from the test result of writing recount text of VIIC grade students of MTs Muslimat NU Palangka in the academic year 2018/ 2019.

The first meeting was conducted at 06.30-07.30 on Tuesday, July 24, 2018 in VIII C class. The writer explained about recount text for students. 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 and 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. 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 39 students who followed this test.

The last meeting was conducted at 07.30-08.50 on Friday, August 10, 2018 in VIII C class. 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 VIII A students of MTs Muslimat NU Palangka Raya, in the academic year 2018/ 2019 of those who are taught without using diary writing.

In this case the data of control group consisted of the pre-test scores, the post-test score, and the comparison between both of them. The data of the pre-test score and post test score of the control group are explained as follows:

**Table 4.4 The Comparison of Pre-test and Post-test Score of Control Group**

No.	Code	Pre-test	Category	Post-test	Category	Different
1	B01	60	Fair	70	Good	10
2	B02	70	Good	75	Good	5
3	B03	75	Good	80	Very Good	5
4	B04	75	Good	75	Good	0
5	B05	60	Fair	80	Very Good	20
6	B06	70	Good	75	Good	5
7	B07	50	Poor	60	Fair	10
8	B08	60	Fair	70	Good	10
9	B09	55	Poor	60	Fair	5
10	B10	70	Good	70	Good	0
11	B11	55	Poor	70	Good	15
12	B12	60	Fair	75	Good	15
13	B13	70	Good	75	Good	5
14	B14	65	Fair	70	Good	5
15	B15	70	Good	75	Good	5
16	B16	60	Fair	75	Good	15
17	B17	50	Poor	70	Good	20
18	B18	60	Fair	65	Fair	5
19	B19	45	Very Poor	70	Good	25
20	B20	50	Poor	70	Good	20
21	B21	65	Fair	80	Very Good	15
22	B22	70	Good	85	Very Good	15
23	B23	50	Poor	80	Very Good	30
24	B24	45	Very Poor	60	Fair	15
25	B25	65	Fair	85	Very Good	20

26	B26	75	Good	80	Very Good	5
27	B27	60	Fair	85	Very Good	25
28	B28	65	Fair	70	Good	5
29	B29	60	Fair	65	Fair	5
30	B30	55	Poor	80	Very Good	25
31	B32	50	Poor	65	Fair	15
32	B32	65	Fair	85	Very Good	20
33	B33	50	Poor	65	Fair	15
34	B34	60	Fair	90	Very Good	30
35	B35	55	Poor	65	Fair	10
36	B36	60	Fair	85	Very Good	25
37	B37	55	Poor	80	Very Good	25
38	B38	60	Fair	65	Fair	5
39	B39	70	Good	70	Good	0
<b>Total</b>		2365		2950		
<b>Mean</b>		61.55		73.33		
<b>Lowest</b>		45		60		
<b>Highest</b>		75		90		
<b>Standard Deviation</b>		8.36499		9.402		
<b>Standard Error</b>		1.33947		1.505		

For the table of pre-test above, it can be seen that there were 2 students (5.13%) whose score was classified in the very poor category. There were 11 students (28.21%) whose score was classified in the poor category. There were 16 students (41,03%) whose score was classified in the fair category. There were 10 students (25,65%) whose score was classified in the Good category. Meanwhile for the table of post-test, it can be seen that there were 10 students (25.64%) whose score was classified in the fair

category. There were 16 students (41.02%) whose score was classified in the good category. There were 13 students (33.34%) whose score was classified in the very good category. The process to find mean, standard deviation, and standard error are available in appendix 7.

**a. The Result Of Pre-test**

The pre-test score of control group were present in the following table:

**Table 4.5 The Description of Pre-Test Writing Fluency score of the Data Achieved by Students in Control Group**

<b>Student's Code</b>	<b>Student's Score</b>
<b>B01</b>	<b>60</b>
<b>B02</b>	<b>70</b>
<b>B03</b>	<b>75</b>
<b>B04</b>	<b>75</b>
<b>B05</b>	<b>60</b>
<b>B06</b>	<b>70</b>
<b>B07</b>	<b>50</b>
<b>B08</b>	<b>60</b>
<b>B09</b>	<b>55</b>
<b>B10</b>	<b>70</b>
<b>B11</b>	<b>55</b>
<b>B12</b>	<b>60</b>
<b>B13</b>	<b>70</b>
<b>B14</b>	<b>65</b>
<b>B15</b>	<b>70</b>
<b>B16</b>	<b>60</b>
<b>B17</b>	<b>50</b>
<b>B18</b>	<b>60</b>
<b>B19</b>	<b>45</b>
<b>B20</b>	<b>50</b>
<b>B21</b>	<b>65</b>
<b>B22</b>	<b>70</b>
<b>B23</b>	<b>50</b>
<b>B24</b>	<b>45</b>
<b>B25</b>	<b>65</b>
<b>B26</b>	<b>75</b>

<b>B27</b>	<b>60</b>
<b>B28</b>	<b>65</b>
<b>B29</b>	<b>60</b>
<b>B30</b>	<b>55</b>
<b>B31</b>	<b>50</b>
<b>B32</b>	<b>65</b>
<b>B33</b>	<b>50</b>
<b>B34</b>	<b>60</b>
<b>B35</b>	<b>55</b>
<b>B36</b>	<b>60</b>
<b>B37</b>	<b>55</b>
<b>B38</b>	<b>60</b>
<b>B39</b>	<b>70</b>

Based on the data above. It can be seen that the student's highest score was 75 and the student's lowest score was 45. To determine the range of score, the class interval and interval temporary, the writer calculated using formula as follows:

$$\text{The highest score (H)} = 75$$

$$\text{The lowest score (L)} = 45$$

$$\text{The range score (R)} = H - L + 1$$

$$= 75 - 45 + 1$$

$$= 30 + 1$$

$$= 31$$

$$\text{The class interval (K)} = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log (39)$$

$$= 1 + 3,3 \cdot 1,6$$

$$= 1 + 5,28$$

$$= 6,28 = 6$$

$$\text{Interval of Temporary (I)} = R/K$$

$$= 31/6$$

$$= 5.1$$

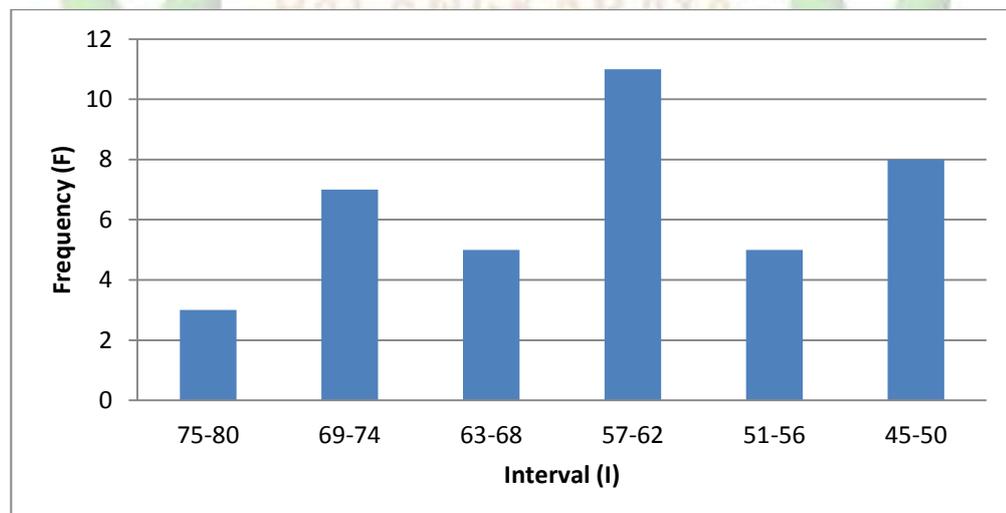
$$=5$$

So, the range of score was 31, the class interval was 6 and the interval of temporary was 5. It was presented using frequency distribution in the following table:

**Table 4.6 Frequency Distribution of the Pre-Test Score**

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	71-75	3	76	74.4-89.5	7.69	100
2	66-70	7	73	69.5-73.5	17.95	92.31
3	61-65	5	70	62.5-67.5	12.82	74.36
4	56-60	11	67	56.5-61.5	28.21	61.54
5	51-55	5	65	50.5-55.5	12.82	33.33
6	45-50	8	48	44.5-49.5	20.51	20.51
		<b><math>\Sigma F = 39</math></b>			<b><math>\Sigma P = 100\%</math></b>	

The distribution of student's predicted in pre-test score of control group can also be seen in following figure:



**Figure 4.3 The Frequency Distribution of Pre-test of the Control Group**

The table and figure above showed the pre-test score students in control group. It can be seen that there were 8 students who got score 45-50. There were 5 students who got score 51-56. There were 11 students who got score 57-62. There were 5 students who got score 63-68. There were 7 students who got score 69-74. There were 3 students who got score 75-80.

**b. The Result of Post-test**

The pre-test score of control group were present in the following table:

**Table 4.7 The Description of Post-Test Writing Fluency score of the Data Achieved by Students in Control Group**

Student's Code	Student's Score
<b>B01</b>	70
<b>B02</b>	75
<b>B03</b>	80
<b>B04</b>	75
<b>B05</b>	80
<b>B06</b>	75
<b>B07</b>	60
<b>B08</b>	70
<b>B09</b>	60
<b>B10</b>	70
<b>B11</b>	70

<b>B12</b>	75
<b>B13</b>	75
<b>B14</b>	70
<b>B15</b>	75
<b>B16</b>	75
<b>B17</b>	70
<b>B18</b>	65
<b>B19</b>	60
<b>B20</b>	70
<b>B21</b>	80
<b>B22</b>	85
<b>B23</b>	80
<b>B24</b>	60
<b>B25</b>	85
<b>B26</b>	80
<b>B27</b>	85
<b>B28</b>	70
<b>B29</b>	65
<b>B30</b>	70
<b>B31</b>	75
<b>B32</b>	80
<b>B33</b>	75
<b>B34</b>	80
<b>B35</b>	75
<b>B36</b>	60
<b>B37</b>	70
<b>B38</b>	60
<b>B39</b>	70

Based on the data above. It can be seen that the student's highest score was 90 and the student's lowest score was 60. To determine the range of score, the class interval and interval temporary, the writer calculated using formula s follows:

The highest score (H) = 90

The lowest score (L) = 60

The range score (R) =  $H - L + 1$   
 $= 90 - 60 + 1$

$$= 30 + 1$$

$$= 31$$

The class interval (K) =  $1 + 3,3 \log n$

$$= 1 + 3,3 \log (39)$$

$$= 1 + 3,3 \cdot 1,6$$

$$= 1 + 5,28$$

$$= 6,28 = 6$$

Interval of Temporary (I) =  $R/K$

$$= 31/6$$

$$= 5.1$$

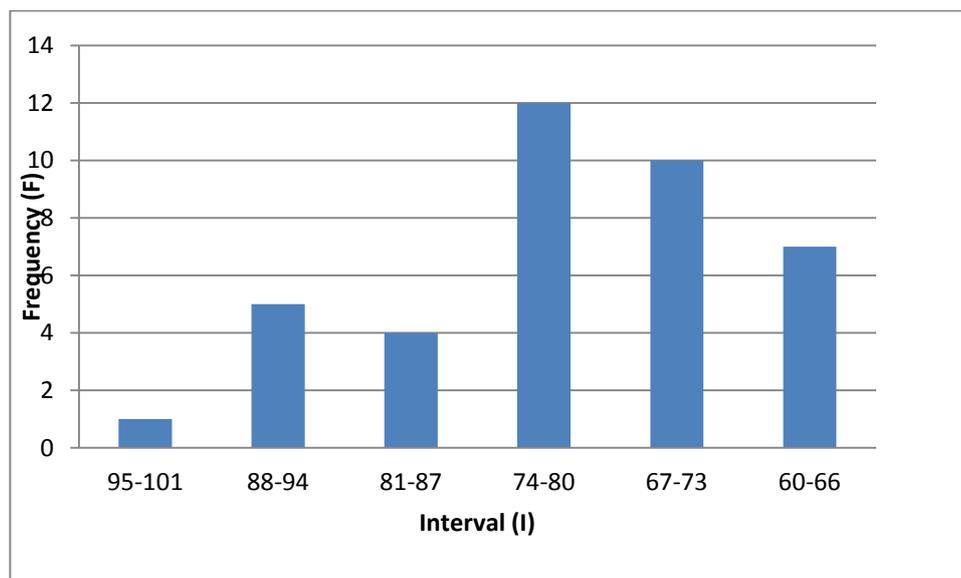
$$= 5$$

So, the range of score was 31, the class interval was 6 and the interval of temporary was 5. It was presented using frequency distribution in the following table:

**Table 4.8 Frequency Distribution of the Post-Test Score**

Class (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	86-90	1	98.5	91.5-99.5	2.56	100
2	81-85	3	91.5	83.4-91.5	12.82	97.44
3	76-80	12	84.5	75.5-83.5	10.26	84.62
4	71-75	10	77.5	67.5-75.5	30.77	74.36
5	66-70	6	70.5	59.5-67.5	25.64	43.59
6	60-65	7	63.5	59.5-67.5	17.95	17.95
		<b>ΣF= 39</b>			<b>ΣP= 100%</b>	

The distribution of student's predicated in pre-test score of control group can also be seen in following figure:



**Figure 4.4 The Frequency Distribution of Post-test of the Control Group**

The table and figure above showed the pre-test score students in control group. It can be seen that there were 7 students who got score 60-66. There were 10 students who got score 67-73. There were 12 students who got score 74-80. There were 4 students who got score 81-87. There were 5 students who got score 88-94. There were 1 student who got score 95-100.

### **3. The Result of Motivation**

#### **a. The Result in Experimental Group**

The writer calculated the score. Then based on the data, it could be seen that student's highest score was 97 and the student's lowest score was 65. To determine the range of score, the class of interval, interval of temporary, the writer calculated using formula as follow:

$$\begin{aligned}
 \text{The highest score (H)} &= 95 \\
 \text{The lowest score (L)} &= 65 \\
 \text{The range score (R)} &= H-L + 1 \\
 &= 95-65 + 1 \\
 &= 30 + 1 \\
 &= 31
 \end{aligned}$$

$$\begin{aligned}
 \text{The class interval (K)} &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log (40) \\
 &= 1 + 3,3 \cdot 1,4 \\
 &= 1 + 4,62 \\
 &= 5,62 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 \text{Interval of Temporary (I)} &= R/K \\
 &= 31/6 \\
 &= 5,1 \\
 &= 5
 \end{aligned}$$

So, the range of score was 31 and the class interval was 6.

To know the interpreted of motivation of each students, the writer calculated the percentage of student's learning motivation, mean, standard deviation, and standard error in appendix 8. Where the interpretation score related as follow:

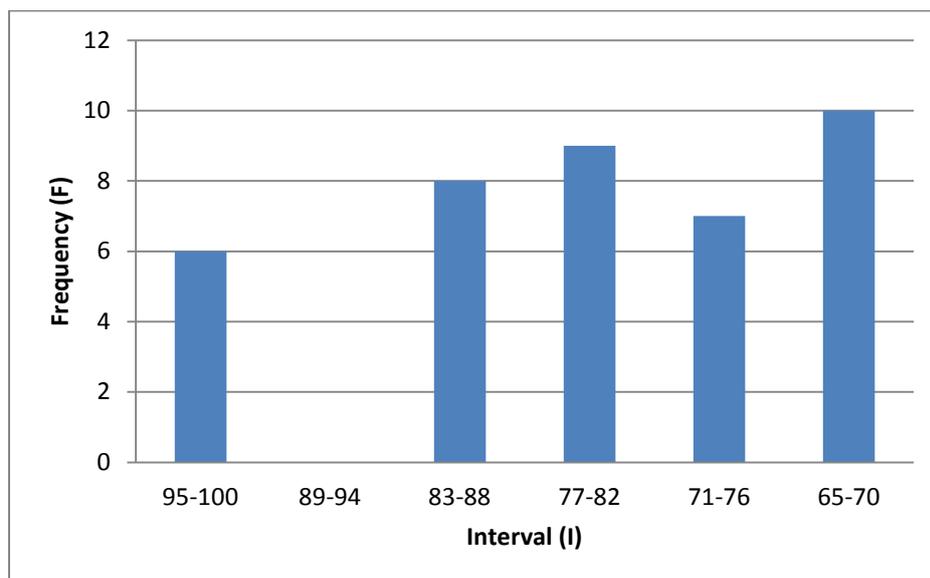
**Table 4.9 Interpretation of Learning Motivation**

Score	Interpretation
-------	----------------

0-20%	Very Low
21-40%	Low
41-60%	
61-80%	Moderately
81-100%	Strong
	Very Strong

**Table 4.10 Frequency Distribution of Learning Motivation Score of Experimental Group**

Class Interval (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	96-101	6	97.5	94.5-99.5	15	100
2	90-95	0	91.5	88.5-93.5	0	85
3	84-89	8	85.5	82.5-87.5	20	85
4	78-83	9	79.5	76.5-81.5	22.5	65
5	72-77	7	73.5	70.5-75.5	17.5	42.5
6	65-71	10	67.5	64.5-69.5	25	25
		<b><math>\Sigma F = 40</math></b>			<b><math>\Sigma P = 100\%</math></b>	



**Figure 4.5 The Frequency Distribution of Learning Motivation of the Experimental Group**

From the figure above, it can be seen that student's score of learning motivation, there were 14 students that indicated as very strong motivation in writing, there were 16 students that indicated as strong motivation, there is 10 students that indicated moderately.

#### **b. The Result in Control Group**

The writer calculated the score. The result of the test could be seen in appendix 6. Then based on the data, it could be seen that student's highest score was 85 and the student's lowest score was 60. To determine the range of score, the class of interval, interval of temporary, the writer calculated using formula as follow:

$$\text{The highest score (H)} = 85$$

$$\text{The lowest score (L)} = 60$$

$$\text{The range score (R)} = H - L + 1$$

$$= 85 - 60 + 1$$

$$= 25 + 1$$

$$= 26$$

$$\text{The class interval (K)} = 1 + 3,3 \log n$$

$$= 1 + 3,3 \log (39)$$

$$= 1 + 3,3 \cdot 1,6$$

$$= 1 + 5,28$$

$$= 6,28 = 6$$

$$\text{Interval of Temporary (I)} = R/K$$

$$= 26/6$$

$$= 5$$

$$= 5$$

So, the range of score was 31 and the class interval was 6.

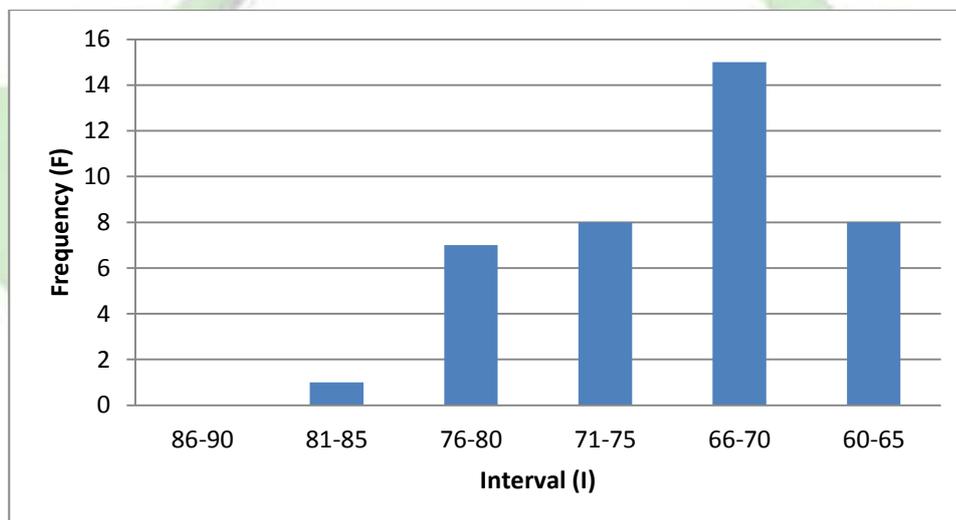
To know the interpreted of motivation of each students, the writer calculated the percentage of student's learning motivation (Appendix 11) where the interpretation score related as follow:

**Table 4.11 Interpretation of Learning Motivation**

Score	Interpretation
0-20%	Very Low
21-40%	Low
41-60%	Moderately
61-80%	Strong
81-100%	Very Strong

**Table 4.12 Frequency Distribution of Learning Motivation Score of Control Group**

Class Interval (K)	Interval (I)	Frequency (F)	Mid Point (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	86-90	0	88	85.5-89.5	5.13	100
2	81-85	1	83	80.5-84.5	7.69	94.87
3	76-80	7	78	75.5-79.5	28.21	87.18
4	71-75	8	73	70.5-74.5	17.95	58.97
5	66-70	15	68	65.5-69.5	25.64	41.03
6	60-65	6	54	56.5-64.5	15.38	15.38
		<b><math>\Sigma F = 20</math></b>			<b><math>\Sigma P = 100\%</math></b>	



**Figure 4.6 The Frequency Distribution of Learning Motivation of the Control Group**

From the figure above, it can be seen that student's score of learning motivation, there were 1 students that indicated as very strong motivation in writing, there were 15 students that indicated as strong motiation, there is 23 students that indicated moderately motivation in writing.

#### 4. The Comparison Result of Experimental and Control Group

##### a. The Comparison Result of Pre-test and Post-test

Table. 4.13 The Comparison Score of Pre Test and Post Test

EXPERIMENTAL GROUP							CONTROL GROUP						
No	C	Score					No.	C	Score				
		Pre Test	P	Post test	P	Dif			Pre Test	P	Post test	P	Dif
1	A01	70	G	85	VG	15	1	B01	60	F	70	G	10
2	A02	50	P	60	F	10	2	B02	70	G	75	G	5
3	A03	55	P	70	G	15	3	B03	75	G	80	V	5
4	A04	60	F	75	G	15	4	B04	75	G	75	G	0
5	A05	55	P	65	F	10	5	B05	60	F	80	V	20
6	A06	60	F	70	G	10	6	B06	70	G	75	G	5
7	A07	75	G	85	VG	10	7	B07	50	P	60	F	10
8	A08	50	P	65	F	15	8	B08	60	F	70	G	10
9	A09	70	G	80	VG	10	9	B09	55	P	60	F	5
10	A10	60	F	80	VG	20	10	B10	70	G	70	G	0
11	A11	54	P	70	G	16	11	B11	55	P	70	G	15
12	A12	60	F	80	VG	20	12	B12	60	F	75	G	15
13	A13	45	VP	73	G	28	13	B13	70	G	75	G	5
14	A14	60	F	90	VG	30	14	B14	65	F	70	G	5
15	A15	55	P	65	F	10	15	B15	70	G	75	G	5
16	A16	75	G	80	VG	5	16	B16	60	F	75	G	15
17	A17	50	P	75	G	25	17	B17	50	P	65	F	20
18	A18	70	G	75	G	5	18	B18	60	F	65	F	5
19	A19	50	P	80	VG	30	19	B19	45	VP	60	F	15
20	A20	65	F	75	G	10	20	B20	50	P	70	G	20
21	A21	65	F	75	G	10	21	B21	65	F	80	V	15
22	A22	55	P	70	G	15	22	B22	70	G	85	V	15
23	A23	65	F	70	G	5	23	B23	50	P	80	V	30
24	A24	50	P	70	G	20	24	B24	45	VP	60	F	15
25	A25	65	F	75	G	10	25	B25	65	F	85	V	20
26	A26	50	P	80	VG	30	26	B26	75	G	80	V	5

27	A27	55	P	70	G	15	27	B27	60	F	85	V	25
28	A28	60	F	75	G	15	28	B28	65	F	70	G	5
29	A29	55	P	75	G	20	29	B29	60	F	65	F	5
30	A30	60	F	85	VG	25	30	B30	55	P	70	G	15
31	A31	50	P	70	G	20	31	B31	50	P	75	G	15
32	A32	70	G	80	VG	10	32	B32	65	F	80	V	20
33	A33	55	P	70	G	15	33	B33	50	P	75	G	25
34	A34	55	P	75	G	20	34	B34	60	F	80	V	30
35	A35	60	F	70	G	10	35	B35	55	P	75	G	20
36	A36	70	G	90	VG	20	36	B36	60	F	60	F	0
37	A37	65	F	75	G	10	37	B37	55	P	70	G	15
38	A38	40	VP	65	F	25	38	B38	60	F	60	F	5
39	A39	50	P	65	F	15	39	B39	70	G	70	G	0
40	A40	60	F	75	G	15							
<b>Total</b>		<b>2344</b>		<b>2978</b>					<b>2365</b>		<b>2860</b>		
<b>Mean</b>		<b>58.6</b>		<b>74.45</b>					<b>61.55</b>		<b>73.33</b>		
<b>SD</b>		<b>8.255</b>		<b>6.96493</b>					<b>8.36499</b>		<b>8.13806</b>		
<b>SE</b>		<b>1.305</b>		<b>1.10125</b>					<b>1.33947</b>		<b>1.30313</b>		
<b>H</b>		<b>75</b>		<b>90</b>					<b>75</b>		<b>90</b>		
<b>L</b>		<b>40</b>		<b>60</b>					<b>45</b>		<b>60</b>		

**NOTE :**

C = Code

P = Predicate

Dif = Difference

VP = Very poor

P = Poor

G = Good

VG = Very Good

The table above showed us the score of pre test and post-test score achieved by experimentalgroup, with mean 58.6 and 74.45

standard deviation were 8.255 and 6.96493, standard error 1.305 and 1.10125, the highest score were 75 and 90, the lowest score were 40 and 60. In the pre-test there were 2 students whose scores were at the very poor category with percentage 5%, 17 students whose scores were at the poor category with percentage 42.5%, 14 students whose scores were the fair category with percentage 35%, 7 students whose scores were the good category with percentage 17.5%. Meanwhile in post test there were 6 students whose scores at the fair category with percentage 15%, 22 students whose scores were at the good with percentage 55%, 12 students whose scores were at the very good with percentage 30%.

In addition, score pre test and post-test score achieved by control group, with mean 61.55 and 73.33, standard deviation were 8.36499 and 8.13806, standard error 1.33947 and 1.30313, the highest score were 75 and 90, the lowest score were 45 and 60.

Where, in pre-test there were 2 students (5.13%) whose score was classified in the very poor category. There were 11 students (28.20%) whose score was classified in the poor category. There were 16 students (41.03%) whose score was classified in the fair category. There were 10 students (25.64%) whose score was classified in the good category. Meanwhile for the table of post-test, it can be seen that there were 10 students (25.64%) whose score was classified in the fair category. There were 16 students (41.02%) whose score was classified in the good

category. There were 13 students (33.34%) whose score was classified in the very good category.

**b. The Comparison Result of Motivation**

**Table. 4.14 The Comparison Score of Questionnaire**

No.	EXPERIMENT	SCORE		CONTRO L	SCOR E	
1	A01	85	VS	B1	67.5	M
2	A02	70	S	B2	75	S
3	A03	85	VS	B3	65.5	M
4	A04	70	S	B4	65	M
5	A05	70	S	B5	72.5	S
6	A06	80	VS	B6	67.5	M
7	A07	75	S	B7	70	S
8	A08	80	VS	B8	60	M
9	A09	95	VS	B9	70	S
10	A10	85	VS	B10	80	VS
11	A11	80	VS	B11	85	VS
12	A12	70	S	B12	77.5	S
13	A13	90	VS	B13	75	S
14	A14	85	VS	B14	72.5	S
15	A15	80	VS	B15	75	S
16	A16	95	VS	B16	70	S
17	A17	80	VS	B17	72.5	S
18	A18	75	S	B18	80	VS
19	A19	70	S	B19	67.5	M
20	A20	65	M	B20	80	VS
21	A21	65	M	B21	65	M
22	A22	85	VS	B22	65	M
23	A23	90	VS	B23	75	S
24	A24	80	VS	B24	65	M
25	A25	80	VS	B25	80	VS
26	A26	85	VS	B26	70	S
27	A27	65	M	B27	60	M
28	A28	85	VS	B28	70	S
29	A29	80	VS	B29	62.5	M
30	A30	70	S	B30	70	S
31	A31	90	VS	B31	70	S
32	A32	90	VS	B32	70	S
33	A33	80	VS	B33	75	S

34	A34	75	S	B34	70	S
35	A35	75	S	B35	80	VS
36	A36	75	S	B36	80	VS
37	A37	70	S	B37	70	S
38	A38	75	S	B38	60	M
39	A39	75	S	B39	67.5	M
40	A40	85	VS			
<b>Total</b>	<b>3160</b>	<b>2775</b>				
<b>Mean</b>	<b>79</b>	<b>71.15</b>				
<b>SD</b>	<b>8.102</b>	<b>6.200</b>				
<b>SE</b>	<b>1.281</b>	<b>0.993</b>				
<b>H</b>	<b>95</b>	<b>85</b>				
<b>L</b>	<b>65</b>	<b>60</b>				

**NOTE :**

VS : Very Strong

S : Strong

M : Moderately

L : Low

The table above showed us the score of motivationscore achieved by experimentalgroup, with mean 79, standard deviation were 8.102 and standard error 1.281, the highest score were 95 and the lowest score were 65. In the table there were 3 students whose scores were at the moderately category with percentage7,5%, 14students whose scores were at the strong category with percentage 35%, and 23students whose scores were at the very strong category with percentage 57.5%.

Meanwhile in control, with mean 71.15, standard deviation were 6.200 and standard error 0,993, the highest score were 85 and the lowest score were 60. In the table there were 13 students whose scores were at the moderately category with percentage 33.35%, 19students whose scores were at the strong category with percentage 48.71%, and 7 students whose scores were at the very strong category with percentage 17.94%.

## **5. The Result of Observation**

In the study, the writer did four times observation. The first observation was held on Thursday, June 21, 2018; at 09.00 a.m. up to 10.40 a.m. The second observation was held on Wednesday, July 4, 2018; at 09.00 a.m. up to 10.40 a.m. The third observation was held on Monday, July 9, 2018; at 07.00 a.m. up to 08.40 a.m. And the fourth observation was held on Monday, July 16, 2017; at 07.00 a.m. up to 08.40 a.m.

At the first and second observation, the writer observed VIIIA class on MTs Muslimat NU Palangka Raya. The VIIIA class was consisted of 40 students. At the third and fourth observation, the writer observed VIIC class on MTs Muslimat NU Palangka Raya. The VIIC class was consisted of 39students.

In doing the observation, the writer used observation checklist to know how the process in the class. The data of observation checklist from the first to fourth class can be seen in the following table:

Table 4.15 Result of Observation Checklist

No.	Student Learning Activities		Number of Active Students (%)				Quality of Activity			
			1 Exp.	2 Exp.	3 Con.	4 Con.	1	2	3	4
1	The teacher asked about the previous lesson		65.21 %	47.8 2%	30%	50%	4	3	2	3
2	The teacher presents the material to be taught		86.95 %	91.3 0%	80%	90%	5	5	5	5
3	The teacher explains how to write recount text using writing diary	The teacher explains how to write recount text	91.30 %	86.9 5%	90%	75%	5	5	5	4
4	The teacher provide tests to make recount text using writing diary	The teacher provide tests to make recount text	100%	100 %	100 %	100 %	5	5	5	5
5	The teacher give students time to ask if anything is unclear		34.78 %	95.6 5%	25%	60%	2	5	2	4

6	The teacher presents the lesson for the next meeting	43.47 %	34.7 8%	40%	45%	3	3	3	3
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Based on the table, for the first observation, the process in experimental group achieved 24 scores of quality of activity and for the second observation, the process in experimental group achieved 26 scores of quality of activity. For the third observation, the process in control group achieved 22 scores of quality of activity and for the fourth observation, the process in control group achieved 24 scores of quality of activity.

## B. Research Findings

### 1. Testing Normality

#### a. Normality Test (Pre-test and Post-test)

The researcher calculated the result of pretest and posttest score of experimental and control group class by using SPSS 16.00 program. It was done to know the normality of the data that is going to be analyzed having normal distribution or not.

Test normality of pretest and post test score of control and experimental class can be seen in the following table:

**Table 4. Testing the Normality of Pre-Test and Post-Test Using SPSS 16.0 Program**

**One-Sample Kolmogorov-Smirnov Test**

		R1 Pre-Test	R1 Post-Test	R2Pre-Test	R2Post-Test
N		40	40	39	39
Normal Parameters <sup>a</sup>	Mean	58.6000	74.4500	60.6410	73.3333
	Std. Deviation	8.25491	6.96493	8.36499	8.13806
	Most Extreme Absolute Differences	.144	.169	.146	.146
	Positive	.144	.169	.146	.146
	Negative	-.099	-.111	-.136	-.127
Kolmogorov-Smirnov Z		.908	1.066	.911	.913
Asymp. Sig. (2-tailed)		.381	.206	.377	.376

a. Test distribution is Normal

Based on the calculation used SPSS program, the asymptotic significance normality of pre test in experiment class was 0.381 and control class 0.377. Then the normality both of class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% ( $\alpha=0.05$ ). Because asymptotic significance of experiment =  $0.381 \geq \alpha = 0.05$ , and asymptotic significance of control =  $0.377 \geq \alpha = 0.05$ . It could be concluded that the data was normal distribution.

Based on the calculation used SPSS program, the asymptotic significance normality of post test in experiment class was 0.206 and

control class 0.376. Then the normality both of class was consulted with table of Kolmogorov-Smirnov with the level of significance 5% ( $\alpha=0.05$ ). Because asymptotic significance of experiment =  $0.206 \geq \alpha = 0.05$ , and asymptotic significance of control =  $0.376 \geq \alpha = 0.05$ . It could be concluded that the data was normal distribution.

#### b. Normality Questionnaire

The researcher calculated the result of questionnaire score of experimental and control class by using SPSS 16.00 programs. It was done to know the normality of the data that is going to be analyzed having normal distribution or not.

Test Normality of questionnaire score of experimental and control class can be seen in the following table:

**Table 4.17 Testing the Normality of Questionnaire Using SPSS 16.0 Program**

#### One-Sample Kolmogorov-Smirnov Test

		MULTIVATION ESPERIMEN	MULTIVATION CONTROL
N		40	39
Normal Parameters <sup>a</sup>	Mean	79.0000	71.1538
	Std. Deviation	8.10191	6.19970
Most Differences	Extreme Absolute	.124	.164
	Positive	.117	.164
	Negative	-.124	-.103
Kolmogorov-Smirnov Z		.785	1.021
Asymp. Sig. (2-tailed)		.569	.248

### One-Sample Kolmogorov-Smirnov Test

		MULTIVATION ESPERIMEN	MULTIVATION CONTROL
N		40	39
Normal Parameters <sup>a</sup>	Mean	79.0000	71.1538
	Std. Deviation	8.10191	6.19970
	Most Extreme Absolute Differences	.124	.164
	Positive	.117	.164
	Negative	-.124	-.103
Kolmogorov-Smirnov Z		.785	1.021
Asymp. Sig. (2-tailed)		.569	.248

a. Test distribution is Normal.

Based on the calculation used SPSS program, the asymptotic significance normality of questionnaire in experiment class was 0.569 and control class 0.248. Then the normality both of class was consulted with table of Kolmogorov- Smirnov with the level of significance 5% ( $\alpha=0.05$ ). Because asymptotic significance of experiment =  $0.569 \geq \alpha = 0.05$ , and asymptotic significance of control =  $0.248 \geq \alpha = 0.05$ . It could be concluded that the data was normal distribution.

## 2. Testing Homogeneity

Homogeneity test was conducted to know whether data are homogeneous or not.

If  $0.05 > \text{Sig.} = \text{Not homogeny distribution}$

If  $0.05 < \text{Sig.} = \text{Homogeny}$

Based on the result the homogeneity test (pre test).

**Table 4.18 Testing the Homogeneity Pre-test of Variance Using SPSS 16.0 Program**

**Test of Homogeneity of Variances**

R1Pre-test

Levene Statistic	df1	df2	Sig.
.001	1	77	.975

Based on the result of homogeneity pre-test, it can be known the significance about 0.975. Because the value of significance higher than 0.05, it can be concluded the data have the same variance or homogeny.

**Table 4.19 Testing the Homogeneity Post-Test of Variance Using SPSS 16.0 Program**

**Test of Homogeneity of Variances**

R1Post-test

Levene Statistic	df1	df2	Sig.
2.257	1	77	.137

Based on the result of homogeneity post-test, it can be known the significance about 0.137. Because the value of significance higher than 0.05, it can be concluded the data have the same variance or homogeny.

**Table 4.20 Testing the Homogeneity Questionnaire of Variance Using SPSS 16.0 Program**

**Test of Homogeneity of Variances**

Motivation

Experiment

Levene Statistic	df1	df2	Sig.
.3.388	1	77	.070

Based on the result of homogeneity questionnaire, it can be known the significance about 0.071. Because the value of significance higher than 0.05, it can be concluded the data have the same variance or homogeny.

### 3. Testing Homoginity

#### a. One Way ANOVA Manual Calculation

To answer the problems, researcher ued One-Way ANOVA manual calculation. The researcher calculated:

- 1) Average of X1, X2, and X3:

$$\bar{x}_1 = 74.45$$

$$\bar{x}_2 = 73.33$$

$$\bar{x}_3 = 79.00$$

- 2) Variances of X1, X2, and X3:

$$S^2 = 48.51$$

$$S^2 = 66.22$$

$$S^2 = 65.64$$

3) Grand Mean (GM)

$$\begin{aligned} \text{GM} &= \frac{X_1 + X_2 + X_3}{N} \\ &= \frac{8998}{119} \\ &= 75.61 \end{aligned}$$

4) Sum of Squares between group (SSb)

$$\begin{aligned} \text{SSb} &= \sum n (X - \text{GM})^2 \\ &= \sum n (X_1 - \text{GM})^2 + (X_2 - \text{GM})^2 + (X_3 - \text{GM})^2 \\ &= 40 (73.05 - 75.61)^2 + 39 (74.82 - 75.61)^2 + 40 (79.00 - \\ &\quad 75.61)^2 \\ &= 716.25 \end{aligned}$$

5) Sum of Squares within group (SSw)

$$\begin{aligned} \text{SSw} &= \sum (n-1)s^2 \\ &= 39(50.79) + 38(50.73) + 39(65.64) \\ &= 1891.89 + 2516.36 + 2559.96 \\ &= 6968.21 \end{aligned}$$

6) Sum of Square Total (SSt)

$$\begin{aligned} \text{SSt} &= \text{SSb} + \text{SSw} \\ &= 716.25 + 6968.21 \\ &= 7684.46 \end{aligned}$$

7) Mean Between Group (MSb)

$$\begin{aligned} MSb &= \frac{SSb}{K-1} \\ &= 716.25/2 \\ &= 358.12 \end{aligned}$$

## 8) Mean Within Group (MSw)

$$\begin{aligned} MSw &= \frac{SSw}{N-K} \\ &= 6968.21/116 \\ &= 60.0707 \end{aligned}$$

9)  $F_{value} = MSb/MSw$ 

$$\begin{aligned} &= \frac{358.12}{60.0707} \\ &= 5.961681 \end{aligned}$$

**b. The Calculation ANOVA Using SPSS**

The researcher used One - Ways Anova to test the hypothesis with significance level  $\alpha= 0.05$ . The researcher used manual calculation and SPSS 16.0 Program to test the hypothesis using One - ways Anova. The criteria of Ho is accepted when  $F_{value} \leq F_{table}$ , and the Ho is refused when  $F_{value} \geq F_{table}$ . Then the criteria Ha is accepted when  $F_{value} \geq F_{table}$ , and Ha is refused when  $F_{value} \leq F_{table}$  or the criteria of Ho was accepted when the significant value  $\geq 0.05$ , and Ho was refused when the significant value  $\leq 0.05$ .

To make sure the manual calculation, SPSS 16.0 statistic program was conducted in this study.

**Table 4.21 calculating Testing Hypothesis**

**ANOVA**

SCORE

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	716.25		358.12	5.961	
Within Groups	6968.21		60.070		
Total	7684.46				

showed that Degree of Freedom Between Group (DFb) = 2 and Degree of Freedom Within Group (DFw) = 116 ( $F_{table} = 3.23$ ) and  $F_{value}$  was 5.961. It showed  $F_{value}$  was higher than  $F_{table}$  ( $5.961 > 3.23$ ). So,  $H_0$  was refused and  $H_a$  was accepted. There was significant differences among groups after doing the treatment, with  $F_{value} = 5.961$  and the significant level was lower than alpha ( $\alpha$ ) ( $0.00 \leq 0.05$ ).

Knowing that there was a significant difference among groups after doing the treatment, researcher needed to test the hypotheses. Because ANOVA was only to know that there was significant differences among groups, not to know where the differences among groups are, to answer problems of the study and test the hypotheses, the writer applied Post Hoc Test.

**Table 4.22 Table Multiple Comparison Using ANOVA****Multiple Comparisons**

Score

Turkey HSD

(I) GROU	(J) GROU	MD (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
EXPERIMEN	EXPERIMEN	-4.550*	1.733	.026	-8.66	-.44
	CONTROL	1.117	1.744	.798	-3.02	5.26
CONTROL	EXPERIMEN	4.550*	1.733	.026	.44	8.66
	CONTROL	5.667*	1.744	.004	1.53	9.81
MOTIVASI	EXPERIMEN	-1.117	1.744	.798	-5.26	3.02
	CONTROL	-5.667*	1.744	.004	-9.81	-1.53

The criteria  $H_0$  is accepted when the significant value is higher than alpha ( $\alpha$ ) (0.05), and  $H_0$  is refused when significant value is lower than alpha ( $\alpha$ ) (0.05).

First, based on the calculation above used SPSS program of Post Hoc Test, experimental class of writing diary showed the significant value lower than alpha ( $0.004 < 0.05$ ). It means that there was significant effect of writing diary toward writing fluency. So,  $H_0$  was refused and  $H_a$  was accepted.

Second, based on the calculation above used SPSS program of Post Hoc Test, writing diary of experimental class showed the

significant value was lower than alpha ( $0.004 < 0.05$ ). It means that there was significant effect of writing diary on writing anxiety. Thus,  $H_a$  was accepted and  $H_0$  was refused.

Third, based on the calculation above used SPSS program of Post Hoc Test, the result showed significant value was higher than alpha ( $0.026 > 0.05$ ). It means that there was no different effect of writing fluency and learning motivation. Therefore,  $H_a$  was refused and  $H_0$  was accepted.

#### **4. Interpretation**

The hypothesis testing using one way ANOVA to measure the significance effect of using writing diary toward writing fluency and learning motivation. Based on SPSS 16 Program, the researcher interpreted that Writing Diary gives effect on students' writing fluency and learning motivation at MTs Muslimat NU Palangka Raya. It was based on the calculation used SPSS 16 statistic program, the result showed. In the table multivariate test, that  $F_{\text{value}}$  was 5.961 higher than  $F_{\text{table}}$  3.07 ( $5.961 > 3.07$ ), so it can be concluded that there is significant effect, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.

In addition, based on Post Hoc test, writing fluency in experimental class showed the significant value was lower than alpha ( $0.04 < 0.05$ ) and learning motivation the significant value was lower than alpha ( $0.04 < 0.05$ ). It proves that the writing diary technique is effective in writing fluency and

learning motivation. Thus, it concludes that using writing diary affect students' writing fluency and learning motivation score of VIII class of Mts Muslimat NU Palangka Raya.

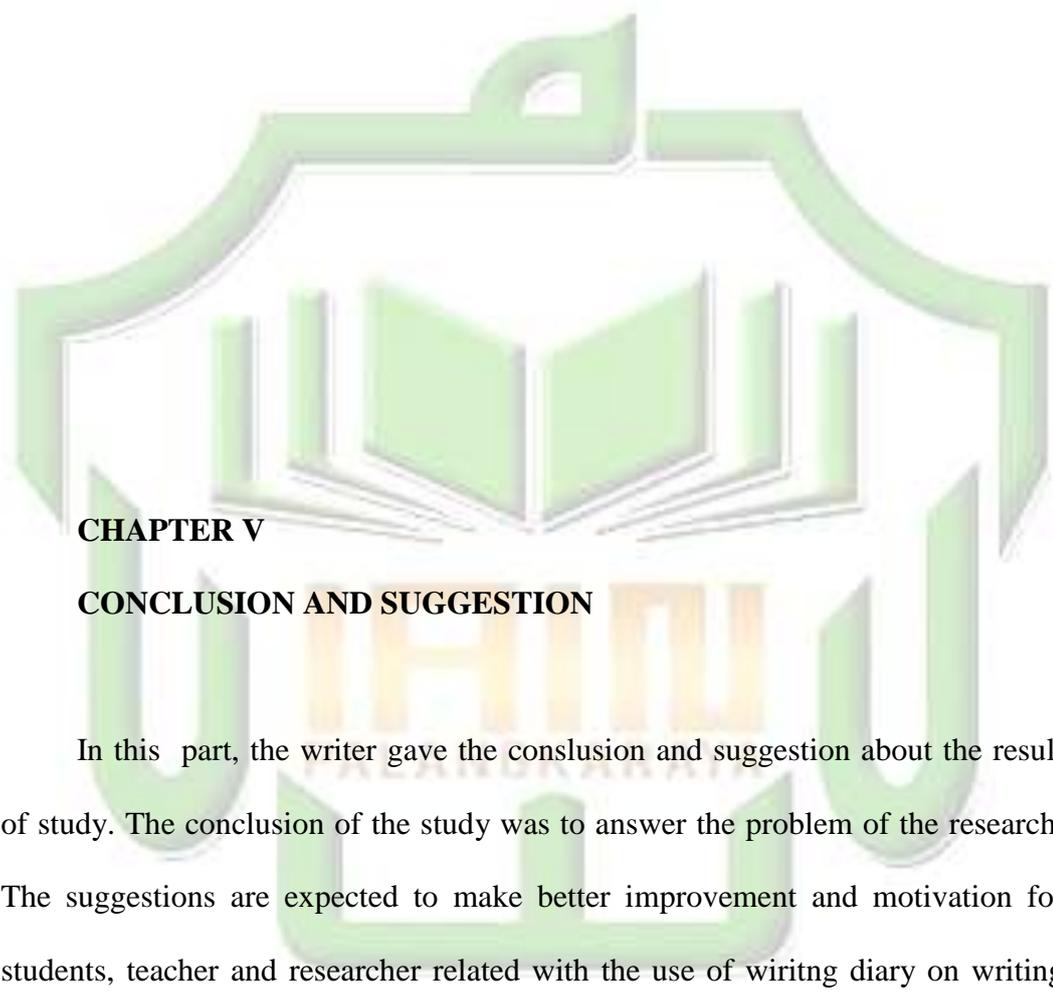
### **C. Discussion**

The result of the data analysis showed that writing diary gave significance effect on writing ability at VIII class MTs Muslimat NU Palangka Raya. The students who were taught using writing diary got higher score than students who were taught without writing diary. It was proved by the mean of writing diary was 74points and mean of control group was 73 points. This research is also supported by using calculation SPSS which shows that there was significant effect of writing diary toward writing ability with p-value was lower than alpha.

This finding confirm Ade Maria Novita (2013)study. In specific, the study found writing diary can improve students learning motivation and student active in teaching learning process. Besides, writing diary could stimulate the students thought, effecience, effective and active during learning and teaching process.

In conclusion, the use of writing diary as a technique in the teaching and learning process of writing can make a significant improvement on the students' score. It could be stated that writing diary can be used to solve the students' writing problem and it can increase the students' writing fluency. The hypothesis says that "There is a significant difference in writing fluency between students

who are taught using writing diary questions and those who are taught by conventional media” is accepted.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this part, the writer gave the conclusion and suggestion about the result of study. The conclusion of the study was to answer the problem of the research. The suggestions are expected to make better improvement and motivation for students, teacher and researcher related with the use of writing diary on writing ability and learning motivation.

#### **A. Conclusion**

The conclusion of this research study is supported by three findings. They answer the problem formulation in Chapter I.

Firstly, the pre-test result of the experimental class reveals that the mean score was 58.6 which was in fair category. Meanwhile, the post-test result shows that the mean score was 74.45 which belonged to good category. It can be concluded that the students' writing fluency of the experimental group improved significantly from the mean score 58.6 to 74.45. It improved 15.85 point and it was higher than the ideal SD. It means that the use of writing diary gives much better result than conventional media to improve the students writing fluency.

Secondly, the pre-test result of the control class illustrates that the mean score for the pre-test was 61.55 which is in fair category. Meanwhile, the mean score for the post-test was 73.33 which is in good category. It can be concluded that the students' writing fluency of the control group improved from the mean score 74.82 to 73.33. It slightly improved 15.12 point and it was smaller than ideal SD. It means that the use of conventional media gives good result in improving the students writing fluency.

Thirdly, the post-test result notes that the mean score of the experimental class was higher than that of the control class. The mean score of experimental group in the post-test was 74.45 while that of control group was 73.33. And the learning motivation result notes that the mean score of the experimental class was higher than that of the control class.

The mean score of experimental group in learning motivation was 79 while that of control group was 71.55. It means that in teaching writing,

students who were taught by using writing diary had higher scores than those who were not.

Therefore, the hypothesis which says: “There is a significant effect of using writing diary toward writing fluency and learning motivation” is accepted.

## **B. Suggestion**

Based on the conclusion of the research, the researcher proposes some suggestions for the following parties: teachers, students and other researchers.

### **1. Students**

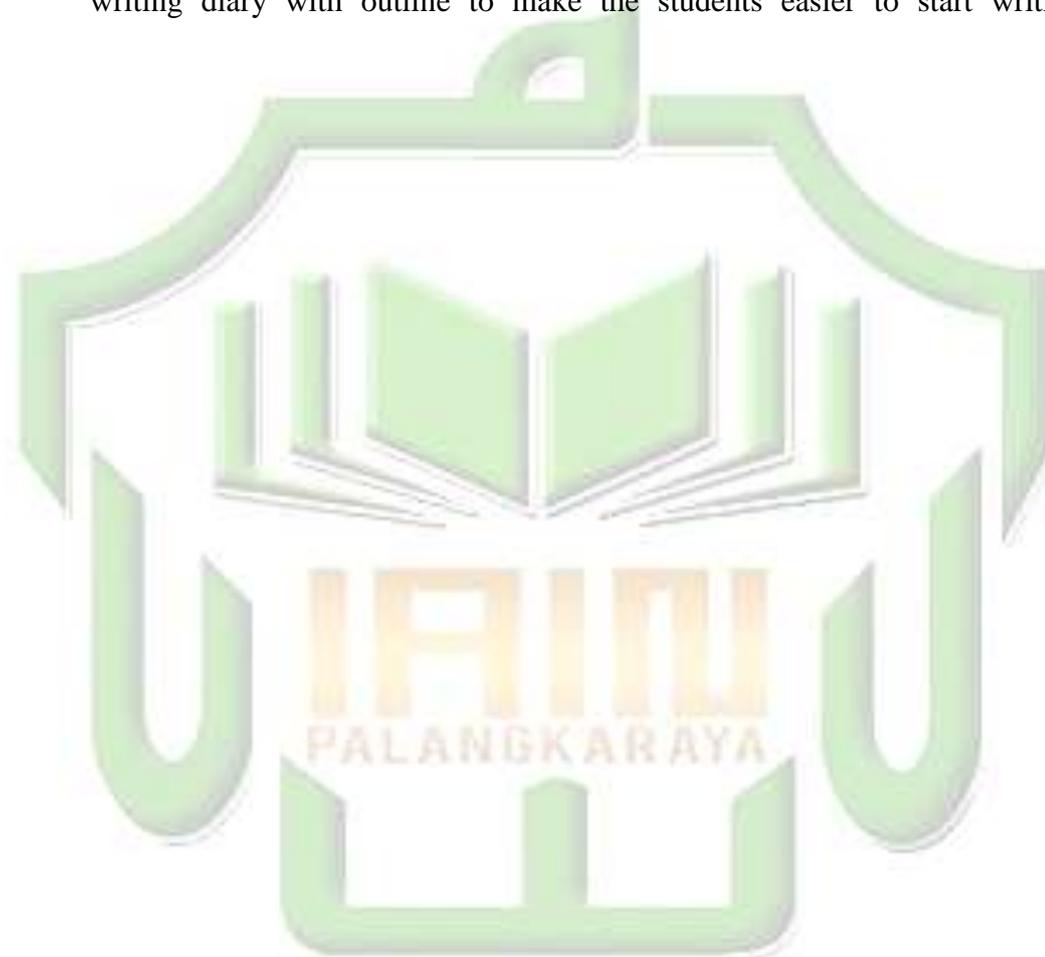
It is expected for the students of MTs Muslimat NU Palangka Raya to enrich their knowledge about the use of writing diary technique as an alternative teaching technique in teaching learning process of writing. They are motivated to learn other various techniques in teaching learning process of writing

### **2. Teacher.**

The ressearch finding shown that this technique is effective to student writing fluency and learning motivation, so the researcher recommed this technique to English teacher or lecturer for teaching writing in the class. The technique chosen has to overcome students' difficulty in writing texts and building students'creativity. It has to motivate, stimulate and improve students' writing fluency.

### 3. Other researcher

This research is only aimed at finding the significance of writing diary technique on the teaching-learning process of writing. It needs an outgoing research in the form of an action research study as an effort to improve students' writing fluency. The next researchers also be able to combine the writing diary with outline to make the students easier to start writin



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