



**THE EFFECT OF PERSONAL JOURNAL WRITING PRACTICE ON
THE TENTH GRADE STUDENTS' RECOUNT TEXT WRITING
ACHIEVEMENT AT SMAN 4 JEMBER IN THE 2011/2012 ACADEMIC
YEAR**

THESIS

By

**GALUH DIWASASRI
NIM 070210401096**

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2012



**THE EFFECT OF PERSONAL JOURNAL WRITING PRACTICE ON
THE TENTH GRADE STUDENTS' RECOUNT TEXT WRITING
ACHIEVEMENT AT SMAN 4 JEMBER IN THE 2011/2012 ACADEMIC
YEAR**

THESIS

**Composed to fulfill one of the requirements to obtain S1 Degree
at the English Education Program, Language and Arts Education
Department
The Faculty of Teacher Training and Education
Jember University**

By:

**GALUH DIWASASRI
NIM 070210401096**

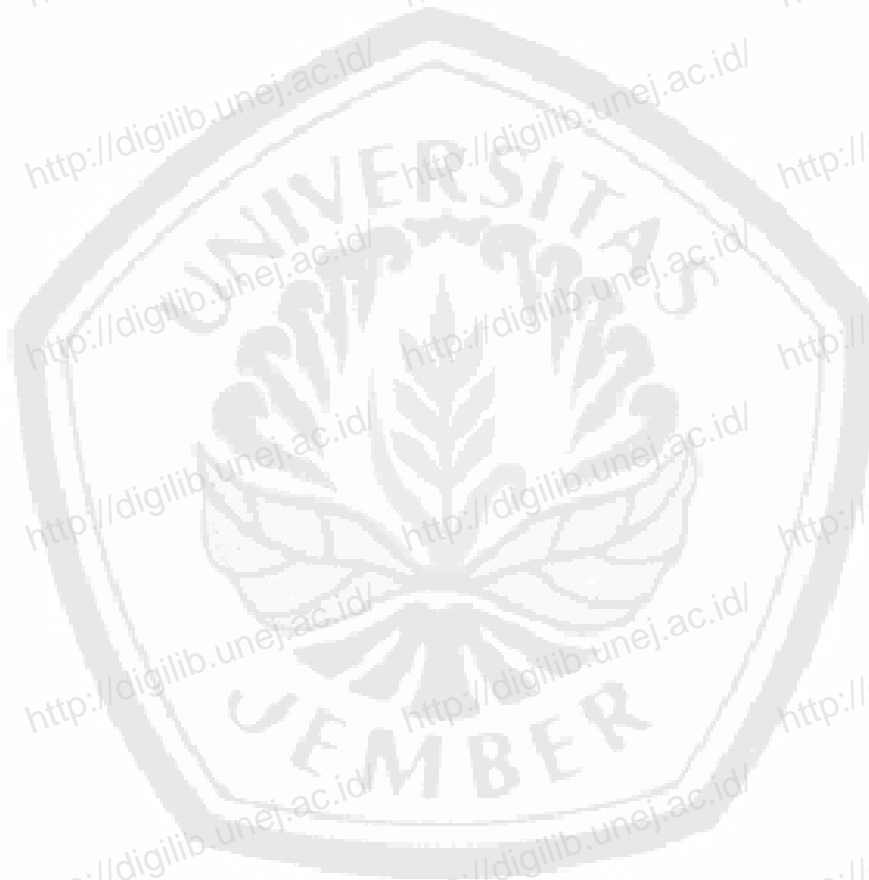
**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2012

DEDICATION

This thesis is honorably dedicated to:

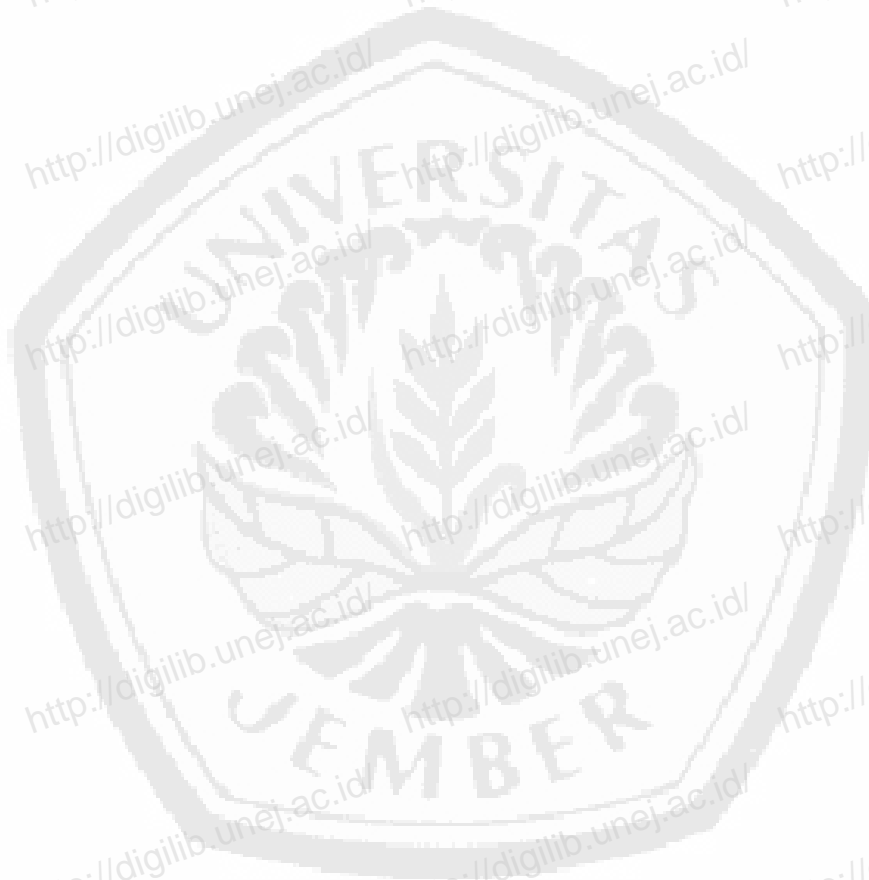
1. My beloved parents, Mulyono and Pujiastuti;
2. My beloved brothers Adiyuta and Magista;
3. My beloved husband Fanani;
4. All my lovely friends in English Regular 2007



MOTTO

“Those who want to reach success and happiness in the world must have the knowledge, and those who want to reach success and happiness in the hereafter must have the knowledge, and those who want to reach success and happiness in the world and the next must have the knowledge”

- Al-Hadits -



CONSULTANTS' APPROVAL

The Effect of Personal Journal Writing Practice on the Tenth Grade Students' Recount Text Writing Achievement at SMAN 4 Jember In The 2011/2012 Academic Year

THESIS

Composed to fulfill one of the requirements to obtain S1 Degree at the English
Education Program of the Language and Arts Education Department of the
Faculty of Teacher Training and Education Jember University

Name	: Galuh Diwasasri
Identification Number	: 070210401096
Level	: 2007
Place, Date of Birth	: Jember, February 26 th , 1988
Department	: Language and Arts
Program	: English Education

Approved By:

Consultant I

Consultant II

Dr. Budi Setyono, M.A.
NIP. 19630717199002 1 001

Drs. Bambang Suharjito, M.Ed.
NIP.19611023 198902 1 001

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis is approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Tuesday

Date : June 12, 2012

Place : The Faculty of Teacher Training and Education

Examiners Team

The Chairperson

The Secretary

Drs. Sudarsono, M.Pd.
NIP. 131 933 442

Drs. Bambang Suharjito, M.Ed.
NIP.19611023 198902 1 001

The Members,

1. Dra. Musli Ariani, M.App.Ling
NIP. 19680602 199403 2 001

1.

2. NIP. 19630717 199002 1 001

Dr. Budi Setyono, M.A

2.

The Faculty of Teacher Training and Education

The Dean,

Drs. H. Imam Muchtar, S.H.,M.Hum.

NIP. 19540712 198003 1 005

SUMMARY

The Effect of Personal Journal Writing Practice on the Tenth Grade Students' Recount Text Writing Achievement at SMAN 4 Jember In The 2011/2012 Academic Year; Galuh Diwasasri, 070210401096; 2012;35 pages; English Education Program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

Writing usually considered as a difficult work by many students, mostly they find it difficult to transfer thoughts from their mind onto pieces of writing. Moreover, teacher in Senior High School commonly do not give enough time to teach writing, they usually more concern in teaching reading and grammar. according to the teachers, they do not teach writing very often because writing is not examined in National Examination, besides according to the teacher, teaching writing is time consuming because usually students need much time in composing a piece of writing.

An expert says that writing is a skill that can be learned by everyone, so the more they practice writing, the better they will write. Based on that reason, the researcher conducted a research that gave the students a chance to have more practice in writing by asking them to practice writing personal journal.

This research was intended to know whether or not personal journal writing practice has a significant effect on the tenth grade students' recount text writing achievement at SMAN 4 Jember in the 2011/2012 Academic Year.

The research design that was used was quasi experimental with nonequivalent-groups post-test only design. This research took two classes of eight classes that are used as the experimental group and the control group. In the selection process the researcher held a homogeneity test. After the homogeneity test was held, then it was analyzed statistically by using ANOVA. After the experimental class had gotten, then the researcher gave the treatment to the experimental class, and after that the researcher gave post-test to both of the class.

The population of this research was the tenth grade students of SMAN 4 Jember in the 2011/2012 academic year that consists of eight classes. While, the

samples of this research were two classes that are taken from eight classes of grade X of SMAN 4 Jember in the 2011/2012 academic year that taken randomly using lottery because the population were homogenous. The experimental class was class X.3 that consists of 35 students, while control class was X.7 that consists of 37 students. The experimental class was taught how to practice writing by using personal journal and asked to practice writing using personal journal, while the control class was taught by conventional technique that used by the teacher that was rearrange jumbled sentences in paragraphs.

The primary data of this research were students' scores that were gotten from the students' scores of writing post test. The primary data were collected to compare the achievement of the two different groups after treatment. The data were analyzed by using t-test formula. Based on the results, the statistical value of t-test was 2.48 while the critical value of t-test with significant level 5% and the degree of freedom 70 is 1.671. It means the statistical value of t-test is higher than the critical value of t-test ($2.48 > 1.671$). Consequently, the null hypothesis (H_0) formulated: "there is no significant effect of using personal journal writing practice on the tenth grade students' recount text writing achievement at SMAN 4 Jember in the 2011/2012 academic year" is rejected. On the other hand, the formulated alternative hypothesis: "there is a significant effect of personal journal writing practice on the tenth grade students' recount text writing achievement at SMAN 4 Jember in the 2011/2012 academic year" is accepted. Based on the result of this research, it was shown that there was a significant effect of personal journal writing practice on the tenth grade students' writing achievement.

ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah, for blessing me and giving me strength so I can finish my thesis entitled ***“The Effect of Personal Journal Writing Practice on the Tenth Grade Students’ Recount Text Writing Achievement At SMAN 4 Jember In The 2011/2012 Academic Year.”***

I also would like to express my deepest appreciation and sincerest thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University,
2. The Chairperson of the Language and Arts Department,
3. The Chairperson of the English Education Programs,
4. My first consultant, Dr. Budi Setyono, M.A., and my second consultant, Drs. Bambang Suharjito, M.Ed., who have spent their time to give me guidance and valuable suggestions that led me compile and finish my thesis.
5. The examination committee.
6. The lecturers of the English Education Program who have given me a lot of knowledge,
7. The Principal, the English teacher, the tenth grade students of SMAN 4 Jember in 2011/2012 academic year who have given me an opportunity and participated willingly to involve in this research,

I believe that this thesis still has some weaknesses. Therefore, any criticism and suggestions from the readers will be appreciated to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, May 2012

Writer

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
DEDICATION	iii
MOTTO	iv
CONSULTANT'S APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
SUMMARY	vii
ACKNOWLEDMENT	ix
TABLE OF CONTENT	x
THE LIST OF APPENDIXES	xii
THE LIST OF TABLES	xiii
CHAPTER 1. INTRODUCTION	
1.1 The Background of the Research	1
1.2 The Problems of the Research	4
1.3 The Operational Definition of the Terms	4
1.4 The Objectives of the Research	5
1.5 The Significance of the Research	5
CHAPTER 2. REVIEW OF RELATED LITERATURE	
2.1 The Definition of Writing Ability	7
2.2 Kinds of Writing Text	8
2.3 Writing Achievement	9
2.3.1 Grammar	10
2.3.2 Vocabulary	10
2.3.3 Mechanics	11
2.3.4 Fluency	12
2.3.5 Organization	12

2.4 The Definition of Personal Journal Writing.....	13
2.5 The Theories of Personal Journal Writing Practice.....	15
2.6 The Advantages and Disadvantages of Personal Journal.....	16
2.7 The Procedures of Assigning Students to Practice Writing by Using Personal Journal.....	16
2.8 The Effect of Using Personal Journal on Writing Achievement.....	19
2.9 Previous Research Findings on the Use of Personal Journal in ELT.....	19
2.10 Research Hypothesis.....	20

CHAPTER 3. RESEARCH METHODOLOGY

3.1 Research Design	21
3.2 Research Population.....	23
3.3 Research Sample.....	23
3.4 Data Collection Method	24
3.4.1 Writing Test	25
3.4.2 Observation.....	27
3.5 Data Analysis Method	27

CHAPTER 4. RESEARCH RESULT AND DISCUSSION

4.1 The Description of the Research Activity.....	29
4.2 The Results of the Post Test.....	31
4.3 The Hypothesis Verification.....	32
4.4 Discussion.....	33

CHAPTER 5. CONCLUSION AND SUGGESTIONS

5.1 Conclusion	35
5.2 Suggestions	35

BIBLIOGRAPHY

THE LIST OF APPENDIXES

Appendix A. Research Matrix.....	40
Appendix B. Lesson Plan.....	42
Appendix C. Homogeneity Test.....	71
Appendix D. Post Test.....	72
Appendix E. The Schedule of the Research.....	73
Appendix F. The List of Respondents.....	74
Appendix G. The Tabulation of Homogeneity Test.....	76
Appendix H. The Calculation of Homogeneity Test.....	77
Appendix I. The Tabulation of Post Test of Experimental Group.....	78
Appendix J. The Tabulation of Post Test of Control Group.....	80
Appendix K. The Calculation of Post Test.....	82
Appendix L. The Tabulation of Post Test from the Researcher and the Teacher.....	84
Appendix M. The Calculation of Reliability Test.....	85
Appendix N. The Result of Interview.....	86
Appendix O. Field Notes.....	87
Appendix P. The Samples of Students' Personal Journal Writing.....	93
Appendix Q. The Samples of Students' Post Test from Experimental Group Scored by The Researcher.....	101
Appendix R. The Samples of Students' Post Test from Experimental Group Scored by The Teacher.....	104
Appendix S. The Samples of Students' Post Test from Control Group Scored by The Researcher.....	107
Appendix T. The Samples of Students' Post Test from Control Group Scored by The Teacher.....	110
Appendix U. Scoring Rubric of Writing.....	113

THE LIST OF TABLES

Table 1. The Distribution of the Students..... 30

