THE USE OF WRITING JOURNAL IN EFL CLASSROOM AT THE EIGHT GRADE STUDENTSOF SMPN 13 MATARAM IN ACADEMIC YEAR 2018/2019
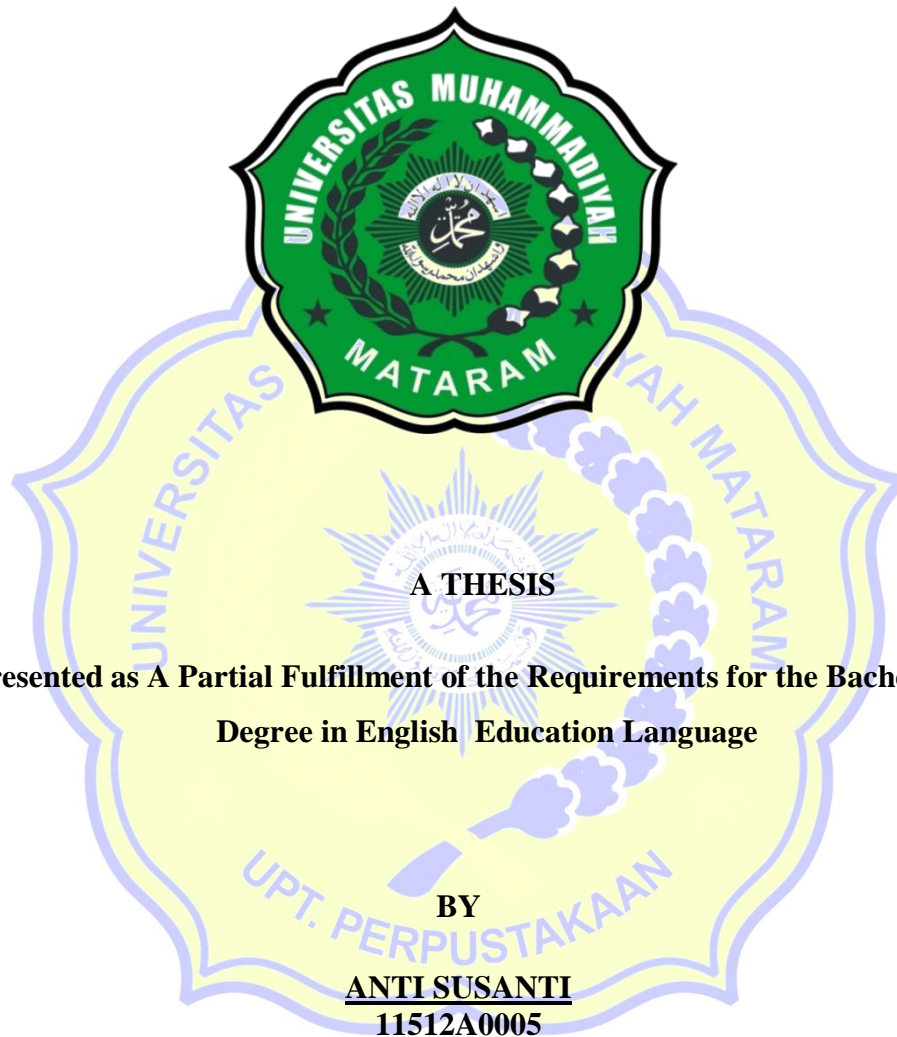
A THESIS

Presented as A Partial Fulfillment of the Requirements for the Bachelor Degree in English Education Language

BY

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FACULTY OF TEACHERS TRAINING AND EDUCATION
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2019

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THE USE OF JOURNAL WRITING IN EFL CLASSROOM AN EXPERIMENTAL STUDY AT THE EIGHT GRADE STUDENTS OFSMPN 13 MATARAM IN ACADEMIC YEAR 2018/2019

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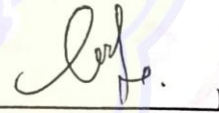**(Hidayati, M.Hum)**
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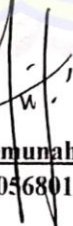
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MOTTO AND DEDICATIONS

If you don't go after what you want, you'll never have it. And if you don't ask, the answer is always no. Also if you don't step forward, you're always in the same place.
(Nora Roberts 2017)

DEDICATION

This thesis is dedicated to:

- My beloved parents (Hayat alm) a man who never hurts me an makes me like a princessand(Ayan)a gretest women in this world who I never can be as strong her.
- My uncle and aunt (Syafaruddin, Maydarti) as my adoptive parents who gave me love, care and all I needed.
- All my family, thank you for your motivation.
- My blekecekFira, Nopa, Inri, Juli, Mini, Amanda, FitriandYaniwho always support me.
- My friend (Marselina) who always gives me borrow laptop.
- The lecturer, thanks for the guidance and spent time to correct my thesis and help me during the process of writing this thesis
- My beloved almamater

DECLARATION

The autographed bellow that I am the student of English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Mataram state that:

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I certify this thesis entitled: "THE USE OF WRITING JOURNAL IN EFL CLASSROOM AT THE EIGHT GRADE OF SMPN 13 MATARAM IN ACADEMIC YEAR 2018/2019", presented as a partial fulfillment of the requirement for Bachelor of Degree in English language teaching is the result of my own work. Expect where otherwise acknowledgement and this thesis hasn't been submitted for the other institution.

Mataram , August 2019

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Finally, the researcher openly receives critics and suggestions. Furthermore, he expected that this thesis might be useful for those who are involved in English Teaching proficiency

Mataram   August 2019

The Researcher,
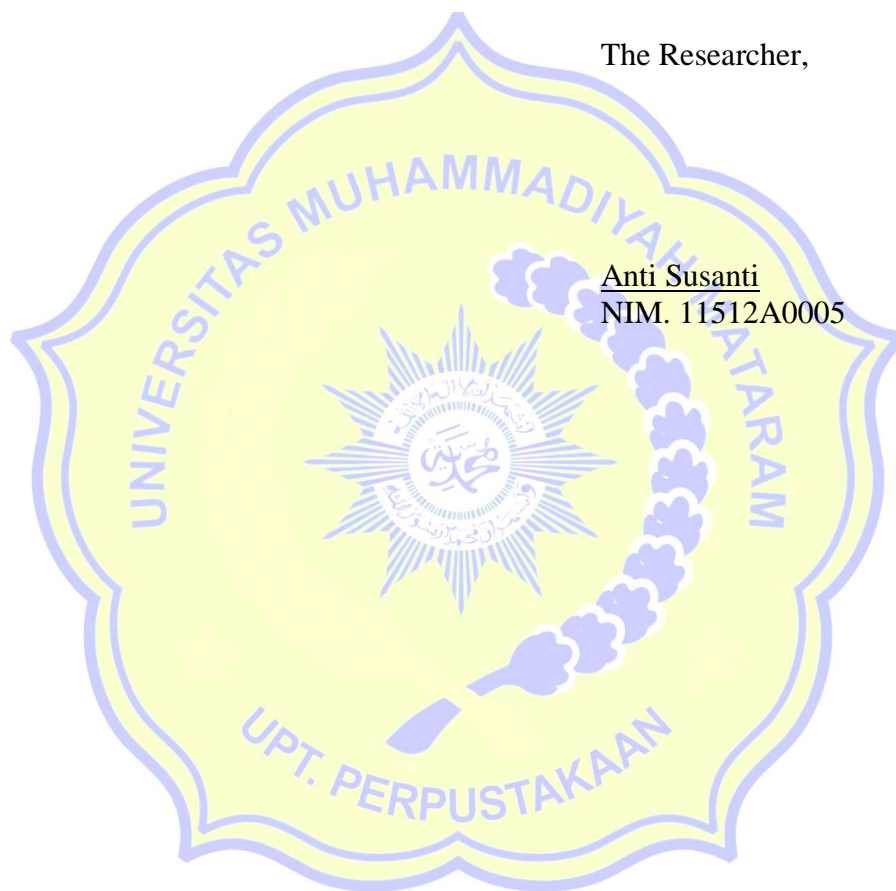
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ABSTRACT

Susanti, Anti. 219: "The Use of Writing Journal in EFL Classroom an Experimental at the Eight Grade Student of SMP Negeri 13 Mataram in academic Year 2018/2019.
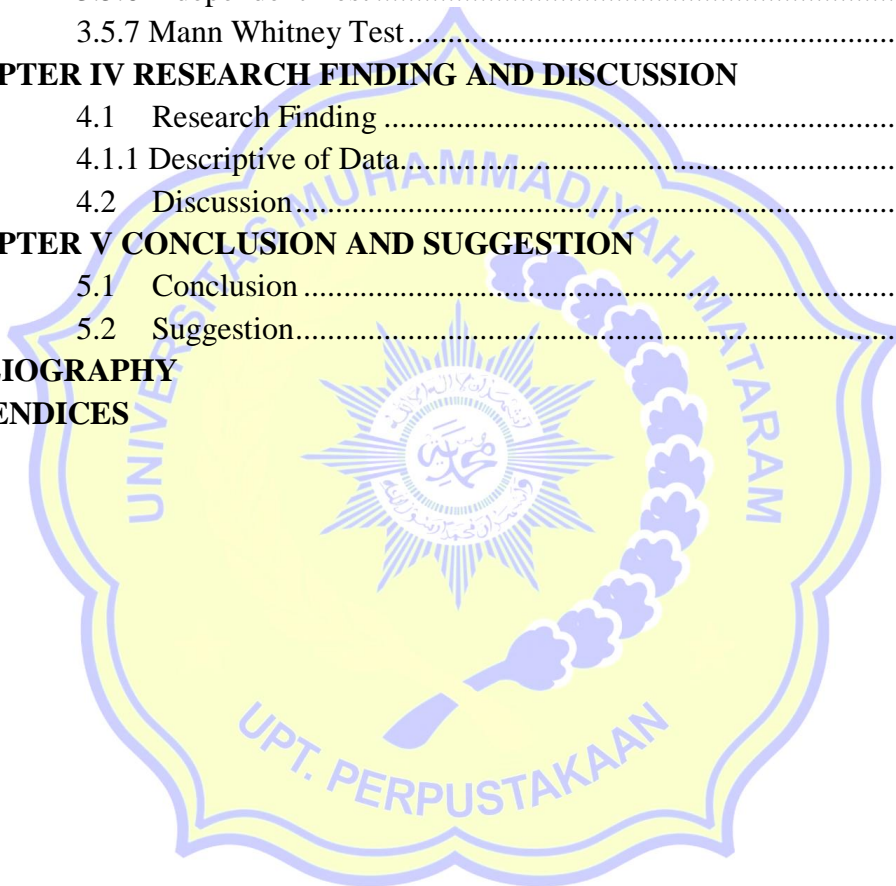
Journal writing is the process of recording personal insights, reflections and questions on assigned or personal topics. To make easier in apply this technique, the researcher comes to some purposes of study are to investigate the effect of writing journal and to analyze the significant different in students' score between students who are taught using writing journal than without using writing journal. The subject of this study is the second grade students of SMPNegeri13 Mataram in academic year 2018/2019 with the total of population is 300 students and by using cluster random sampling, the researcher was taken 60 students as a sample which devided into two groups namely a control and an experimental group. In this research, the researcher used a quasi-experimental design with three types, they are pre-test, treatment, and post-test. To analyze the data, the researcher used SPSS 17.00, and the data were collected through a writing recount text about their experiences for pre-test and holiday for post-test. Based on the result of this study, the mean score of the students in experimental class before giving treatment is 48.13. After giving the students treatment by using writing journal it has improved with the total score is 57.47, so the alternate hypothesis is accepted. Then, the students who were not taught using writing journal in the control class got the pre-test score 44,33 and post-test score 48,77. Mean score of the post-test from the experimental class was higher than the mean score of the control class. From Independent Test above if sig. (2-tailed) of 0,000<0,05, it means that the use of writing journal has significant different in students' score between students who are taught using writing journal than without writing journal at the second grade of SMP Negeri 13Mataram in academic year 2018/2019. Then from paired test sig. (2-tailed) of 0,000<0,05, it means that the use of writing journal has effect. Therefore, the researcher concludes that the use of writing journal is significant different and has effect in student writing skill at the second grade students of SMP Negeri 13 Mataram and the alternate hypothesis (Ha) is accepted.

Keywords: Writing Journal Technique, Writing Skill.

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CHAPTER 1

INTRODUCTION

This chapter explains about the background of the study, research question, purpose of the study, the significance of the study, thescope of the study, the hypothesis of the study, and definition of key terms.

1.1 Background of the study

Learning writing skill is a specification for students. Writingis a part of student daily activity. In student's existence, there are so many products of writing that can encourage their need and those can be seen in many places and any time like magazines, newspapers, brochure, etc. The forms of writing are very momentous for a student to encourage the require of the student. In order word, writing is one way or form of communication made by an individual to another in the form of handwriting. Students create communication in writing to giving information to everyone as what has been described by Gelb (1951: 12), writing is how human communicate their thoughts and feelings employing signs whether understandable not only for himself but also for all the others more.

According to Graham, Charles, MacArthur, and Fitzgerald (2007: 34), teaching writing skills in schools has two important benefits. First, Writing means to expand and deepen the student's knowledge. Second, writing is a skill that can demonstrate the ability to use a strategy such as planning, evaluation, and revision to achieve the purpose of writing with a variety of opinions and supporting evidence they have. By writing skills, a

student can write what is on his mind and issued hisnotion following what he would like to say in learning. An educated student can't only express his notion but also he has to provide data and facts which are can be acquired viatext or any sources that encourage his notion in the form of writings.

There are many problems happen in teaching process writing. According to IhdaMuflihSaifullah (2017:18), the problems area student not understand about some technical terms in writing, for example: when he liketo write a paragraph, he did not know how to differentiate between inductive anddeductive. How to put the main idea into a paragraph well.Howto write a whole text well and perfectly. Best in writing recount text. So, to solve this problem the researcher further prioritize the implementation of journal writing as a technique that the test to upgrade writing skills in recount text.Accordingto Cindy Qarina (2018), the problem is that they have students lack vocabulary. Besides,they have trouble visualizingideas while writing.So, to analyze this problem the researcher chose to write a journal as a teaching writing technique.

According to Harmer (2007:128),the journal is similar to diary.Both journal and diary havea similar purpose that is to reflect on something that happened in written form. Besides, by writing a journal or diary, particularly for teaching and learning of writing, the students will obtain the advantage of journal writing. As well as, there is some advantage of writing a journal stated by Harmer (2007: 128), first journal writing is the value of reflection. A journal gives an opportunity for students to think about what and how

they learn. The second is freedom of expression. Journalwriting tolerated students to express feelings more freely. The last is developing writing skills. Journal writing contributes to the students" general improvement such as their writing fluency. Their writing fluency will improve since they write regularly and become more familiar. Writing a journal was an effective technique in teaching writing because it couldassist the students to elaborateon the idea and make students' writing achievement became better.

There are some previous studies relevant to the present study. First, a study was conducted by NofiYulianti entitled "Improving The Writing Skills Through Diary Writing of The Tenth Grade Students of SMA N 1 Ngemplak" The next study, a study was done by Rahman Hakim entitled "The Influence Of Using Writing Diary Towards Students' Recount Text Writing Ability at The Eighth Grade of MTSBaniSuebTarahan South Lampung At The Second Semester In The Academic Year of 2015/2016" The last research by Sri Wahyuni entitle "The Use of Diary Writing in Teaching Writing Recount Text: An Experimental Study at Eight Grade Students of SMPN 7 Mataram Academic Year 2015/2016".Therefore all of the previous studies the strategy is effective and significant of diary on teaching writing.

Based on the background above, the researcheris interested to conducted theresearch entitled "The Use of Writing Journal in EFL Classroom(An Experimental Study at the Eighth Grade Students of SMP Negeri13 Mataram in the Academic Year of 2018/2019)

1.2 Research Questions

The research questions are:

1. Does the use of Writing Journal have effect in EFL Classroom at the eighthgrade students of SMP Negeri 13 Mataram in the Academic Year of 2018/2019?

2. Is there anysignificant difference between the student who are taught using Writing Journalthan without using writing journal?

1.3 Purpose of the study

The specific purpose of the research based on the research question stated as follows:

1. To investigate whether the use of Writing Journal has effect or not in EFL Classroom at the eighth-grade students of SMP Negeri 13 Mataram in the academic year of 2018/2019.

2. To analyze the significant difference between the student who are taught using Writing Journal and without using writing journal at the eighth-grade students of SMP Negeri 13 Mataram in the academic year of 2018/2019.

1.4 Significance of the study

The result of the research hopefully was give the contribution to English teaching and learning, they are:

1. Theoretically

   Researcher hope the results of this study can contribute in learning recount text through writing journal activity.

2. Practically

   a. For the teacher

   It may show the teacher that using Writing Journal can be atechnique in teaching writing.

   b. For the students

   By practicing Writing Journal, students can maximize their ability in writing recount text.

1.5 Scope of the study

1. The subject is the second-grade students at SMP Negeri 13Mataram in Academic year 2018/2019.

2. The object of this study is recount text in FokusLatihanBahasaInggrisKelas VIII SMP/MTS116

3. The use of Writing Journaltechnique in EFL Classroom.

1.6 Hypothesis of the study

In this study, the researcher has stated the hypothesis as follow :

1. The alternative hypothesis (Ha)

   Using Writing Journalhas an effect in teaching writing in EFL Classroom at the eighth-grade students of SMP Negeri 13 Mataram in the academic year of 2018/2019.

Using Writing Journalhas significant differentin teaching writing in EFL Classroom at the eighth-grade students of SMP Negeri 13 Mataram in the academic year of 2018/2019.

2. The null hypothesis (Ho)

Using Writing Journaldoes not have effectin teaching writing in EFL Classroom at the eighth-grade students of SMP Negeri 13 Mataram in the academic year of 2018/2019.

Using Writing Journaldoes not have significant different in teaching writing in EFL Classroom at the eighth grade students of SMP Negeri 13 Mataram in the academic year of 2018/2019.

1.7 Definition of Key Terms

To avoid misconception and misunderstanding of the study, the researcher would like to explain some key terms, as follow:

1. Writing

According to Brown (2001: 335) writing is the written products of thinking,drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently into a written text, how to revise text for clearer meaning and how to edit text for appropriate grammar and how to produce a final products.

2. Journal

According to Fitzpatrick (2005: 15),journal (also called diary) is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over for a day or other period. A

personal journal may include a person's experiences, and/or thoughts or feelings, including comment on current events outside the writer's direct experience.

3. EFL Classroom

According to Kate (2011) EFL classroom is in a country where English is not the dominant language.English as a Foreign Language or EFL,refers to learning and using English as an additional language in students of indonesia. Students share the same language and culture. The teacher may be the only native English speaker they have exposure to outside of the classroom.
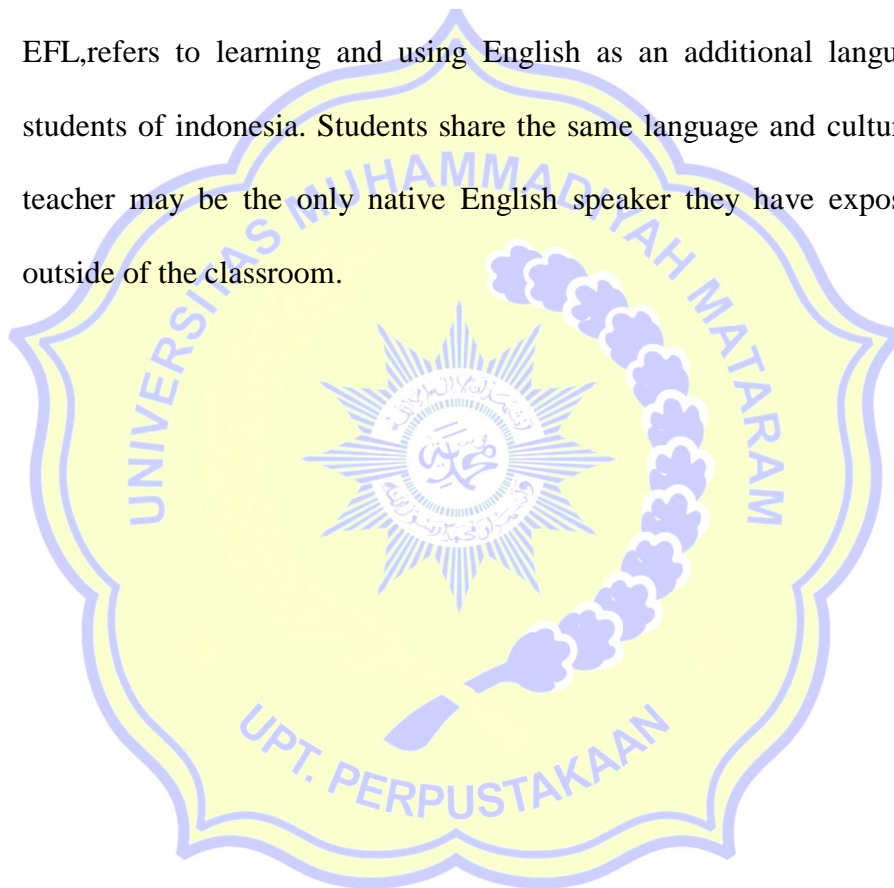
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Writing

2.1.1 The Definition of Writing

Writing is an integrated skill in English learning language. It is an approach to learn English. Writing is the representation of spoken language, written language is practicallythesame with spoken language, the difference is the performance of written language is conveyed in graphical. Therefore, Brown also mentioned that written products are the result of thinking to drafting, and revising procedures, specialized skills are required in written language and that not every speaker develops naturally (Brown, 2001:335). Moreover, writing and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good written (Nunan, 2003:88).

Based on the theories above of writing, it can be concluded that writing is the process of thinking to discover ideas, thinking about how to express into good writing and arrange the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good written. The indicator of the writingskills in this research is exploring the ideas and making them into good recount text.

2.1.2 The Purpose of Writing

Three purposes of writing is promoted by Brookes, A, and Grundy (1998: .3/4), as following:

1. Writing allows us to transcend time and space when we move a note for someone to pick up later or when we send to the post.

2. It supportsus to store a much greater volume of information than the human spirit can remember.

3. While we write we compose, this dual process the filters and shapes our experience: we create a written representation.

The purpose of writing in the classroom and outside the classroom may be different. For example,in the classroom, there may be other purposes, such as to develop language skills or to fulfill institutional essential. Whileoutside the classroom we may write because we feel the necessity to make our views known to someone else, The other purposes of writing are:

1. To express ideas

A writer expresses his feeling, expression, personality, like and dislikes in his writing in command to make readers understand something within materials.

2. To provide information

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

3. To persuade readers

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

4. 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.

2.1.3 Principle of Teaching Writing

There are four principles for teaching writing skill (Nunan, 2003: 92-94) :

1. Understand the student's reasons for writing (make sure there is a match between what the student, the teacher, and the curriculum demand)

2. supply some opportunities for students to write (practice as much and as many varied types of writing as possible, like if you are learning a sport/new skill).

3. Create feedback helpful and meaningful (provide varied constructive comment on both content and cipher develop students' self – awareness/criticism).

4. Clarify the evaluation procedures in operation.

As well as, Brown (2000: 346) mentions five principles for writing, those are:

1. Incorporate Practices of "good" Writers.

This first guideline is sweeping. But as we contemplate devising a technique that has a writing goal in it, consider the various things that efficient writer do, and see if our technique includes some of this practice.

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2.   Balance process and product

Because writing is a composting process and usually requires multiple drafts before an effective product is generated, make certain that students are carefully led through appropriate stages in the process of composing. This includes careful attention to your role as a publication and as a responder.

3.   Account For Cultural/ Literary Backgrounds

Make sure that our techniques do not assume that your students know English rhetorical conventions. If there are some clear contrast between students' native traditions and those that you are trying to educate, try to help students to understand what it is, precisely, that they are accustomed to and then, by degrees, bring them to the use of reasonable English rhetoric.

4. Connect reading and writing

Students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant types of text, students can gain important insightsboth about how they should write and about the subject concern that may become the topic of their writing.

5. Provides as much authentic writing as possible

Whether writing is real writing or for endorsement, it can still authentic in that the purposes for writing are clear to the students, the audience is specified overtly and there is at least some intent to convey meaning. Sharing writing with other students in authenticity.

2.1.4 Process of Writing

Rohman (as cited in McDonald & McDonald, 2002: 7), teaching Writing Purposes the process of writing into three stages. They are pre-writing, writing, and re-writing. Pre-writing is defined as the stage of detectionof the writing process when a person assimilates his "subject" to himself. In other words, the pre-writing stage is a stage when the process of thinking happens, as well as arise ideas and designing the ideas.Writing is a stage in which the writers set their ideas into words on papers. It means that the writers write down what they are going to say or write. The next is re-writing. This stage is defined as a process of making changes or revision in what they have written.

In line with the above concept, Richards &Renandya (2002: 315), Harmer (2004: 4-6) and Langan (2008: 17-19), there are four basic writing stages. They are planning, drafting, revising, and editing. The first element is planning, that is thinking of what comes on the writers' mind, what they are going to say or write. The second is drafting. In this stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical exactness. Writers can direct this as their first draft which may have several changes later. The next is reflecting or revising. Revising is a process of reading through what the writers had written. In other words, the writers review their text on the foundation of given feedback and make a global check to make definite that their writing can be understood by the readers. The last stage is editing. It is a stage in which the writers have edited and made changes or revision to their draft into their final version.

Nation (2009: 114) points out that there are seven sub-processes of writing. They are considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing.

From the explanation above, it can be concluded that writing, as it is seen as a process, is a product of turning out the ideas into words in a piece of paper which faces several processes. They are planning, drafting, revising, and editing.

2.1.5 The Teaching Writing in EFL Classroom

According to Daniel Vincent (2016) there are seven Tips for teaching writing in the EFL classroom:

1. Know the aim of text and the target reader

   Perhaps the two most important things to bear in mind when teaching writing and when writing oneself are the aim of the text and the target reader, as these will dictate the type of language used and the organization of the text itself.

2. Use model text as examples

   Next, study models. If your students are going to be writing a formal letter, give them some examples to work. If they are going to be writing a short story, have them read a few short stories first.

3. Brainstorm and plan

   Next, always make sure students brainstorm and plan before starting to write. The brainstorming can simply be a list of words or phrases they

want to include in the text. The plan need not be very detailed, but even a basic outline of the structure of the text can help students to write better.

4. Do pair work, do peer work

When practicing writing, brainstorming and planning can be done in pairs. This not only pools the students' resourcesbut helps to build confidence.On the first drafts, students can peer-read and review each others. for example, invite students to pick out three things they liked about their partner's text, it is items of vocabulary, descriptions, variety of tenses, along withthree things they feelcould be improved.The most important, however, is to have them react to the text as if they were the target reader. If they read a story, did they find it entertaining? If they read an essay, do they agree with the opinions? This should also be the first thing you comment on when you check any piece of student writing. Check a content as well as language accuracy, and don't simply red-pen it!

5. Have students write a draft

There's absolutely point in correcting a piece of writing if students don't and then enter your corrections and suggestions. There fore ask students to write a draft.

6. Keep a blog or wiki

A great way to get your students to write is to make them keep a blog.

7. Read, read, read

Finally, remember and make it clear to your students thatthe best writersalwaysread a lot, so get them readingas much as you can.

2.1.6 Types of Writing Performance

Brown (2001: 343-346), proposes five major categories of classroom writing performance. They are as follows:

1. Imitative

This type of writing is usually for the beginners, in which they simply write down English letters, words, and possibly sentences to learn the conventions of the orthographic code.

2. Intensive

Students produce language to endorsement their competence in grammar, vocabulary, and sentence formation.

3. Display writing

This type of writing is more focused on task-based responses in which students are responding to a prompt or assignment.

4. Real writing

The purpose of this type of writing is to exchange useful information. Since the different writing may have different purposes, the teacher should able to give the students a clear understanding of the types of writing performance so that the students could differentiate and recognize which types their writing belongs to.

5. Self-writing

Self-writing is a writer with only the self in mind as an audience. Diary or journal writing and note-taking can be categorized in this kind of writing in which they take note for something forthe purpose of later recall.

2.2 Journal Written

2.2.1 Definition of Journal

According to Hornby (1995:320), journal is a book, sometimes with space for each day of the year, in which one writes about one's daily experience records, and private thought. The other statement is Rubin (2003: 10) who state that journal is set of notes about what someone is thinking, doing, feeling at particular moment.

Seen writing a journal as a simple things, it can be an effective way to develop and enhance a great understanding and help the students in writing their experiences in everyday life routine. The purpose of a journal or diary is to give your writing muscles a daily workout. By making the act of writing something routinely, the students will change it from a boring and unsuccessful activity to what they are comfortable and familiar with.

Moreover, journal 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 journal, students was 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.

2.2.2 Step of Teaching Writing by Using Writing Journal

There are some steps to do writing journal activities by Hanan A (2015: 81) such as:

1. The teacher explains to the students about what writing journal.

2. Then, the teacher explains to the students how they are going to use their journal.

3. The students wrote journal entries, after which the teacher collected the journal.

4. The teacher then read each journal and at the end of each entry wrote a comment.

5. The journal are returned to the students the next day and the students requested to continue writing.

6. In the class, the teacher pinpoints the main features in writing journal. The students discuss the difficulties they faced, and the things they might change starting the next entry.

7. The teacher sets a time limit for writing journal (15-20 minutes) and uses a timer, so students know when they should be finished.

8. In the next, the journal is collected to view the sum of writing and connect the comments with the change in writing styles and quantity.

2.2.3 Strength and Weakness of Using Writing Journal

According to Jones (2008), there are two advantages of using the journal as follows:

1. Student Motivation Increased After Midterms

Students may have reduced their effective filters after this exam. I record that student motivational technique assists the general energy and became efficient in maintaining a strong involvement

2. Mood and Humor in the Classroom

Humor contributeto mitigate anxieties and helps to class learning. The smiles and jovial 13 exchanges were contagious within the learning environment. The Simple occasion of humor was understood by most students and kept them engaged. This increased class energy and helped me recognize the benefits of humor.

Besides the advantages, Jones also stated thatusing writing journal also has the disadvantages as follows:

1. Authenticity and Validity Dilemma.

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

2. Self-Observation Limitation

There are difficulties in evaluating its ultimate effectiveness as an agent for either personal or instructional change. The journal perception felt limited by students mental capabilities.

3. journal Time Commitments

journal keeping takes self-discipline and commitment. Work priorities,professional responsibilities, and unpreventable incidents, as a

rule,interfered with writing journal after class. Accordingly, late journal entries were often less accurate than ones done at my set.

2.2.4 Characteristics of Journal

1. Social function

   It has the social function to retell event for the purpose of informing or entertaining.

2. Generic structures

   There are some steps for constructing a written recount. They are:

   a. Orientation

      It is introduced by the main characters and possibly some minor characters. Some indication is generally given of where or when the action happens.

   b. Events

      Events are where the researcher tells how the character reacts to the events. It includes his/her feeling and what he/she does. It can be chronological order "the order in which they happened".

   c. Re-orientation

      Re-orientation or personal comment is the evaluate remark, which is interspersed throughout the record of events, but it is optional. From the statement above, the researcher concludes that recount introduces orientation to lead the readers to the context. It is continued by a sequence of events, which tell the context of the text. Then, it is concluded in re-orientation.

2.2.5 Language Features of Journal

The lexicongrammatical or language features of a journal are:

a. Use of nouns and pronouns to identify people, animals or things involved. For example; Erik, he, we, the cat, the librarian, etc.

b. Use of action verbs to refer to events. For example; go, help, etc.

c. Use of past tense to locate events in relation to speaker's or researcher's time. For example; Rini went to Bali, I was there, etc.

d. Use of conjunctions and time connectives to sequence the events. For example; and, but, then, after that, etc.

e. Use of adverbs and adverbial phrases to indicate place and time. For example; at home, carefully, etc.

f. Use of adjective to describe nouns. For example: beautiful, soft, black, etc.

2.2.6 Example of Journal

Here is the example of a journal:

Going To PandananBeach

Orientation

It was Sunday in the last may 2017.We all had finished our project and that was the time to celebrate. We went to Pandanan beach. We were 5 and we got there driving a car. We rent a car for a day.

Event

Actually, there was nothing special from Pandananbeach because we had already there for many times. But the beach was the reminder that

we had a hard memory. Yes, our friend had gone and never would back.The purpose of our day off in Pandanan beach was to pray for our missing friend.We started at early in the morning to go there. We only needed 45 minutes because the traffic was not too crowded. We brought some flowers to be sunk at the sea.Soon after we arrived at the beach we took our flowers and brought those at the bank of the beach. We pried deeply and put the flowers into the water. Sadly, we saw them slowly going to the middle of the sea and disappeared.

Reorientation

It was a celebration for our successful project and also the celebration for the loss of our friend who was the leader of our team for that project.

2.3 The Previous Studies

Some previous studies are relevant to this research.The first relevant study was done by NofiYulianti (2014) titled Improving the Writing Skills through Writing Diary as her thesis in 2014. The study was conducted at SMA N 1 Ngemplak and is aimed at implementing writing diary as a medium to improve the writing skills. The study was a classroom action research with 31 students of grade X.D as the participants. The study, furthermore, used both qualitative "interview and observation" and quantitative data pre-test and post-test. The study showed that there werefive aspectsof the students' writing skills: content, organization, vocabulary, language use, and mechanics.

The second researcher isRahmanHakim (2016) entitled "the influence of using writing diary towards students' recount text writing ability at the eighth grade of MtsBaniSuebTarahan South Lampung at the second semester in the academic year of 2015/2016" Method of this research was quasi-experimental with the treatment held in 3 times of meeting and 2 x 40 minutes for each meeting. In collecting the data, the researcher used the instrument in a written test questions. After being tried out, the equipment was used for the pre-test and post-test. This design used pre-test to find out students' ability before treatment. After giving the post-test, the writer subsequently analyzed the data. The population of this research was students of MTs BaniSuebTarahan South Lampung at the eighth grade which consisted of 104 students. The sample taken was two classes VIII A and VIII B. It was taken by using randomly that is cluster random sampling strategy.

Based on the data analysis, it was found that the result of observed was 3.59, this result then was consulted to the score of t_critical in this case 5% was 1.6669. Ho is offcastif the score of t_observed<t_critical. Because t_observed was higher than the t_critical value, Ho was offcast. In fine, the use of writing diary towards students' recount writing ability had significant influence. The conclusion of this research it is effective to use writing diary strategy in teaching writing process to upgrade students' recount writing ability. It is clear that there is any significant influence of using writing diary strategy towards students' recount writing ability. It is better to use

this strategy in teaching writing for the teachers and second reader because this strategy is interesting and comfortable when it is applied.

The last study that is relevant to this research is the one conducted by Sri Wahyuni (2016) entitle "The Use Of Diary Writing In Teaching Writing Recount Text: An Experimental Study At Eight-Grade Students Of Smpn 7 Mataram Academic Year 2015/2016. This study was conducted to find out whether the use of diary writing is effective or not in teaching writing recount text at eight-grade students of SMPN 7 Mataram academic year 2015/2016. This study used an experimental research method with two design group samples. The subject of this study was the eighth grade students and the group samples were class 8.12 an experimental group that was treated through diary writing and class 8.11 as a control group that was treated with the conventional method (recount text only). The total number of samples is 74 students. The sampling technique that used was purposive sampling technique. The researcher used pre-test, post-test, and treatment in collecting the data. The instrument that used to collect the data was tested sheet only. The technique used in analyzing the data was t-test formula. The result showed that the value of t-test was 5.88, while the value of t-table was 2.00 at a confidence level of 0.05 (95%) and the value of t-table was 2.66 at a confidence level of 0.01 (99%) in a degree of freedom 72. It indicates that the value of t-test is higher than t-table. It means that the Null hypothesis (Ho) "diary writing is not effective in teaching writing recount text at eighth grade students of SMPN 7 Mataram" is rejected, and the Alternative

hypothesis (Ha) "diary writing is an effective media in teaching writing recount text at eighth grade students of SMPN 7 Mataram" is acceptable. In short, there is a significant effect of using diary writing in teaching writing recount text at eighth grade students of SMPN 7 Mataram academic year 2015/2016. Thus, diary writing could improve students' writing ability.
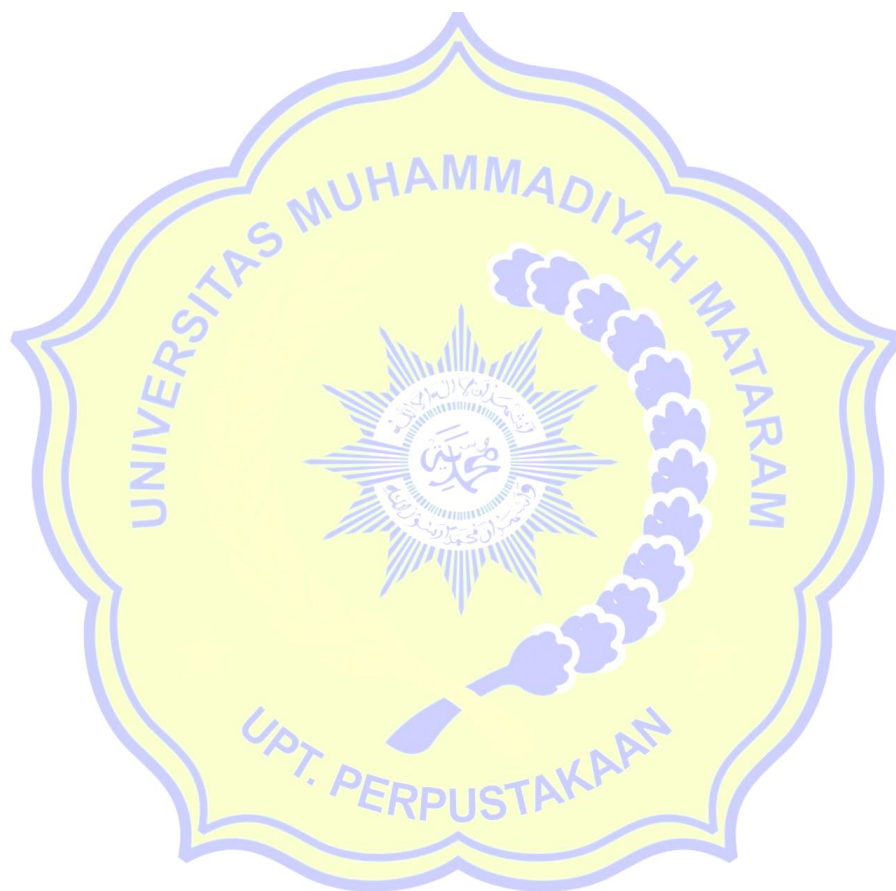
CHAPTER III

RESEARCH METHOD

3.1   Research Design

The design used in the research is a quasi-experimental design with pre-tests and post-tests. Experimental design, moreover, is used when the researcher determines the difference or impact that an activity or material may make to participants. The impact, furthermore, Was assess by giving one group a set of activities call as an intervention and withholding the set from another one. As a result, experimental designs are also known as intervention studies or group comparison studies.

The quasi-experimental design itself is use where the researchers need to useintact groups. Quasi-experiments, moreover, is usedwhen the researchers cannot artificially create groups for the experiment due to the availability of the participants and the setting that makes it impossible to form an artificial group.

The researcher may used the existing classes and designate one as an experimental group and one as the control group. This present research, therefore use quasi-experimental design base on that consideration because the researcher did not randomly assign the participants as in true experimental. In a typical quasi-experimental design, furthermore, the procedure begins with the researcher assigning the intact groups the experimental and control, giving a pretest to both groups, conducting experimental treatment activities only to the experimental group, and then

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giving a posttest to assess the differences between the two groups.The
following table shows the design of this study:

Table 3.1

Pre-test and Post-test Design

Selected Experimental group	Pre-test	Experimental treatment or writing a journal at the class	Post-test
Selected control group	Pre-test	No experimental treatment or Without using writing journal	Post-test

3.2   Population and Sample

3.2.1 Population

According to Bong and Gallin Suharto (2003: 81), "the population
is defined as a whole of participants, events, or things that was the subjects
of the research". The population in this research is all of the second-grade
students at SMP 13 Mataram in academic year 2018/2019 with the total
number of the population are 300 students which consist of 10 classes. All
of the second-grade students are stated population of this study.

Table 3.2 Population of Students

No	Class	Students
1	VIII A	30
2	VIII B	29
3	VIII C	27
4	VIII D	30
5	VIII E	30
6	VIII F	30
7	VIII G	31
8	VIII H	31
9	VIII I	30
10	VIII J	32
Total	10	300

3.2.2 Sample

The Sample is part of the population (Sugiyono, 2014; 215). "It means that we can take the sample from the population". In this research, the researcher was use the cluster random sampling technique. Because the population of this research is 10 classes, the researcher was take two classes as the samples are 8.A and 8.F with 30 students in each class.The result is8.F as the control class and 8.A as the experimental group.

Table 3.3 Sample of Students

No	Class	Students
1	VIII A	30
2	VIII F	30
Total	Total	60

3.3 Research Instrument

According toSugiyono (2014; 102)."Instrument research is the tool which is used to measure natural phenomena or social phenomena that studied the instrument of this research is the writing test". Writing test is a test which is given to the students in order to know their ability in writing. The researcher was given the students a test. This kind of test required the students to write a journal based on the instruction given.

Furthermore, the researcher used a scoring rubric that is stated by Hughes (2003: 133) to get students' value in writing as follow:

Table Scoring Rubric for Writing

No	Components	Range	Description
1	Content	30-27	Excellent to very good: related ideas
		26-22	Good: Occasionally unrelated ideas
		21-17	Fair to poor: very often unrelated ideas
		16-13	Very poor: irrelevant ideas
2	Organization	20-18	Excellent to very good: effective and incomplete
		17-14	Good: Occasionally ineffective, weak transition, and incomplete organization

		13-10	Fair to poor: Lack organization
		9-7	Very poor: little or no organization
3	Vocabulary	20-18	Excellent to very good: effective words choice
		17-14	Good: mostly effective words choice
		13-10	Fair to poor: frequently error in word choice
		9-7	Very poor: mostly ineffective word choice
4	Language Uses	25-22	Excellent to very good: grammatically correct
		21-18	Good: mostly grammatically correct
		17-11	Fair to poor: frequently error in grammar
		10-5	Very poor: very often error in grammar
5	Mechanics	20-15	Excellent to very good: few error in spelling, punctuation, capitalization, paragraphing
		14-10	Good: occasionally error in spelling, punctuation, capitalization, paragraphing
		9-5	Fair to poor: frequent error in spelling, punctuation, capitalization, paragraphing
		4-1	Very poor: dominated by errors in spelling, punctuation, capitalization, paragraphing.
	Total Score	115	

To compare students scores in writing skills as follow:

Student's Score **X 100**
   Total Score

After comparing student score in writing skills and getting the result, the researcher creates assessment table to find out the level of

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student ability in writing, whether excellent, very good, good,fair to poor, or very poor.

No	Qualification	Degree	Qualitative
1	Excellent	80-100	A
2	Very good	70-79	B
3	Good	60-69	C
4	Fair to poor	50-59	D
5	Very poor	0-45	E

Table above means:

1. Excellent

   Those students who were able to answer the test items between 80- 100 correctly

2. Very Good

   Those students who were able to answer the test items between 70-79 correctly

3. Good

   Those students who were able to answer the test items between 60- 69 correctly

4. Fair

   Those students who were able to answer the test items between 50- 59 correctly

5. Poor

Those students who were able to answer the test items between 0- 49 correctly

3.4 The Techniques of Data Collection

The data is taken from the students' writing ability. To obtain the data,someprocedures was be done as follows:

3.4.1 Pre-Test

At the first meeting, the researcher wasgiven Pre-Test to the students of the experimental group and control group before treatment. It aims to know the student's basic ability in writing. Second, the researcher comes to the classes and explain what they are going to do. Then the distributed the instruments and asked them to do the Pre-Test individually. The instrument writes a journal about the daily experience.

3.4.2Treatment

Treatment is the technique or strategy that is conducted by the research. Thereare two groups that are the control group and experimental group, and one of the groups is given treatment that is experimental group, in the experimental group the teacher gives a stimulus to students, the teacher explains how to use journal, the students write journal and it's not only done at school but also at home, the teacher then read each journal and fix it, the journal is returned and the students requested to continue writing, the teacher pinpoints main features in journal writing and the students discuss the difficulties they faced, the teacher sets a time limit for journal writing (15-20

minute), in the next, the journal iscollected, and the other group is the control group that is not given the treatment, in the control group the students who is taught without using writing journal. More detail teaching procedure you can see in appendix 1 (lesson plan)

3.4.3 Post-Test

The Test will be given after conducting Pre-Test and treatments. Post-Test in this study aimed to find the students writing ability after getting the treatment. The researcher given to the students was the same as Pre-Test.

3.5 Data Analysis Procedure

To analyze the data the researcher used SPSS 17.00, the data collecting from pre-test and post-test. To analyzethe effect of writing journal the researcher was use Normality Test, and if the data is Normally the researcher was use Paired Test, while the data is not Normally the researcher was use Wilcoxon test. To investigate the significant difference between the student who are taught using writing journal than without using writing journal the researcher was use Homogenety Test, if the datais Homogeny the researcher was use Independent test, while the data is not Homogeny the researcher was use Mann Whitney Test.

3.5.1 Descriptive data

Descriptive statistical data is useful for explaining and describing research data including the amount of data, maximum score, minimum score,average score and other.

3.5.2 Normality Test

a. Normality test is done to find out whether the research data is normally distributed or not.

b. Normal data is an absolute requirement before we do parametric statistical analysis.

c. In parametric statistics, there are two types of normality tests that are often used, namely Kolmogorov-Smirnov andSharpio-Wil test.

3.5.3 Paired Test

a. Test paired sample t-test is used to determine whether there are differences in the average of two samples in pairs.

b. Requirements in the paired sample t-test are normal distribution data

c. For homogeneous variant data, it is not a requirement in the paired sample t-test.

d. The paired sample t-test in this research was used to answer the problem statement.

e. To answer the formulation of the problem, a paired sample t-test is conducted on the pre-test dataexperimental class data with post-testexperimental class,then the pre-test control class data with the control class post-test data.

3.5.4 Wilcoxon Test

a. Test Wilcoxon aims to determine whether there is a difference in average of two samples paired in pairs

b. The research data used in the Wilcoxon test is ideally ordinal or interval data

c. Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test, there is not needed for research data that are normally distributed

d. Wilcoxon test is used as an alternative to the sample t-test diagnostic test if there is a study that is not normally distributed.

3.5.5 Homogeneity Test

a. Homogeneity test aims to determine whether a data variant of two or more groups is homogeneous or heterogeneous.

b. Homogeneous data is one of the requirements in the independent sample t-test

c. In this research, the homogeneity test is used to determine whether the variant of the post-test data of the experimental class and the post-test data of the control class are homogeneous or not.

3.5.6 Independent Test

a. The independent sample t-test is used to determine whether there are differences in the average of two unpaired samples.

b. The basic requirements in the independent sample t-test are data that is normally distributed and homogeneous.

c. The independent sample t-test in this research is used to answer the problem formulation.

d. To answer the formulation of the problem, the independent sample t-test is conducted on the post-test data of the experimental class with control class post-test data.

3.5.7 Mann Whitney Test

a. Mann Whitney test aims to determine whether there is the difference in the average of two unpaired samples.

b. The number of samples used does not have to be the same.

c. Mann Whitney test is part of non-parametric statistics, so in MannWhitney test there is not needed for research data that is normally distributed and homogenous.

d. Mann Whitney test is used as an alternative to independent sample t-test, if the research data is not normally distributed and not homogeneous.