

**A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS'  
ACHIEVEMENT OF JOURNAL WRITING AT SMUN 1  
GEDANGAN SIDOARJO IN THE 2003/2004  
ACADEMIC YEAR**

**Thesis**

Presented to Fulfill One of the Requirements to Obtain S1 Degree at the English  
Education Program of Language and Arts Education Department of  
the Faculty of Teacher Training and Education  
Jember University



By

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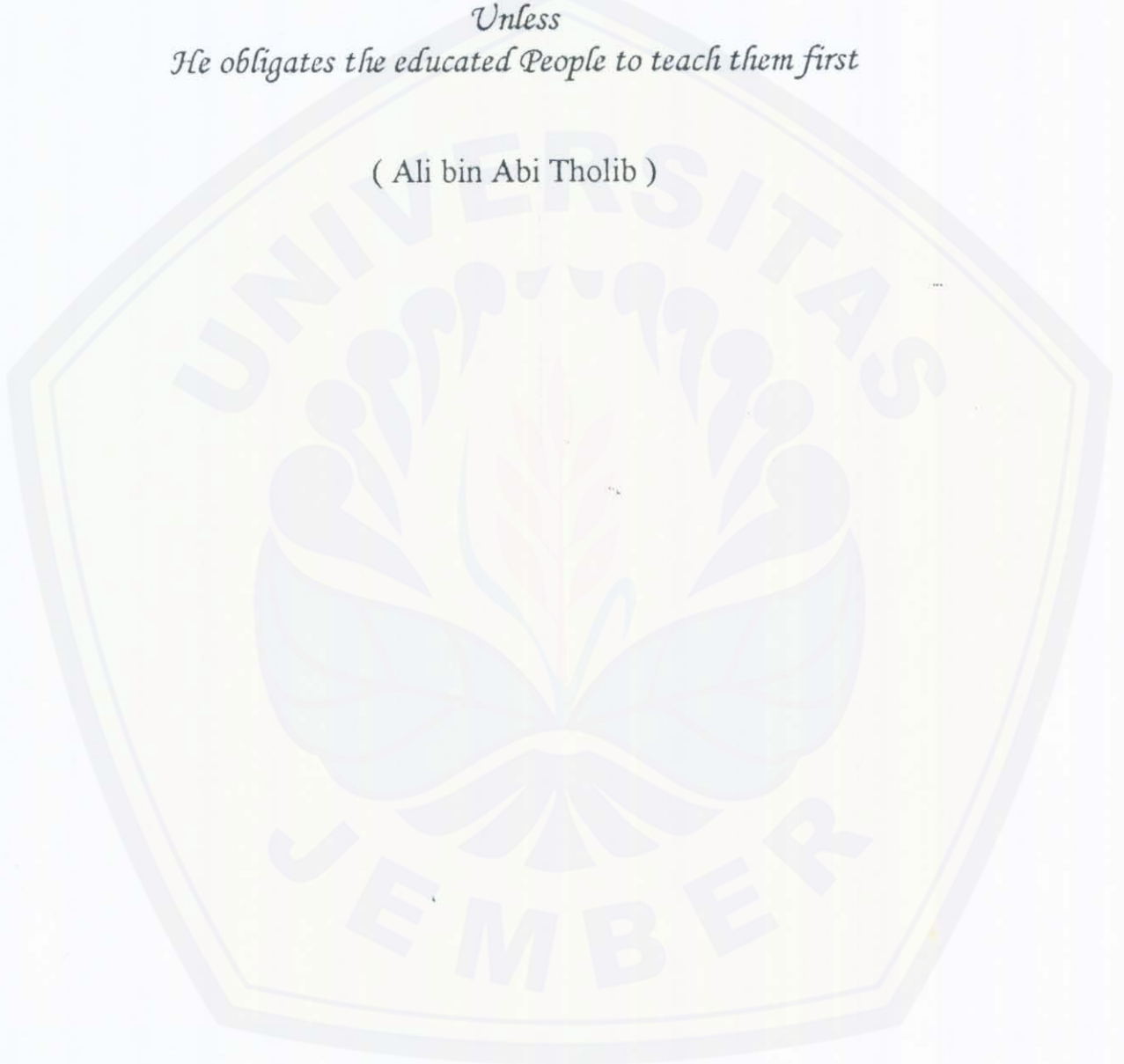
**ENGLISH EDUCATION PROGRAM  
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**MAY, 2004**

**MOTTO**

*Allah doesn't obligate the stupid people to learn  
Unless  
He obligates the educated People to teach them first*

( Ali bin Abi Tholib )



## DEDICATION

This thesis is honorably devoted to:

1. My beloved husband, *Arif Budi Cahyono* who gives me great love and supports. You raised me up to more than I can be. Thanks for being my best partner.
2. My beloved *mom, dad and emak*, who made me to be a strong woman. Thanks for being my silent prayers.
3. My dearest brothers, *Budi and Andri*, wish you luck, brothers!
4. My lovely friends, *Nel, Diah, and my high gank*. We have spent wonderful time. Thanks, for allowing me to be a part of your life.
5. All fellow of '99 level especially *Ames, Tatat, and Uchie*. Thanks for accompanying me in this college.
6. My friends in al- Qonanga, especially mbak *Eng, Cemflux, and Tin* Thanks for the sweet memories.
7. My almamater that made me possible to be a good English teacher.

**CONSULTANTS' APPROVAL**

A DESCRIPTIVE STUDY OF THE SECOND YEAR STUDENTS' WRITING  
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AT SMUN I GEDANGAN SIDOARJO  
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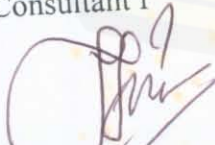
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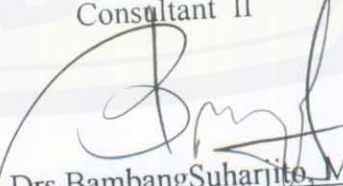
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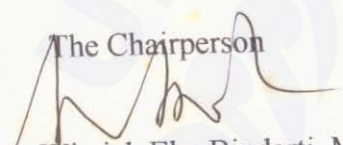
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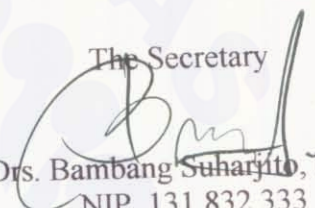
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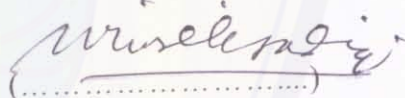
  
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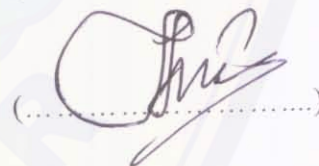
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As the writer, I expect that this thesis will be useful for me and for the readers, especially for those who concern about the English education. However, I do realize that there is still some shortcoming that makes this thesis far from being perfect. Thus, for this reason, any comments and suggestions are really expected for the improvement of the thesis.

Jember, May 2004

the Writer

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## ABSTRACT

Repi Suyanti, May 2004. A Descriptive Study of the Second Year Students' Writing Achievement Through Journal Writing at SMUN I Gedangan Sidoarjo in the 2003/2004 Academic Year.

Thesis, English Education Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

Consultant : 1. Dra. Siti Sundari, MA.

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Improving the students' writing achievement was very important for writing that is considered as one of the most difficult language skills. One of the ways that could be done was applying journal writing as an alternative writing teaching technique. Journal writing can help the students improve their writing achievement through practicing writing. The objective of this research was to describe the second year students' writing achievement through journal writing. The research design was descriptive and the respondent determination method was cluster random sampling by lottery. The second year students of SMUN I Gedangan Sidoarjo in the 2003/2004 Academic Year as the respondent. The primary data were obtained by journal writing assignment and analyzed by using statistic descriptive method. Interview and documentation were used to collect the supporting data. From the data analysis, it could be concluded that on the average, students writing achievement of the second year students of SMUN I Gedangan Sidoarjo in the 2003/2004 Academic Year was categorized as fair ( $M=67,46$ ). Meanwhile, on the average, the students' achievement of each indicator was as follows (1) the indicator of content was excellent ( $M=86,08$ ), (2) the indicator of grammar was poor ( $M=47,41$ ), (3) the indicator of mechanics was fair ( $M=67,73$ ). Therefore, it is suggested that the English teacher at the school should give a lot of practice of journal writing to the students frequently to improve their writing skill particularly with the attention to the grammar.

## I. INTRODUCTION

This chapter presents the discussion of some issues related to the topic being studied. They are the background of the study, the problem of the study, ...the operational definition, the objective of the study and the advantages of the study.

### 1.1 The Background of the Research

Language has an important role as a medium of communication for helping people to share information, ideas, and feelings. One of the languages used by people in the world is English. Nowadays, English becomes an international language that plays an important role in many aspects, such as education, science, commerce, technology, and so forth. Therefore, English is very important to be mastered.

In Indonesia, English is determined to be one of the compulsory subjects in Junior and Senior High Schools. It means that English must be taught to students at SLTP and SMU in Indonesia. The English teaching is based on the 1994 English Curriculum with communicative or meaningfulness approach. The objective of the English teaching at Senior High School is to enable the students to develop communicative competence that covers reading, listening, speaking, and writing (Depdikbud, 1999:2).

The English teaching in SMU comprises four language skills namely; listening, speaking, reading and writing. These skills are taught integratedly. Among these skills, writing is considered to be the most difficult one to be mastered. Most of the students feel that writing is complicated because they have to be able to get down their ideas accurately and smoothly. This is in line with Raimes' finding (1983:13) that shows students often complain about how difficult it is to write in a second language, including English, not only about the difficulties of "finding" the right words and using the correct grammar, but also the difficulties in finding and expressing ideas in the target language. In other words, writing is not only how to

write in correct forms, but also how to organise, but also how to organize the ideas in the appropriate order.

Sunarsih (2000) in her research reported that 74,44% of the second year students of SMUN 2 Jember in 1999/2001 academic year was in the level of poor in applying tenses. They often make many mistakes in their writing, especially grammatical mistakes writing paragraph. She explained that this condition was caused by the fact that students have lack knowledge in applying grammar in writing. In addition, Lestari (2000) found that the second year students' ability to write paragraph at MAN 2 Jember in the 2000/2001 academic year was 57,25 % or was categorized in "poor" level. Here, the students cannot write their sentences in good order. They also cannot develop the main idea in the topic sentences. In other words, the students' ability to control the unity and coherence in paragraph writing is poor. Consequently, their ability to write a paragraph is not yet good.

Concerning with the fact that writing is difficult; there are some reasons that may influence the writing difficulties. According to Hughes et al., (1983:38) writing is often found as the most difficult skill of all the English skills both as the first and second language. They believe that in mastering writing, students should consider some aspects such as grammar, spelling, mechanics etc. In writing, the students have to use those aspects correctly. In Indonesia, most of students find difficulties in writing English. It is because English has different structure, spelling, and pronunciation from those of Indonesian. In addition, the students should have good vocabulary for expressing their ideas in their writing effectively. It can be said that writing is complex because it demands good language components such as grammar, mechanics, vocabulary, organizations, etc. Beside the reasons above, psychologically, the students feel that writing is depressed. They are often afraid of making mistakes, so they worry too much when their teacher asks them to write.

The other reason that might influence this problem deals with the other teacher's technique. Some techniques are considered inappropriate to the students and they are not appropriate in improving the students' writing ability. Concerning with

this reason, Tarigan and Tarigan (1987:187) found a phenomenon that teaching writing in school have not well done yet, since the teacher's technique is commonly less various, less motivating, and less in frequency. In this case, the techniques such as controlled writing still have some lacks, as found by Cahyo (1996) that controlled writing could not give the students chance to express their ideas freely. It is also difficult to know the students' writing ability exactly. He adds that it makes the students get bored because they just write a given material or topic. As a result, there were 62,36% students of Therefore, the teaching of writing must be presented in more various ways that can motivate the students for practicing writing. In addition, some writing is less appropriate for students. Controlled writing is one of writing technique that usually used by the teacher still have some lacks, as found by Cahyo (1994:25) that controlled writing cannot give the students chance to express their ideas freely. It is also difficult to know the students' writing ability exactly. He adds that it sometime makes the students get bored because they just write a given material or topic. As a result, there were 62,36% students of the second year of MAN 2 Jember in the 1995/1996 academic year categorized as poor. Therefore, the teacher should select the writing teaching technique and the materials appropriately, even provide more frequency for practicing writing.

To overcome the problem of teaching writing, one possible solution is to apply journal writing, since it is helpful for improving students' writing skill. Concerning with this idea, Hughey et al. (1983:41) say that it is better to get students to write as frequently as possible, even if they make a great number of mistakes. The emphasis on quantity in daily writing exercises, in journal keeping, in discovery exercises, can help the writers overcome their fears, boost their confidence, and develop their writing habit. In short, journal writing as one of free writing may be used as a teaching technique to provide the students writing exercises to improve the students' writing skill.

Based on the result of interview with the English teacher at SMUN 1 Gedangan as a preliminary study, it is found that the English teacher has applied the

teaching of writing through journal writing for two years. It is intended to improve the second year students' writing abilities. Here, the teacher applies journal writing for teaching paragraph writing by asking the students to practice journal writing that tells about their experiences, thoughts, inspiration, emotion, etc. during the day regularly. The students' abilities on writing English, on the average was 72.37 that was categorized as good.

Based on the descriptions above, it is necessary to conduct a research entitled "A Descriptive Study of the Second Year Students' Achievement of Journal Writing at SMUN I Gedangan Sidoarjo in the 2003/2004 Academic Year "

## **1. 2. The Problem of the Research**

The problems of the research are divided into the general problem and the specific problems.

### **1.2.1 The General Problem of the Research**

In general, the research problem is formulated as follows: How is the Second Year Students' Achievement of Journal Writing at SMUN I Gedangan in the 2003/2004 Academic Year?

### **1.2.1 The Specific Problems of the Research**

In particular, the research problems are formulated as follows:

- a. How is the Second Year Students' Achievement of Journal Writing on the Aspect of Content (coherence and unity) at SMUN I Gedangan in the 2003/2004 Academic Year ?
- b. How is the Second Year Students' Achievement of Journal Writing on the Aspect of Grammar (the use of tenses) at SMUN I Gedangan in the 2003/2004 Academic Year ?
- c. How is the Second Year Students' Achievement of Journal Writing on the Aspect of Mechanics (punctuation and capitalization) at SMUN I Gedangan in the 2003/2004 Academic Year ?

### **1.3. Operational Definition of the Terms**

An operational definition will serve as a guideline to understand the concepts of the study. It enables the readers and the writer to get mutual understanding of the terms used in the research. The terms that need to be defined operationally are journal writing and the students' achievement.

Journal writing is an activity in which the students record their daily inner thoughts, inspirations, and emotions in a notebook (Wingersky et al., 1999:1). According to Winterowd (1981:29) journal writing is an individual writing of various kinds and on various subjects: jotted-down ideas that have occurred to you, descriptions of scenes that have impressed you, narration of events, poems, wordplay, thinking-in-writing, even doodles.

In this research, journal writing is an individual writing activity about the students' daily experiences, thoughts, inspiration, emotion, etc. they had in a notebook regularly. By considering the ideas above, journal writing achievement in this research means the second year students' scores of journal writing assignments given to the students after they have practiced journal writing taught by the English teacher. In this case, for practical reason, their achievement is evaluated from the aspects of Content (unity and coherence), Grammar (the use of tense), and Mechanics that covers punctuation (the use of comma and full stop) and capitalization.

### **1. 4. The Objective of the Research**

Related to the research problem, the objectives of the research are divided into the general objective and specific objectives.

#### **1.4.1. The General Objective of the Research**

In general, the research objective is to describe the second year students' journal writing achievement at SMUN I Gedangan Sidoarjo in the 2003/2004 Academic Year.

#### **1.4.2 The Specific Objective of the Research**

In particular, the specific objectives of the research are formulated as follows:

- a. To describe the second year students' achievement of journal writing on the Aspect of Content (coherence and unity) at SMUN I Gedangan in the 2003/2004 Academic Year.
- b. To describe the second year students' achievement of journal writing on the Aspect of Grammar (the use of tenses) at SMUN I Gedangan in the 2003/2004 Academic Year.
- c. To describe the second year students' achievement of journal writing on the Aspect of (punctuation and capitalization) at SMUN I Gedangan in the 2003/2004 Academic Year.

## **1. 5. The Significances of the Research**

The research results are expected to give significant inputs to the following people:

### **a. The English Teachers**

The research result will be useful as an input for the English teacher to know the students' journal writing achievement that is useful as consideration to develop the teaching of writing. Journal writing is also used as a technique to evaluate the students' writing skill by giving the students journal writing practice regularly.

### **b. The Students**

The research result will be useful as an input for the students to know their journal writing achievement, then they will be more encouraged to practice journal writing for improving their writing.

### **c. The Other Researchers**

The research results will be useful as an input for other researchers to conduct further research dealing with the writing skill using a different research design such as an experimental research or an action research to improve the students' writing skill through journal writing.



## II. REVIEW OF RELATED LITERATURE

This Chapter reviews the theories related to the research problem. They cover writing skills and its aspects, the theory of journal writing, the hints for journal writing, the strengths of journal writing, the procedures in applying journal writing as a technique and the teaching writing at SMUN I Gedangan.

### 2.1 Writing Skill and Its Aspects

Writing is a skill, however, it does not come to us automatically, but it requires some experiences, talent and a lot of regular training. In this case, Oshima and Hogue (1991:1) state that many people have the mistaken idea that being able to write is a talent that one either has or doesn't have. This idea is not true. We can learn to write effectively if we are willing to learn some strategies and practice them. It means that every student has a chance to be a good writer. Thus, the students have to practice writing by applying their strategies. Here, they can practice both guided and free writing.

Writing is not simply transforming language, but it also a thinking process. As McWhorter (2001:5) says that good writing is a thinking process. The writers should think about their audience and topic, develop ideas and supporting material, and plan how the best way to say what they want to say. In can be said that the students should think several aspects before beginning writing, such as the audience, the topic, the supporting materials, the way to develop the topic. Besides, they also have to know the best way to write their ideas effectively, they must also be able to apply the convention of writing, such as grammar, mechanic, content, organization, vocabulary, etc. In this case, Lado (1979:169) states that the primary elements involved in writing are grammar/structure, mechanics and content. It means when a writer wants to produce good writing he should give attention to the grammatical, mechanical, and content aspects of writing.

Based on the idea, in writing journal, the students should pay attention to the aspects of writing, namely content, grammar and mechanics. In this research, the students' journal writing is evaluated based on those aspects of writing. The following parts will review these aspects of writing respectively.

### 2.1.1 Grammar

Grammar as an element of writing deals with a set of rules to help you construct sentences that make sense and acceptable in English (Farbairn and Winch, 1996: 108). When we make a paragraph or a composition, we have to use grammar correctly in order to make our writing sensible and acceptable. Here, a writer should have the grammatical skill. In this case, Heaton (1991:135) claims that grammatical skill is the ability to write correct and appropriate sentences. It can be said that if someone wants to produce an effective paragraph or composition, he has to master grammar. Furthermore, if a writer wants to make good writing, he should follow to a very basic rules and conventions of grammar in which he construct sentences. For making good sentences, here Farbairn and Winch (1996:108) suggest some advices as follows:

1. Make sure that all of your sentences contain a main verb.
2. Make sure that verbs and nouns or pronouns agree.
3. Ensure that tenses of verbs are consistent.
4. Make sure that no crucial or grammatically significant words are missing.

Moreover, Hughey et al. (1983:145) claim that the components such as agreement, tense, number, word order or function, articles, pronouns and prepositions can be used as descriptors for evaluating the effectiveness of writing. Following the idea, this research will be focused only on the use of tense.

### 2.1.2 Mechanics

Mechanics is one of writing elements that must be mastered by the students. It deals with the use of particular conventions in written language. Memorizing and

O'Hare (1980:401) state that mechanics refer to punctuation, spelling and capitalization. Thus, the research will be concerned with punctuation and capitalization.

Punctuations are one of technical aspects of writing that makes the writing understandable and communicative. In this case, punctuations constitute a variety of devices that we use in order to help readers to understand the meaning when we write (Farbairn and Winch, 1996:81). By using punctuations well, the readers are helped to understand what the writer intends to communicate. If the writer uses it inappropriately, the readers will have difficulty to understand the writing. In this case, Hughey et al. (1983:145) say that the writer has to use correctly the components of punctuations such as periods (.), commas (,), semicolons (;), dashes (-), question marks (?), etc. In addition, the writer must be able to divide words at the end of the lines correctly. In this case, the punctuation used as writing indicators is comma and full stop.

Another mechanic component is Capitalization. Capitalization refers to the correct use of capital letters. Dealing with capital letters, Farbairn and Winch, (1996:85) define that capital letters (A, B, C, D, etc.) are used at the beginning of sentences, the name of person, organizations, country, the days of week, months of the year, titles, certain abbreviation, etc. Meanwhile, Hughey et al. (1983:145) state capital letters are used where necessary and appropriate.

Based on the components of mechanics described above, in this research, the components of the mechanics used as the writing indicators are punctuation (full stop and comma) and capitalization.

### 2.1.3 Content

Content is the most important element of writing. The writer builds his thought through the content of writing. Relating to the idea, Hughey et al.(1983:107) claim that a writer needs to design his writing in such a way that will effectively carry his thought into the readers' head. In this case, Heaton (1991:135) states that

treatment of the content is the ability to think creatively and develop thoughts excluding all irrelevant information. Shortly, the writer should be able to create appropriate sentences for expressing his thought effectively through coherent sentences in order to maintain the main idea of the writing.

Dealing with a paragraph, Furey and Menasche (1993:17) claim that a well developed paragraph should have the qualities of unity and coherence. It means that unity and coherence are important in developing a paragraph in order to make the content sensible and acceptable. In this research, the content is used as the indicator to evaluate the students' writing. Here, the contents will be evaluated from the aspects of its unity and coherence.

#### **a. Unity**

The term of unity comes from the latin word "unus" or "uni", that means one (Memering and O'Hare, 1980:299). A paragraph is said as unified if it is unified by mutually supported sentences that express one main idea of the topic sentence only (Bram, 1995:13). It means that all the supporting sentences in the paragraph give important contribution to the main idea of the topic sentence. In other words, a paragraph has unity when each sentence of the paragraph shows clear connection to the main idea stated in the topic sentence. Therefore, the writer should avoid any sentence that is irrelevant to the topic. Here is an example of paragraph unity.

The greatest NBA players are not only great shooters but also great passers. Earvin "Magic" Johnson of the Los Angeles Lakers earned his nickname for his passing more than his shooting. Larry Bird of the Celtics, though one of the greatest shooters in NBA history, could take the crowd' breath away with "no look" passes that made him seem to have eyes in the back of his head. Detroit Piston' guard Isaiah Thomas often dazzles his opponents with passes behind his back or even through the opponent' s legs. While many NBA stars have been fine shooters, only the greatest are blessed equally with the ability to pass.

(Carino, 1991:158)

The paragraph above discusses three different players, but it is unified by the focus on passing. All three examples work together to support the topic sentence that the best NBA players are great passers.

Unity in a paragraph is secured by establishing a topic sentence and selecting materials that are closely related to it to develop or support it (Bramer and Sedley, 1981:109). By establishing a topic sentence, the body of the paragraph is easier to develop in a logical manner and the ideas are more likely to flow together smoothly (Wong, 1999:367). In other words, the topic sentence will lead the writer to know exactly what is going to say. Then, the main idea can be well expressed. Besides, the topic sentence will tell the readers the main idea that will be developed in the paragraph. Further, the topic sentence can be placed at the beginning, in the middle and the end of the paragraph (Carino, 1991:152-155).

Relating to the topic sentence, Oshima and Hogue (1991:19) state that there are three important points to remember about the topic sentence, they are:

1. A topic sentence is a complete sentence.
2. A topic sentence contains both a topic and a controlling idea. The controlling idea limits the topic to a specific area to be discussed in a single paragraph.
3. A topic sentence is the most general statement in the paragraph because it gives only the main idea.

In this research, the topic sentence is seen to know the unity of the students' journal writing.

#### **b. Coherence**

Coherence is derived from the verb cohere. "Co" is a latin prefix that means together or stick together (Oshima and Hogue, 1991:27). Wong (1999:369) says that coherence means that the ideas and sentences flow together smoothly in a logical, organized manner. It means that a paragraph is coherent when the sentences are clearly connected to each other. Here, the idea and the supporting sentences in the paragraph are logically connected. Thus, the movement between sentences in a

paragraph is smooth, so the readers do not have problems in understanding the writer's idea.

Creating a coherent paragraph requires some skills. According to Wong (1999:369), in developing coherence in the body of a paragraph a writer requires the three following skills. First, the writer should know how to organize information chronologically (in a time sequence). It means that the writer should be able to organize the information sequent that makes logical sense to the readers. Secondly, the writer should know how to use sentence variety and how to combine sentences. In this case, the writer must have ability in presenting the information understandable and interesting to read by combining a good sentence. Thirdly, the writer must know how to connect ideas and sentences by using transition words. Here, he is required to be able to connect each sentence in order to make the sentences move on naturally. Based on the idea above, it can be concluded that a writer is required to have those ability in order to make the readers not to spend extra time and energy in trying to comprehend the message of the paragraph well.

To achieve coherence, the writer needs to use the transitions, such as, *however, although, finally, and nevertheless, etc.* As the word implies, a transition is similar to change from one item of idea to another. Without transitions, it is difficult for writers, especially beginning writers to produce a coherent paragraph. Below is the list of some commonly used transitions.

- |                  |                    |                       |
|------------------|--------------------|-----------------------|
| 1. although      | 11. in other words | 21. thus              |
| 2. therefore     | 12. then           | 22. next              |
| 3. anyway        | 13. besides        | 23. actually          |
| 4. by the way    | 14. in addition    | 24. meanwhile         |
| 5. however       | 15. suddenly       | 25. briefly           |
| 6. fortunately   | 16. at first       | 26. on the other hand |
| 7. unfortunately | 17. at the moment  | 27. otherwise         |
| 8. as a result   | 18. for instance   | 28. generally         |
| 9. in fact       | 19. for example    | 29. naturally         |
| 10. finally      | 20. unless         | 30. in short          |

(Bram, 1995:23-24)

By using appropriate transitions, the ideas will flow smoothly one after the other. The following paragraph is a coherent paragraph. The sentences are connected by using transitions are italicized.

*Recently*, I went to Magelang, a lovely small town in Central Java, to visit my pen friend, Betty, for the first time. *Although* the bus was full, I was lucky enough to get a comfortable seat and enjoy the trip. *After* about a forty-five-minutes ride, I got off the station and began to look for my friend's address. *Unfortunately*, I failed completely in my attempt. To cheer my self up, I *then* window-sopped downtown. *Moreover*, I had a walk in the town-square park. *Nevertheless*, I still felt rather disappointed. *Therefore*, I decided to go home and said to my self, " *Certainly*, I shall 'visit' Betty another time."

(Bram, 1995:24)

## 2.2 The Theory of Journal Writing

When you decide to become a skilful person, such as a dancer, an artist, a pianist, an athlete, etc. you have to spend much time for practicing the skill you choose. You cannot become a proficient person by practicing only once a week. Like the other skills, writing also needs practice, the more you practice it, and the better you will become a writer (Langan, 1997:10). In this case, Memering and O'Hare (1980:29) say that most good writers write almost daily; Hemingway set aside the morning hours to do his quota of writing. It can be concluded that journal writing is a good way to get regular practice in writing to improve writing ability. Further, the meaning of journal writing, the hints for journal writing, the characteristics of journal writing are reviewed respectively.

### 2.2.1 The Meaning of Journal Writing

According to Fergeson & Nickerson (1992:6) the word journal is derived from French word jour which means day in English. Here, journal refers to daily writing. Journal writing is an activity in which you are recording your daily inner thoughts, inspirations, and emotions in a notebook (Wingersky et al., 1999:10). Based on

Stanley et al. (1992:20), journal is a record, often kept daily, one's life, a kind of personal account book which is about personal problem without worrying about offending or embarrassing anyone. Another expert, Winterowd (1981:29) states that journal writing is an individual writing of various kinds and on various subjects: jotted-down ideas that have occurred to you, descriptions of scenes that have impressed you, narration of events, poems, wordplay, thinking-in-writing, even doodles.

A good example is illustrated in this excerpt from thirteen-year-old Anne Frank's diary. Here, she not only re-creates the experiences but permits other readers to share in it as if they were there.

Continuation of the "Secret Annexe" daily timetable. As the clock strikes half past eight in the morning, Margot and Mummy are jittery: "Ssh....Daddy, quiet, Otto, ssh...pim" "It is half past eight, come back here, you can't run any more water, walk quietly!" These are the various cries to Daddy in the bathroom. As the clock strikes half past eight, he has to be in the living room. Not a drop of water, no lavatory, no walking about, everything is quiet. As long as none of the office staff are there, everything can be heard in the warehouse. The door is opened upstairs at twenty minutes past eight and shortly after there are three taps on the floor! Anne'porridge. I climb upstairs and fetch my "puppy dog" plate. Down in my room again, everything goes terrific speed; do my hair, put away my noisy tin pottie, bed in place. Hush, the clock strikes! Upstairs Mrs. Daan has changed her shoes and is shuffling about in the bedroom slippers, Mr. Van Daan, too; all is quiet.

*Anne Frank, Diary of a Young Girl*

(Adelstein and Pival, 1976:16)

Based on the ideas above, it can be said that journal writing is like a means of personal expressions in which it allows the students to write freely and daily based on their inner thoughts, observations, experiences, interests, feelings, and knowledge in a notebook. The content of the journal writing should be some specific experiences, thoughts and feelings of the day.



### 2.2.2 The Hints for Journal Writing

In journal writing, actually, there are no particular rules on how you must write it, it depends on the writer's personal decision and the writer's manner. In this case, Stanley et al. (1992:35) suggest some advice for journal writing. Firstly, in starting journal writing, it is a good idea to give a notation with a notation of the date, the time, and even the place. Besides, it is also important to write the journal regularly, here, the writer may settle with his instructor on a set of number times that the writer will write each week. Thus, in journal writing, the writer need not worry about grammar, punctuation, spelling, or even necessarily about making much sense. Moreover, the writer needs to be free and honest, no matter what the writer's subject, so it can be the best way to make keeping journal a productive experience. Here is an example of a journal entry about how Eleanor Cappola expresses her feeling.

October 18, 1979. Napa Valley

Today I watched trucks pull orange gondolas filled with dark purple grapes along the road outside my office window. The workers were hurrying to get in the last of the Zinfandel. It is six in the evening now. A steady gray rain is falling. There are patterns of wet leaves on the lawn. Something is very emotional about this moment. Tears are squeezing out of the corners of my eyes. I am not sad. Perhaps I am feeling the season changing, my children growing, the skin at my elbows wrinkling.

Eleanor Cappola  
(Stanley et al., 1992:32)

It can be said that in journal writing, the writer should write regularly and freely without worrying about grammar, punctuation, spelling. Besides, she needs not to care about the sense of the content of the journal.

### 2.2.3 The Characteristics of Journal Writing

Journal writing has some characteristics which can be seen in the content of the journal itself. According to Adelstein and Pival (1976:4-9) journal writing is a kind of personal writing which is characterized by naturalness and honesty. Thus, when someone writes a journal, she or he must be natural and honest. Further, they

explain that journal writing must be focused on the thoughts and feelings of the writer, not the other people. Here, the writer should involve his own intention in his writing without worrying of someone else's perception. However, he must let himself write what he wants to write by using his own way without pretending to become someone else. In journal writing, the writer also need not to use artificial language to impress the reader, he simply expresses his thoughts, feeling, experiences, interests, etc. just by the way he chooses it.

When a writer writes journal entries, he must keep himself honest. In this case, Adelstein and Pival (1976:7-9) claim that being honest is important for finding the authenticity of the writer. In journal writing, the writer should write what the writer really feels and believes, not what the others expect. It means that the writer express his thought honestly without worrying about whether people will approve, be shocked, feel sorry for you, laugh at you. Obviously, the writer must ignore the impression that will be appeared from his writing. The writer should also be true to himself. For example, a student wrote the following entry in her journal:

Saturday, Sept. 25

12: 00 noon, I just got out to lunch. The most terrible thing has just happened to me. I just got mugged. The two creeps that mugged me caught me off guard. I mean who would expect two clean-cut American kids to mug you on 86<sup>th</sup> St. and 3<sup>rd</sup> Avenue ? I'm really shocked to hell! I think I've never been so afraid of New York City in all the 19 years that I've lived here.

(Stanley et al., 1992:32)

The student wrote her journal in brief that she had robbed of her self - confidence as well as her money. She honestly probed her feelings about being mugged. She also naturally expressed the complexity of her feelings through pat phrases like "shocked to hell" for expressing her shock and fear.

Based on the ideas above, the writer must become himself in journal writing. The writer should be natural and honest in expressing his thoughts, feelings, interests experiences, because journal writing is personal writing in which the writer is free to express himself.

### 2.3 The Strengths of Journal Writing as a Technique in Teaching Writing

The way of teaching writing is asking the students to write. The teacher should have their students write. In fact, the teacher often heard that many students say “I have nothing to say” or “I know what I want to say but I don’t know how to say it” when they are given writing assignments in a defined topic (Hughey et al., 1985:13). In addition, they think that writing task is not more than an assignment and will not give any meaning to them except the mark from the teacher. In this case, Hughey et al. (1985:33) found that many learners see writing only as a classroom exercise, something done to satisfy the English teacher and then to be tossed aside. Thus, for most students, writing becomes an isolated act, for an audience, with sole purpose of being graded, returned and forgotten.

Dealing with the problem above, Brookes and Grundy (1990: 46) suggest that the teacher should start by engaging the interest and personal involvement of the learner by building on the learner’s input, whether it is connected with past experiences, present knowledge, interests, ideas, and personal characteristics, or future hopes, plans or predictions. They believe that those things will provide a motivation for writing, as well as the personal stimulus to take the students through a number of barrier in writing. Obviously, the teacher should help the students become aware that writing is a means of self expression and actualisation that can motivate them to improve their writing skill.

To give students writing’ practice; the teacher can apply Journal writing, since it deals directly with the students’ personal matters. In this case, Adelstein and Pival (1976:13) claim that journal writing is an effective tool in teaching writing, because the students are asked to write about themselves not only to themselves but also to someone else. Therefore, it has a highly satisfying, self-motivated writing experience for many people. In addition, it also allows the students to tell about their experiences, writing narratives of their day, details of their observations, or ideas, questions, etc. In this case, Stanley et al. (1992:21) state that you may use your journal to write about yourself in any number of ways: narrating your experiences,

perhaps, or recording your sense impressions or revealing your thoughts and feelings or experimenting with your voice. In other words, teaching writing through journal writing is effective, the students will be encouraged to involve in writing. They feel that their writing is meaningful to them, they can share their experiences to others.

Journal writing also reinforces the students to practice writing every day, thus, they will be able to improve their writing skill, then their confidence will be increased. In this case, Hughey et al. (1983:41) say that the emphasis on quantity in daily exercises, in journal writing in discovery exercises, can help writers overcome their fears, boost their confidence and develop their writing habit. It is also found that journal writing allows the teacher to give encouragement and to monitor students' progress without grade-related assignments. In other words, besides, journal writing helps the students improve their writing skill in the relax atmosphere, it also will be useful for the teacher to know his students' writing ability development.

By writing journal regularly, the students are able to write accurately as Raimes (1983:7) says that the emphasis in this approach is the students should put content first and not worry about form. Hall and Emblen (1973:2) state that in journal writing, the students are let to work rapidly and without trying to impose direction, control, focus or mechanical perfection. They will gradually write with more direction, control, focus and mechanical perfection if the course teaches them. It can be said that although, teaching journal writing is emphasised on fluency, it can help the students to get accuracy on writing. By practicing regularly, the students will be trained to write fluently, in turn their skill on applying the language will be developed, then, after a certain time, they will be able to write accurately.

Based on the explanations above, obviously, teaching journal writing is essential to improve the writing skill, mainly writing based on their experiences. By applying journal writing, the students are trained to develop their thoughts and opinions about a subject that might be on their mind. Based on the statements, it can be said that journal writing allows the students to practice English for expressing their

ideas in English through writing activities. Then, writing will be more meaningful for them.

#### **2.4 The Procedures in Applying Journal Writing as a Teaching Technique**

In applying journal writing, there is a procedure suggested by Hall & Emblen (1973:3-4) as follows:

1. Let the students write a page or two - probably no more – every day, seven days a week.
2. Let them write rapidly and without trying to impose direction, control, focus, or mechanical perfection.
3. The instructor may choose one student each class meeting to read a sample page, and let the class discuss it.
4. The instructor should not criticize grammar or mechanics; he should reserve such correctness for the theme and submitted to him under the condition that they would be corrected.

Although, journal writing is one of free writing, but when the teacher is applying it in the class, the teacher cannot use it as pure free writing, because it will be very difficult for the students to start their writing. Here, the teacher must still consider about the level of the students. The teacher should be able to suit the material with the ability and the condition of the students. In this case, Heaton (1991:136) suggests that the teacher should choose the topics that concern with their daily activities; besides, he should give the assignments that are associated with the syllabus that will support the writing requirements.

In conducting the writing class by using this technique, the teacher should prepare a plan of procedure for guiding the students in the activities. Here, Hall & Emblen (1973:4) explain that the teacher can provide stimulus to the students, such as providing alternative topics they can choose or giving a list of some vocabularies and idiomatic expressions. Then, hopefully, the students will be able to release and improve their ideas for their journal entries.

Based on the descriptions above, it can be said that the teacher can use journal writing as a technique in teaching writing. Firstly, the teacher can ask the students to write a paragraph on their own topic, or she/he gives them some alternative topics. Then, the teacher provides some vocabularies or idiomatic expressions related to the topics. Further, the students have to submit their work in the defined time.

Dealing with the students' journal entries, the teacher need not to correct the students' journal entries in details, and it should not be graded, but the teacher can give minimal correction of errors and give respond to the entries. In this case, Raimes (1983:7) suggests that the teacher need not correct these short pieces of free writing; she/he simply reads them and perhaps comments on the ideas the writer expressed. Alternatively, some students might be volunteer to read their own aloud to the class

### **2.5 The Teaching of Paragraph Writing at SMUN I Gedangan Sidoarjo**

The basic course outline of 1994 English Curriculum for SMU states that teaching of English covers reading, listening, speaking and writing which should be taught integratedly with the main focus on reading skill (Depdikbud, 1994:1). Based on this idea, the implementation of teaching paragraph writing at the second year students of SMUN I Gedangan is integrated in teaching of reading. The basic course outline of 1994 English Curriculum for SMU states that the students are asked to write a short paragraph in a simple topic in the form descriptive and narrative paragraph.

Based on the result of interview with the English teacher, SMUN I Gedangan uses the basic course outline of 1994 English Curriculum for SMU. Therefore, English is taught in SMUN I Gedangan twice a week. In teaching paragraph writing, the teacher usually ask the students to write a short paragraph after teaching reading. In this case, when the teacher teaches about the theme History, the teacher uses journal writing technique. He teaches journal writing twice a week for two weeks. It is intended to improve the students' writing abilities, especially in writing a paragraph. Here, the teacher believes that journal writing help the students practice

paragraph writing, especially in how to develop the ideas orderly through correct sentences. Hopefully, they will be able to write good paragraph.

The teacher teaches journal writing through some steps. Firstly, the students are taught how to write journal. In this case, he gives examples of journal writing entries. Here, the students not need too worry about grammar or mechanics, they simply write their experiences, inspiration or emotion during the day. Then, they are asked to continue their journal writing everyday about two weeks. The journal has to be submitted in the end of each week. Further, the teacher will choose one of students' journal entries, and be discussed together. Here, He does not correct the journal, but just gives comment about the content and the grammar used in the students' journal entry. Here are the examples of students' journal entry, as follows:

It was happen this morning. My brother class who's usually see me, he close to me, In the koridor. I stopped in the koridor because my friend asked something to me. I. It was took so long, and I just want to get to my class. My brother class still standing there. I just can think what he wants, may be he just want to know my name. After said to my friend if I can't answered her question, I went to my class. I still angry, why he done like that. I wasn't meet him since time. I don't want this thing get happen anymore. I hope it just my feeling, or maybe he had another reason to closed to me. I hope after go home from school, I want to take a rest. May be, today is the hardest day for me. And I hope my home very peace and quite this afternoon from my brother.

Laili Iksanti

The journal entry above tells about the student' s experience in her school in which she was uncomfortable about her boy friend's special attention to her. She did not like to be treated like that way, so she expects that it will not happen again to her. Here, she tried to write her experience and her feeling as clear as possible. The paragraph below is another example of student's journal entry.

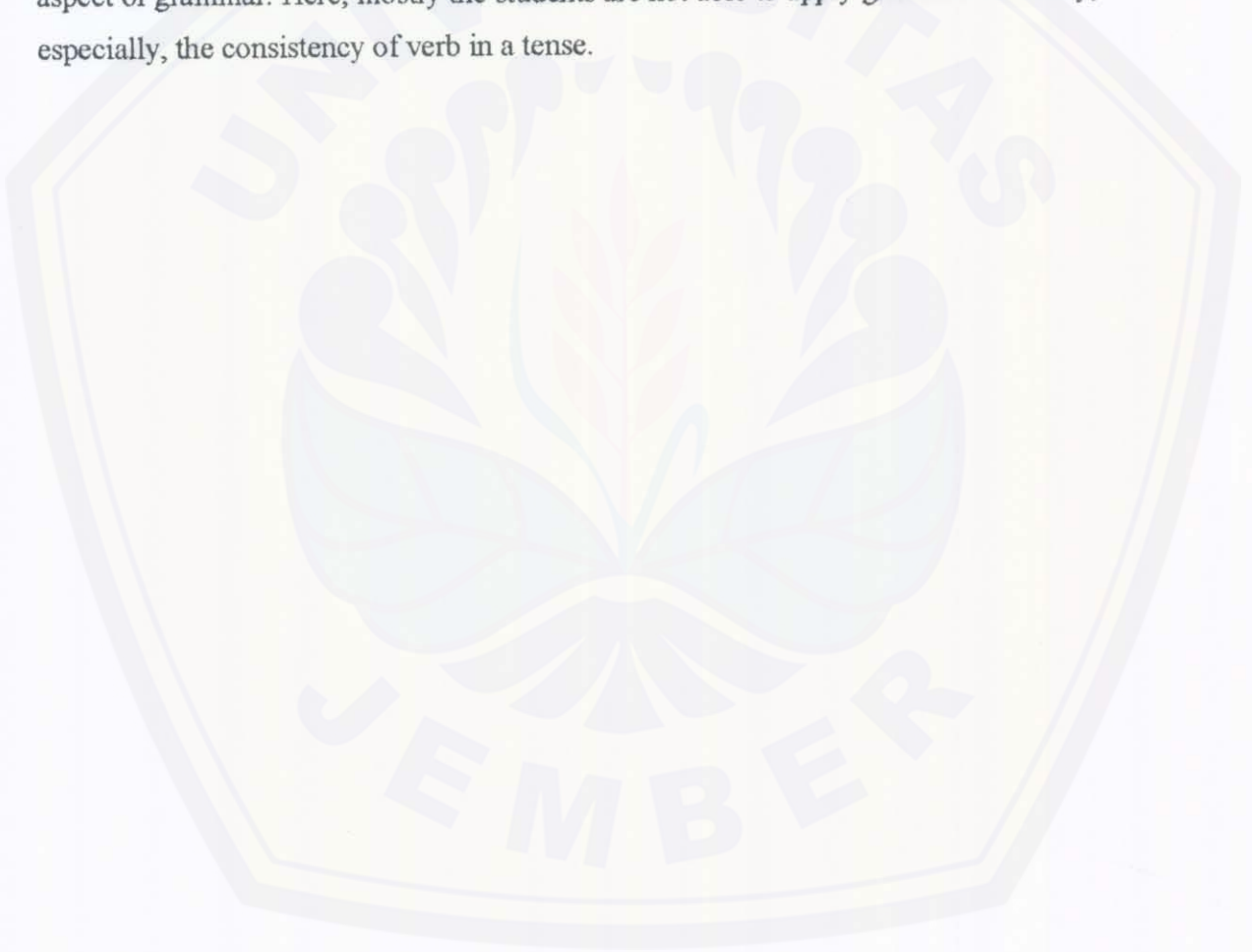
Saturday, 20

It's began rain. My bedroom feel so cold. It was 8 p.m. I just finish "ngaji". I was feel hungry. In my mind, the food special waiting for me. But, oh my God. There are "tahu". That's make me angry cause "tahu" is bored food. And then I call my mam. Finally my mam cooked tahu again. And I eat the tahu sadly. I don't care about it.

Muchsin Ridho

The student's journal entry above tells about the feeling about his feeling toward the food named "tahu". Although, he made some grammatical mistakes and did not put punctuation appropriately, he tried to express his feeling naturally and honestly. Here, he was angry so much, because "tahu" was unexpected food.

Generally, when the students write their journal entries, they just write the ideas come into their mind. It seems that they just get down what they are thinking or feeling without giving much attention about the aspects of writing, especially the aspect of grammar. Here, mostly the students are not able to apply grammar correctly, especially, the consistency of verb in a tense.





### III. RESEARCH METHODOLOGY

This chapter presents the research methods used in this research. They are the research design, area determination method, research area, respondent determination method, data collection methods, and data analysis method.

#### 3.1. Research Design

The research design in this study is descriptive quantitative because it is intended to describe a phenomenon (McMillan, 1992:144). It was intended to describe the second year students' achievement of writing through journal writing qualitatively.

The procedures of the research design were as follows:

1. Determining the research area purposively.
2. Doing the homogeneity test of the population by using ANAVA formula from their scores of writing achievement test that has been conducted by the English teacher to know whether their English capability are homogenous or not. If the result is not significant, it means that the English capability of the population is relatively homogenous. Then, one of the classes was chosen by cluster at random.
3. Determining the respondents by cluster random sampling by lottery from the homogenous classes.
4. Constructing the research instrument (journal writing assignments).  
Constructing the guide of interview and documentation to get the supporting data.
5. Collecting the respondents' journal writing as the primary data.
6. Analyzing the collected primary data.
7. Discussing the research results.
8. Drawing a conclusion to answer the research problems.

### 3.2 Area Determination Method

The research used the purposive method in determining the research area. Hadi (1997:82) says that purposive method is used to determine the research area based on a certain goal of the research.

The area of the research was SMUN 1 Gedangan Sidoarjo. This area was chosen purposively by considering some factors. Firstly, SMUN 1 Gedangan Sidoarjo was accessible to conduct the research. Secondly, the teacher has applied journal writing as a technique in teaching writing, especially in teaching paragraph writing for two years. So, the research data could be obtained at this school.

### 3.3 Respondent Determination Method

The research respondents were the second year students of SMUN 1 Gedangan-Sidoarjo in the 2003/2004 academic year. In this study, the samples were taken by using cluster random sampling by lottery. Before taking the samples, the homogeneity test of the population was conducted by using the students' scores of writing achievement test taken from the English teacher. The students' scores of writing achievement test were analyzed by using ANAVA. The data analysis of ANAVA could be seen on Appendix 5.

Based on the preliminary study, it was known that the total number of the population was 254 students who were divided into six classes. Each class consisted of 42 students; they are II IPA-1, II IPA-2, II IPA-3, II IPA-4, II IPS-1, and II IPS-2. Arikunto (1998:120) says that if the number of population is less than 100 persons, the population research can be done. However, if the number population is more than 100 persons, the samples can be taken 10%-15% or 20%-25% of the population or more as the respondents.

The result of data analysis showed that the population or the six classes of the SMUN 1 Gedangan-Sidoarjo in the 2003/2004 academic year were homogenous. It was indicated by the value of F computation was lower than F-table ( $0,175 < 2,26$ ). Therefore, it could be concluded that there were no significant differences on the

means of the groups of the population. It means the population had relatively the same English capability. Finally, one of the six classes was taken randomly by lottery as the respondents of the research. The class was II IPA-2.

### **3.4 Data Collection Methods**

In this research, there were two kinds of data, namely primary data and supporting data. The primary data were collected from document analysis by using the respondents' journal writing, while, the supporting data were collected by using interview and documentation.

#### **3.4.1. Document Analysis**

Document analysis is the analysis of the written or visual contents of a document (Fraenkel and Wallen, 2000:389). In this research, document analysis was used to analyze the primary data dealing with the respondents' journal writing. In this case, the students were asked to write their journal based on the topic about their daily activities, such as their experiences, feelings, hopes, plan, thoughts, conflicts and interests. By giving the topic about their daily activities, hopefully they would be able to express themselves through journal writing. Then, it will give additional ability for them, especially in writing a paragraph. In this research, the respondents' journal writings were analyzed based on the aspects of writing covering content (coherence and unity), grammar (tenses), and mechanics (punctuation and capitalization).

Dealing with the method of scoring, analytical marking or scoring method was used in this research. According to Weir (1996:63), analytical marking or scoring refers to a method whereby each separate criterion is awarded a separate mark and the final mark is a composite of these individual estimates. In other words, each indicator of the research is scored separately based on its criteria, so each indicator has its own score, then the scores of all indicators are counted in order to get the total score. In this research, each indicator of the journal writing aspect was scored analytically by using

percentage formula. In this case, each indicator was scored 100, so the total score of the indicators was 600. Here, each correct item of each indicator was counted, and it was scored based on its total items, then the gained score was converted to 100.

Here is the example of the analysis of student's journal writing on Appendix 6A. Firstly, the unity of the content was analyzed. There were 16 sentences in the student's journal entry, and all the sentences were unified, so the unity score was  $16/16 \times 100 = 100$ . Secondly, the analysis of the coherence of the content, in this case, there were 7 transitional words that were used in the entry, and all transitional words were placed or used appropriately, so it made effective communication, its score was  $7/7 \times 100 = 100$ . Then, the analysis of the uses of tenses, here, there should be 29 verbs that were used correctly, but there were just 19 correct verbs. So, the grammar score was  $19/29 \times 100 = 65,51$ . Further, the analysis of the use of comma, there should be 21 commas, however, he just used 15 commas appropriately, so the comma score was  $15/21 \times 100 = 71,43$ . Then, the analysis of the use of full stop, there were 20 full stops that were used correctly, so the score was  $20/20 \times 100 = 100$ . The last, the analysis of the use of capital letter, here there were 33 capital letters that were used correctly, so the score was  $33/3 \times 100 = 100$ . Finally, the total score of the student's journal writing achievement was  $100+100+65,51+71,43+100+100=534,94$ , then it was analysed by using the percentage formula, so it was  $534,94/600 \times 100\% = 89,49\%$ . In conclusion, the student's journal writing achievement was 89,49%. In addition, the researcher also used documentation to get the supporting data about the names of the respondents, the names of the school personnel and the students' scores of writing achievement test from the English teacher. The documentation guide is enclosed on Appendix 2.

Dealing with reliability, McMillan (1992:104) defines reliability as a consistency of scores or the extent to which measures are free from errors. If a measurement has high reliability, it has relatively little errors. Errors can be measured by how consistent a person's score will be from one occasion to the next. Based on the ideas above, in this research, reliability was obtained by applying intra-reader

reliability. Here, Hughey et al. (1981:39) say that intra-reader reliability refers to the degree to which a single reader is consistent in his or her rating. In this case, intra-reader reliability demands the consistency of the reader or the scorer. In this research, the researcher used intra-reader reliability in scoring the students' journal writing in which each student's journal entry was analyzed twice by the researcher.

#### 3.4.2. Interview

In this research, guided interview was used because the interview conducted was based on a list of questions related to the supporting data needed. The interview was conducted with the English teacher of SMUN I Gedangan Sidoarjo to get the supporting data about the teacher's approach in teaching writing, the English skills taught, the book used, the teacher's technique used in teaching writing, and the procedures in teaching journal writing. The interview guide was enclosed on Appendix 2.

### 3.5 Data Analysis

The research data gained were analysed statistically and non-statistically, since the data collected were in the form of quantitative (the students' scores of journal writing) and qualitative (the scores category). Dealing with the quantitative data gained from the students' journal writings, here they were scored by using analytical scoring method, in which each indicator of journal writing was scored separately. In this research, each indicator of journal writing, such as unity, coherence, tenses, comma, full stop, and capitalization were counting, each correct indicator was scored based on its total items. Then, it was analyzed statically by using the following percentage formula:

$$\sum = \frac{n}{N} \times 100 \%$$

Note:

E: the percentage of the students' achievement of journal writing of each indicator

n : the journal writing scores of each indicator obtained by the students

N: the total score of journal writing test items of each indicator

(Adapted from Ali, 1998:186)

In analyzing the data from the respondents' journal writing, the steps were as follows:

1. Classifying the students' journal writing. In this step, the students' journal writings were classified based on the topics per day during three days.
2. Scoring the students' journal writing per day by using analytical scoring method based on the writing aspects (content, grammar and mechanics)
3. Analysing the students' journal writings based on the writing aspects in the percentage.
4. Counting the mean score of each writing aspect.
5. Classifying the mean score of the writing aspect qualitatively based on the classification of score levels.
6. Drawing a conclusion to answer the research problems.

Table 1: The Classification of the Score Levels.

Score Levels in percentage	Category in English	Category in Indonesian
81 - 100	Excellent	Bagus Sekali
70 - 80	Good	Bagus
60 - 69	Fair	Cukup
26 - 59	Poor	Kurang
0 - 25	Fail	Gagal

(Adapted from Depdikbud, 1999:10)

## IV. RESEARCH RESULTS AND DATA ANALYSIS

This chapter presents the results and the analysis of the data collected. The main data were collected from the document analysis of the students' journal writings, and the supporting data were collected from interview and documentation. They are reported in the following sections.

### 4.1 The Primary Data

In this research, the primary data were obtained from writing assignments through journal writing. It was conducted on December 22<sup>nd</sup> 2003 until December 24<sup>th</sup> 2003. Therefore, the students (the subjects) wrote threes journal writings.

#### 4.1.1 The Students' Journal Writing Analysis Results

In this research, the main data were in the form of the scores of the students' journal for three days. Here, the students were asked to write their journal on December 22<sup>nd</sup> 2003 until December 24<sup>th</sup> 2003 based on the topic given, such as feelings, experiences, hope, plan, thoughts, conflicts, interests.

The students' journal writing was scored based on the aspects of writing that covered content (unity & coherence), grammar (tenses), and mechanics (punctuation & capitalization). Here, punctuation covered comma and full stop. It was using analytical scoring method, in which each indicator was scored per item. Then, obtained score were analysed by using statistical method using the percentage formula in order to know the students' journal writing achievement of each indicator.

The formula is:

$$\sum = \frac{n}{N} \times 100 \%$$

Note :

E: the percentage of the students' achievement of journal writing of each indicator

n : the journal writing scores of each indicator obtained by the students

N: the total score of journal writing test items of each indicator

(Adapted from Ali, 1998:186)

Then, the derived scores of the students' scores of journal writing each day are classified by using the classification of the score levels in Table 1. The calculation results of the students scores of journal writing each day are presented in the following sections.

### 1. The Analysis of the Students' Scores of Journal Writing on Monday, 22<sup>nd</sup> December 2003

On this day, from 42 students, there were 37 students wrote and collected their journals and 5 students were not. In this case, the students who have not written their journal had their own personal reasons, such as they felt that they have nothing to write, they forgot to write their journal, they were too busy and they were lazy to write their journal. Meanwhile, 24 students were writing about their feelings); about their experiences (7 students); about their plan (2 students); about their hope (2 students) of the day. The following Table 2 presents the analysis of the students' scores of journal writing.

Table 2: The Analysis of the Students' Score of Journal Writing Achievement on Monday, 22<sup>nd</sup> December 2003

NO	Journal Writing Indicators								Total Score (n)	Journal Writing Achievement ( $\Sigma$ )
	Content		Mean Score	Tenses	Mechanics			Mean Score		
	Unity	Cohence		Grammar	Punctuation		Capitalization			
					Comma	Full Stop				
1	100,00	100,00	100,00	65,51	71,43	100,00	100,00	90,48	536,94	89,49
2	100,00	100,00	100,00	28,57	66,67	42,76	70,00	59,81	408,00	68,00
3	66,70	83,33	75,02	33,33	0,00	100,00	80,00	60,00	363,36	60,56
4	66,70	100,00	83,35	57,14	25,00	100,00	87,50	70,83	436,34	72,72
5	100,00	100,00	100,00	50,00	40,00	66,67	83,33	63,33	440,00	73,33
6	66,70	83,33	75,02	60,00	0,00	60,00	100,00	53,33	370,03	61,67
7	75,00	100,00	87,50	50,00	0,00	60,00	100,00	53,33	385,00	64,17
8	-	-	-	-	-	-	-	-	-	-
9	83,30	100,00	91,65	0,00	0,00	100,00	66,67	55,56	349,97	58,33
10	-	-	-	-	-	-	-	-	-	-
11	100,00	100,00	100,00	33,33	0,00	33,33	50,00	27,78	316,66	52,78



12	100,00	100,00	100,00	33,33	66,67	100,00	80,00	82,22	480,00	80,00
13	100,00	100,00	100,00	100,00	40,00	33,33	83,33	52,22	456,66	76,11
14	60,00	100,00	80,00	83,64	54,55	100,00	92,31	82,29	490,50	81,75
15	-	-	-	-	-	-	-	-	-	-
16	-	-	-	-	-	-	-	-	-	-
17	50,00	40,00	45,00	33,33	20,00	100,00	94,44	71,48	337,77	56,30
18	100,00	100,00	100,00	0,00	25,00	66,67	66,67	52,78	358,34	59,72
19	100,00	90,00	95,00	37,50	20,00	66,67	66,67	51,11	380,84	63,47
20	66,70	100,00	83,35	33,33	50,00	83,33	50,00	61,11	383,36	63,89
21	100,00	100,00	100,00	68,75	71,43	75,00	88,23	78,22	503,41	83,90
22	50,00	75,00	62,50	88,89	54,55	100,00	85,71	80,09	454,15	75,69
23	83,30	100,00	91,65	83,33	0,00	100,00	100,00	66,67	466,63	77,77
24	75,00	50,00	62,50	20,00	14,28	100,00	75,00	63,09	334,28	55,71
25	100,00	100,00	100,00	0,00	0,00	100,00	100,00	66,67	400,00	66,67
26	66,70	100,00	83,35	50,00	100,00	100,00	100,00	100,00	516,70	86,12
27	50,00	75,00	62,50	0,00	20,00	100,00	85,71	68,57	330,71	55,12
28	80,00	50,00	65,00	66,67	25,00	83,33	90,91	66,41	395,91	65,99
29	66,70	83,33	75,02	88,89	91,67	80,00	85,71	85,79	496,30	82,72
30	83,30	100,00	91,65	42,85	0,00	100,00	87,50	62,50	413,65	68,94
31	100,00	100,00	100,00	33,33	33,33	33,33	87,50	51,39	387,49	64,58
32	100,00	100,00	100,00	0,00	0,00	0,00	100,00	33,33	300,00	50,00
33	83,30	100,00	91,65	42,86	0,00	0,00	90,91	30,30	317,07	52,85
34	50,00	50,00	50,00	42,86	66,67	66,67	91,67	75,00	367,87	61,31
35	100,00	100,00	100,00	0,00	0,00	0,00	100,00	33,33	300,00	50,00
36	66,70	100,00	83,35	28,57	25,00	25,00	88,89	46,30	334,16	55,69
37	50,00	100,00	75,00	0,00	0,00	0,00	75,00	25,00	225,00	37,50
38	50,00	75,00	62,50	0,00	50,00	50,00	33,33	44,44	258,33	43,06
39	50,00	66,67	58,34	100,00	100,00	100,00	100,00	100,00	516,67	86,11
40	100,00	100,00	100,00	100,00	20,00	83,33	77,42	60,25	480,75	80,13
41	-	-	-	-	-	-	-	-	-	-
42	60,00	100,00	80,00	27,27	16,67	100,00	83,33	66,67	387,27	64,55
<b>Total</b>	<b>2900,10</b>	<b>3321,66</b>	<b>3110,88</b>	<b>1583,28</b>	<b>1167,92</b>	<b>2609,42</b>	<b>3097,74</b>	<b>2291,69</b>	<b>14680,12</b>	<b>2446,69</b>
<b>Mean</b>	<b>78,38</b>	<b>89,77</b>	<b>84,08</b>	<b>42,79</b>	<b>31,57</b>	<b>70,52</b>	<b>83,72</b>	<b>61,94</b>	<b>396,76</b>	<b>66,13</b>

Based on the results in the Table above, it was known that the average percentage of the students' journal writing achievement on Monday, 22<sup>nd</sup> December 2003 was  $M=66,13$  that was in the level of fair. Briefly, the score frequency of the students' journal writing achievement can be seen in the following Table 3.

Table 3: The Score Frequency and Classification of the Students' Journal Writing Achievement on Monday, 22<sup>nd</sup> 2003

No	Score Level	Category	Frequency	%
1	81 - 100	Excellent	6	16,22
2	70 - 80	Good	7	18,92
3	60 - 69	Fair	13	35,14
4	26 - 59	Poor	9	24,32
5	0 - 25	Fail	2	5,41
			37	100

The results in the Table 3 showed that there were 35,14% or 13 students in the category of fair. This category was the highest. However, the lowest was fail category that was gained by 5,41% or 2 students. Then, there were 24,32% or 9 students categorized as poor, 18,92% or 7 students categorized as good, and 16,22% or 6 students categorized as excellent. In the other words, 72,25 % or 26 students were > 60, and 29,75% or 11 students were < 60. Further, the students' journal writing achievement based on the writing aspects and the category can be seen in the following Table 4.

Table 4: The Journal Writing Aspects and Their Category on Monday, 22<sup>nd</sup> December 2003

No	The Aspect of Journal Writing	Mean Score	Score Level	Category
1	Content	84,08	81 -100	Excellent
2	Grammar	42,79	26 - 59	Poor
3	Mechanics	61,94	60 - 69	Fair
	Journal Writing Achievement	66,13	60 - 69	Fair

Based on the Table 3 above, it was known that on the average, the students journal writing achievement on the aspect of content was in the category of excellent, (M=84,08). This aspect was the highest category. However, the lowest

category was the aspect of grammar. It was categorized as poor ( $M=42,79$ ), because it laid in the interval of 26 - 59. Then, the aspect of mechanics was in the category of fair ( $M=61,94$ ), it was in the range of. 60 – 69. The following Table 5 presents the score frequency and classification of the students' journal writing achievement on each aspect.

Table 5: The Score Frequency and Classification of the Students' Journal Writing Achievement on Each Aspect on Monday, 22<sup>nd</sup> 2003

No	Score Level	Category	Journal Writing Aspect					
			Content		Grammar		Mechanics	
			Freq	%	Freq	%	Freq	%
1	81 - 100	Excellent	23	62,16	7	18,92	6	16,22
2	70 - 80	Good	6	16,22	-	-	5	13,51
3	60 - 69	Fair	5	13,51	4	10,81	12	32,43
4	26 - 59	Poor	3	8,88	17	45,95	13	35,14
5	0 - 25	Fail	-	-	9	24,32	1	2,70
			37	100	37	100	37	100

From the results in the Table 5 above, it can be seen that there were 8,88% or 3 students categorized as poor on the content aspect of journal writing because their scores were  $< 60$ . It means that there were 91,12% or 34 students able to achieve the content aspect of journal writing. In the meantime, on the aspect of grammar, there were 70,27% or 26 students had gained score  $< 60$ . However, 29,73% or 11 students had gained score  $> 60$ . On the other hand, on the aspect of mechanics, 37,84% or 14 students had gained  $< 60$ , however, 62,16% or 23 students had gained score  $> 60$ .

## 2. The Analysis of the Students' Scores of Journal Writing on Tuesday, 23<sup>rd</sup> December 2003

On this day, from 42 students, there were 31 students wrote and collected their journals and the rest were not. In this case, the students who have not written their journal had their own personal reasons, such as they felt that they have nothing to write, they forgot to write their journal, they were too busy and they were lazy to write their journal. Meanwhile, 15 students were writing about their feelings); about their experiences (11 students); about their plan (3 students); about their hope (2 students) of the day. The following Tables 6 is the analysis of the students' scores of their journal writings.

Table 6. The Analysis of the Students' Scores of Journal Writing Achievement on Tuesday, 23<sup>rd</sup> December 2003

NO	Journal Writing Indicators								Total Score (n)	Journal Writing Achievement ( $\Sigma$ )
	Content		Mean Score	Grammar Score	Writing			Mean Score		
	Unity	Cohe - rence			Punctuation		Capitaliza - tion			
					Comma	Full Stop				
1	100,00	83,33	91,67	100,00	66,67	100,00	71,42	79,36	521,42	86,90
2	100,00	100,00	100,00	75,00	0,00	25,00	75,00	33,33	375,00	62,50
3	100,00	100,00	100,00	0,00	0,00	100,00	100,00	66,67	400,00	66,67
4	50,00	50,00	50,00	80,00	50,00	100,00	100,00	83,33	430,00	71,67
5	-	-	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-	-	-
7	100,00	100,00	100,00	12,50	0,00	83,33	80,00	54,44	375,83	62,64
8	83,33	100,00	91,67	22,22	14,29	40,00	92,86	49,05	352,70	58,78
9	50,00	66,67	58,34	25,00	50,00	100,00	100,00	83,33	391,67	65,28
10	-	-	-	-	-	-	-	-	-	-
11	100,00	66,67	83,34	50,00	50,00	0,00	75,00	41,67	341,67	56,95
12	75,00	100,00	87,50	85,00	20,00	88,24	77,14	61,79	445,38	74,23
13	100,00	100,00	100,00	100,00	0,00	33,33	60,00	31,11	393,33	65,56
14	-	-	-	-	-	-	-	-	-	-
15	-	-	-	-	-	-	-	-	-	-
16	66,67	100,00	83,33	20,00	20,00	75,00	83,33	59,44	365,00	60,83
17	50,00	50,00	50,00	30,00	50,00	100,00	100,00	83,33	380,00	63,33
18	66,67	100,00	83,33	100,00	20,00	66,67	100,00	62,22	453,34	75,56

19	-	-	-	-	-	-	-	-	-	-
20	100,00	100,00	100,00	80,00	50,00	66,67	85,71	67,46	482,38	80,40
21	100,00	100,00	100,00	0,00	0,00	66,67	83,33	50,00	350,00	58,33
22	50,00	50,00	50,00	25,00	0,00	100,00	75,00	58,33	300,00	50,00
23	-	-	-	-	-	-	-	-	-	-
24	100,00	100,00	100,00	12,50	87,50	100,00	84,62	90,71	484,62	80,77
25	100,00	92,31	96,16	57,14	0,00	50,00	66,67	38,89	366,12	61,02
26	100,00	100,00	100,00	0,00	16,67	100,00	80,00	65,56	396,67	66,11
27	-	-	-	-	-	-	-	-	-	-
28	50,00	80,00	65,00	25,00	0,00	66,67	50,00	38,89	271,67	45,28
29	83,33	100,00	91,67	0,00	66,67	80,00	85,71	77,46	415,71	69,29
30	50,00	50,00	50,00	65,00	0,00	100,00	87,50	62,50	532,50	58,75
31	-	-	-	-	-	-	-	-	-	-
32	100,00	100,00	100,00	22,22	50,00	83,33	63,64	65,66	419,19	69,87
33	-	-	-	-	-	-	-	-	-	-
34	-	-	-	-	-	-	-	-	-	-
35	100,00	100,00	100,00	0,00	100,00	100,00	20,00	73,33	420,00	70,00
36	80,00	83,33	81,67	0,00	0,00	100,00	100,00	66,67	363,33	60,56
37	80,00	100,00	90,00	16,67	0,00	100,00	100,00	66,67	396,67	66,11
38	100,00	100,00	100,00	0,00	0,00	100,00	100,00	66,67	400,00	66,67
39	100,00	76,92	88,46	50,00	0,00	100,00	66,67	55,56	393,59	65,60
40	100,00	100,00	100,00	50,00	20,00	100,00	88,89	69,63	458,89	76,48
41	0,00	0,00	0,00	100,00	50,00	83,33	100,00	77,78	333,33	55,56
42	100,00	100,00	100,00	29,41	50,00	76,92	84,00	70,31	440,33	73,39
<b>Total</b>	<b>2534,99</b>	<b>2649,23</b>	<b>2592,11</b>	<b>1800,99</b>	<b>831,80</b>	<b>2485,16</b>	<b>2536,49</b>	<b>1951,15</b>	<b>7828,63</b>	<b>1304,77</b>
<b>Mean</b>	<b>81,77</b>	<b>85,46</b>	<b>83,62</b>	<b>60,03</b>	<b>26,83</b>	<b>80,17</b>	<b>81,82</b>	<b>62,94</b>	<b>416,09</b>	<b>66,10</b>

Based on the results in the Table 4 above, the average of the students' journal writing achievement on Tuesday, December 2003 was  $M=66,10$  that was belonged to the category of fair, because it was in the range of 60 - 69. Briefly, the score frequency of the students' journal writing achievement can be seen in the following Table 7.

Table 7: The Score Frequency and Classification of the Students' Journal Writing Achievement on Tuesday, 23<sup>rd</sup> December 2003

No	Score Level	Category	Frequency	%
1	81 - 100	Excellent	2	6,45
2	70 - 80	Good	7	22,58
3	60 - 69	Fair	15	48,39
4	26 - 59	Poor	7	22,58
5	0 - 25	Fail	-	-
			31	100

The results in the Table 3 showed that there were 35,14% or 13 students in the category of fair. This category was the highest. However, the lowest was fail category that was gained by 5,41% or 2 students. Then, there were 24,32% or 9 students categorized as poor; 18,92% or 7 students categorized as good, and 16,22% or 6 students categorized as excellent. In the other words, 77,42% or 24 students were > 60, and 22,58% or 7 students were < 60. Further, the students' journal writing achievement based on the writing aspects and the category can be seen in the following Table 8.

Table 8: The Journal Writing Aspects and their Category on Tuesday, 23<sup>rd</sup> December 2003

No	The Aspect of Journal Writing	Mean Score	Score Level	Category
1	Content	83,62	81 -100	Excellent
2	Grammar	60,03	60 - 69	Fair
3	Mechanics	62,94	60 - 69	Fair
	Journal Writing Achievement	66,10	60 - 69	Fair

Based on the Table 8 above, it was known that on the average, the students journal writing achievement on the aspect of content was in the category of excellent (M=83,62). This aspect was the highest category. However, the lowest

category was the aspect of grammar. It was categorized as fair ( $M=60,03$ ), because it laid in the interval of 60 - 69. Meanwhile, the aspect of mechanics was in the category of fair ( $M=62,94$ ), it was in the range of 60 - 69. The following Table 9 presents the score frequency and classification of the students' journal writing achievement on each aspect.

Table 9: The Score Frequency and Classification of the Students' Journal Writing Achievement on Each Aspect on Tuesday, 23<sup>rd</sup> December 2003

No	Score Level	Category	Journal Writing Aspects					
			Content		Grammar		Mechanics	
			Freq	%	Freq	%	Freq	%
1	81 - 100	Excellent	25	80,64	5	16,13	4	12,90
2	70 - 80	Good	-	-	3	9,67	5	16,12
3	60 - 69	Fair	1	3,22	1	3,22	11	35,48
4	26 - 59	Poor	5	6,45	6	19,35	11	35,48
5	0 - 25	Fail	-	-	16	51,61	-	-
			31	100	31	100	31	100

From the results in the Table 9 above, it can be seen that there were 6,45% or 5 students categorized as poor on the content aspect of journal writing because their scores were  $< 60$ . It means that there were 90,33% or 25 students able to achieve the content aspect of journal writing. In the meantime, on the aspect of grammar, there were 70,96% or 22 students had gained score  $< 60$ . However, 29,04% or 9 students had gained score  $> 60$ . On the other hand, on the aspect of mechanics, 35,48% or 11 students had gained  $< 60$ , however, 64,52% or 20 students had gained score  $> 60$ .

### 3. The Analysis of the Students' Score of Journal Writing on Wednesday, 24<sup>th</sup> December 2003

On this day, from 42 students, there were 34 students wrote and collected their journal and the rest were not. In this case, the students who have not written their journal had their own personal reasons, such as they felt that they have nothing to write, they forgot to write their journal, they were too busy and they were lazy to write their journal. Meanwhile, 18 students were writing about their feelings; about their experiences (11 students); about their plan (3 students); about their hope (2 students) of the day. The following Tables 6 presents the analysis of the students' score of their journal writing.

Table 10. The Analysis of the Students' Score of Journal Writing Achievement on Wednesday, 24<sup>th</sup> December 2003

NO	Journal Writing Indicators								Total Score (n)	Journal Writing Achievement ( $\Sigma$ )
	Content		Mean Score	Grammar	Mechanics			Mean Score		
	Unity	Coherence		Tenses	Punctuation		Capitalization			
					Comma	Full Stop				
1	66,67	50,00	58,34	40,00	50,00	100,00	57,14	69,05	363,81	60,64
2	100,00	100,00	100,00	100,00	66,67	66,67	80,00	71,11	513,34	85,56
3	50,00	75,00	62,50	50,00	0,00	100,00	100,00	66,67	375,00	62,50
4	66,67	100,00	83,34	11,11	0,00	100,00	88,88	62,96	366,66	61,11
5	50,00	100,00	75,00	0,00	66,67	100,00	100,00	88,89	416,67	69,45
6	100,00	100,00	100,00	0,00	50,00	100,00	85,71	78,57	435,71	72,62
7	66,67	83,33	75,00	88,42	43,75	100,00	66,66	70,14	448,83	74,81
8	-	-	-	-	-	-	-	-	-	-
9	100,00	100,00	100,00	66,67	0,00	33,33	83,33	38,89	383,33	63,89
10	-	-	-	-	-	-	-	-	-	-
11	-	-	-	-	-	-	-	-	-	-
12	100,00	100,00	100,00	0,00	0,00	88,89	95,00	61,30	383,89	63,98
13	66,67	100,00	83,34	20,00	0,00	100,00	20,00	40,00	306,89	51,11
14	50,00	100,00	75,00	66,67	75,00	83,33	100,00	86,11	475,00	79,17
15	-	-	-	-	-	-	-	-	-	-
16	100,00	100,00	100,00	66,67	0,00	50,00	80,00	43,33	396,67	66,11
17	100,00	100,00	100,00	50,00	0,00	100,00	85,71	61,90	435,71	72,62
18	66,67	50,00	58,34	0,00	100,00	100,00	100,00	100,00	416,67	69,45



19	100,00	81,82	90,91	75,00	50,00	100,00	100,00	83,33	506,82	84,47
20	0,00	33,33	16,67	66,67	0,00	60,00	100,00	53,33	260,00	43,33
21	100,00	100,00	100,00	70,59	30,00	70,00	100,00	66,67	470,59	78,43
22	100,00	100,00	100,00	22,22	100,00	100,00	88,89	96,30	511,11	85,19
23	-	-	-	-	-	-	-	-	-	-
24	100,00	100,00	100,00	58,33	33,33	75,00	88,89	65,74	455,55	75,93
25	100,00	100,00	100,00	72,72	62,50	100,00	100,00	87,50	535,22	89,20
26	-	-	-	-	-	-	-	-	-	-
27	100,00	100,00	100,00	20,00	0,00	100,00	100,00	66,67	420,00	70,00
28	100,00	100,00	100,00	66,67	50,00	100,00	75,00	75,00	491,67	81,95
29	100,00	100,00	100,00	33,33	0,00	100,00	100,00	66,67	433,33	72,22
30	100,00	100,00	100,00	0,00	33,33	66,67	80,00	60,00	380,00	63,33
31	-	-	-	-	-	-	-	-	-	-
32	100,00	100,00	100,00	0,00	20,00	33,33	40,00	31,11	293,33	48,89
33	100,00	100,00	100,00	16,67	0,00	100,00	100,00	66,67	416,67	69,45
34	-	-	-	-	-	-	-	-	-	-
35	100,00	100,00	100,00	0,00	66,67	50,00	80,00	65,56	396,67	66,11
36	100,00	100,00	100,00	16,67	50,00	100,00	33,33	61,11	400,00	66,67
37	100,00	100,00	100,00	0,00	0,00	77,72	100,00	59,24	377,72	62,95
38	100,00	100,00	100,00	36,36	100,00	100,00	40,00	80,00	476,36	79,39
39	100,00	100,00	100,00	50,00	16,67	87,50	100,00	68,06	454,17	75,70
40	100,00	100,00	100,00	33,33	100,00	16,62	85,71	67,44	435,66	72,61
41	100,00	100,00	100,00	33,33	20,00	100,00	85,71	68,57	439,04	73,17
42	100,00	100,00	100,00	75,00	0,00	75,00	87,50	54,17	437,50	72,92
<b>Total</b>	<b>2983,35</b>	<b>3173,48</b>	<b>3078,42</b>	<b>1306,43</b>	<b>1164,59</b>	<b>3059,06</b>	<b>2827,46</b>	<b>2357,04</b>	<b>14534,37</b>	<b>2422,40</b>
<b>Mean</b>	<b>87,75</b>	<b>93,34</b>	<b>90,54</b>	<b>38,42</b>	<b>35,29</b>	<b>89,97</b>	<b>83,16</b>	<b>69,32</b>	<b>427,48</b>	<b>70,14</b>

Based on the results in the Table 10 above, the average of the students' journal writing achievement on Wednesday, 24<sup>th</sup> December 2003 was  $M=70,14$ . It means that it belonged to the category of good, because it was in the range of 70 - 80. Briefly, the score frequency of the students' journal writing achievement can be seen in the following Table 11.

Table 11: The Score Frequency and Classification of the Students' Journal Writing on Wednesday, 24<sup>th</sup> December 2003

No	Score Level	Category	Frequency	%
1	81 - 100	Excellent	6	17,65
2	70 - 80	Good	13	38,24
3	60 - 69	Fair	13	38,24
4	26 - 59	Poor	2	5,88
5	0 - 25	Fail	-	-
			34	100

The results in the Table 11 showed that there were 38,24% or 13 students in the category of fair; 38,24% or 13 students in the category of good. This category was the highest. However, the lowest was fail category that was gained by 5,88% or 2 students. Then, there were 17,65 % or 6 students categorized as Excellent. Further, the students' journal writing achievement based on the writing aspects and the category can be seen in the following Table 12.

Table 12: The Journal Writing Aspects and Their Category on Wednesday, 24<sup>th</sup> December 2003

No	The Aspect of Journal Writing	Mean Score	Score Level	Category
1	Content	90,54	81 - 100	Excellent
2	Grammar	38,42	26 - 59	Poor
3	Mechanics	69,32	60 - 69	Fair
	Journal Writing Achievement	70,14	70 - 80	Good

Based on the Table 12 above, it was known that on the average, the students journal writing achievement on the aspect of content was in the category of Excellent ( $M=90,54$ ). This aspect was the highest category. However, the lowest category was the aspect of grammar. It was categorized as poor ( $M=38,42$ ), because it laid in the interval of 26 - 59. Meanwhile, the aspect of mechanics was in the

category of fair ( $M=69,32$ ), it was in the range of 60 - 69. The following Table 13 presents the score frequency and classification of the students' journal writing achievement on each aspect.

Table 13: The Score Frequency and Classification of the Students' Journal Writing Achievement on Each Aspect on Tuesday, 23<sup>rd</sup> December 2003

No	Score Level	Category	Journal Writing Aspects					
			Content		Grammar		Mechanics	
			Freq	%	Freq	%	Freq	%
1	81 - 100	Excellent	27	79,41	2	5,88	5	14,71
2	70 - 80	Good	4	11,76	4	11,76	5	14,71
3	60 - 69	Fair	1	2,94	5	14,71	16	47,06
4	26 - 59	Poor	1	2,94	9	26,47	7	20,58
5	0 - 25	Fail	-	-	14	41,18	1	2,94
			34	100	34	100	34	100

From the results in the Table 13 above, it can be seen that there were 2,94% or 1 students categorized as poor on the content aspect of journal writing because their scores were  $< 60$ . It means that there were 97,06% or 33 students able to achieve the content aspect of journal writing. In the meantime, on the aspect of grammar, there were 67,65% or 23 students had gained score  $< 60$ . However, 32,35% or 11 students had gained score  $> 60$ . On the other hand, on the aspect of mechanics, 23,52% or 8 students had gained  $< 60$ , however, 76,48% or 33 students had gained score  $> 60$ .

#### 4. The Summary of Students Journal Writing for Three Days

Based on the results of Students' journal writing for three days, the result could be summarized in the Table 14 below.

Table 14: The Summary of the Students' Journal Writing Achievement

No	Date	Mean Score	Score Level	Category
1	Monday, 22 <sup>nd</sup> Dec 2003	66,13	60 - 69	Fair
2	Tuesday, 23 <sup>rd</sup> Dec 2003	66,10	60 - 69	Fair
3	Wednesday, 24 <sup>th</sup> Dec 2003	70,14	70 - 80	Good
	The Students' Journal Writing Achievement	67,46	60 - 69	Fair

From the data in the Table 14 above, on the average, the students' journal writing achievement for three days was  $M=67,46$  that was classified as fair. Meanwhile, the score frequency of the students' journal writing achievement can be seen in the following Table 15.

Table 15: The Summary of Score Frequency and Classification of Students Journal Writing Achievement

No	Score Level	Category	Journal Writing Achievement			Mean Score
			Date	Date	Date	
			22/12	23/12	24/12	
1	81 - 100	Excellent	16,22	6,45	17,65	13,44
2	70 - 80	Good	18,92	22,58	38,24	26,58
3	60 - 69	Fair	35,14	48,39	38,24	40,59
4	26 - 59	Poor	25,32	22,58	5,88	17,59
5	0 - 25	Fail	5,41	-	-	1,80
			100	100	100	100

The results in the Table 15 showed that 19,39% of the students were  $< 60$ . However, there were 80,61% of the students that had gained score  $> 60$ . Further, for the summary of each aspect of journal writing achievement could be seen in the Table 16 below.



From the results in the Table 18 above, it can be seen that there were 5,82% of the students categorized as poor on the content aspect of journal writing because they were < 60. It means that there were 94,18% of the students able to achieve the content aspect of journal writing, their scores were > 60. In the meantime, on the aspect of grammar, there were 69,62% of the students had gained score < 60. However, 30,38% of the students had gained score > 60. On the other hand, on the aspect of mechanics, 33,22% of the students had gained < 60, however, 66,78% of the students had gained score > 60.

## **4.2 The Results of Supporting Data**

In this research, the supporting data were obtained from the results of interview and documentation.

### **4.2.1 The Results of Interview**

The interview was conducted with the English teacher to obtain the supporting data about the Curriculum used, the language skills taught, the technique used in the teaching of paragraph writing through journal writing, the teaching of journal writing, and the book used in the teaching English. The results of the interview were as follows.

According to the English teacher, teaching English at SMUN I Gedangan is based on the 1994 English Curriculum with communicative or meaningfulness approach. The English language skills taught are reading, listening, speaking and writing. Here, English is taught twice a week. In teaching writing, the teacher has taught writing through journal writing for two years. He usually integrated it with the reading skill. He asked the students to write a short paragraph after teaching reading. It also, he taught paragraph writing through journal writing through some steps. Firstly, the teacher taught how to write journal writing to the students, then they were asked to write journal at home everyday for two weeks. Next, they had to submit their

journal in the end of each week. Then, the teacher chose one of the students' journal entries, and it was discussed together with all of the students in the class. Here, he did not correct the journal, but just gave comments about the content and the grammar used in the students' journal entry. Then, the teacher asked the students to correct their journal writing individually, here, the teacher believes that the students should be trained to revise and refine their journal, so they would be encouraged to improve their mastery of writing aspects.

The compulsory textbook used by the teacher in teaching English to the second year students is "Communicative and Meaningful English for SMU" published by PT. Yudhistira, Jakarta. The supplementary book used is "English for Senior High School 2" published by IKIP Malang.

#### **4.2.2 The Results of Documentation**

Documentation was used to get the supporting data about the list of the names of the respondents, the list of the names of the school personnel, and the school facilities.

The respondents of the research were the second year students of SMUN I Gedangan in the 2003/2004 academic year. They were the students of class II IPA-2 that consisted of 42 students. It was taken by cluster random sampling from six classes of the second year students. The list of the names of the respondents is enclosed on Appendix 3.

The number of school personnel of SMUN I Gedangan that were involved in teaching learning process is 50 teachers, 4 administration staff, 2 School gardeners, 2 securities and 2 school keepers. The list of the names of the school personnel is enclosed on Appendix 4.

The school facilities of SMUN I Gedangan that support the teaching learning process include 19 classrooms, the teachers' room, the head master's room, the administration staff's room, the library, the science laboratory and the sport hall.

### 4.3 Discussion

Based on the results of the data analysis of the students' scores of journal writing for three days, it was found that, on the average, the students' achievement of journal writing was categorized as fair ( $M=75,09$ ). The results showed that there were 19,39% of the students who got score  $< 60$ . However, there were 80,61% of the students who got score  $> 60$ . It means that in general, the students' journal writing ability was good. This result was higher compared with Cahyo's finding that was 62,36% students of the second year of MAN 2 Jember in the 1995/1996 academic year had poor writing ability. Based on the result above, it could be seen that journal writing practice gave positive contribution to the students. This might be caused by practicing journal writing regularly that gave the students chance to improve their writing skill. It was supported by Hall and Emblen (1973:23) who state daily writing can be most useful in the large context of course, because like other skill, writing can be always and only improved by practice. It means that journal writing practice is a good way to help the students improve their writing skill. In addition, McWhorter (2001:14) claims that journal writing can be an exciting and meaningful way to improve the students' writing, keep track of their thoughts and ideas, and develop ideas to write about. In other words, in journal writing, the students were involved themselves in writing activity, mainly writing based on their experiences in an exciting and meaningful way.

Specifically, the students' achievement of journal writing of each aspect was described as follows. The students' journal writing achievement on the aspect of Content was categorized as excellent ( $M=86,08$ ), the aspect of Grammar was poor ( $M=47,41$ ), and the aspect of Mechanics was categorized as fair ( $M=67,73$ ).

Based on the results discussed above, obviously, the aspect of content was the highest ( $M=86,08$ ) compared with the other aspects. In this case, there were 94,18% of the students able to develop their ideas well by giving relevant information. Moreover, they were able to connect their sentences by using appropriate transitional words. This result was higher compared with Lestari's finding (2000) that was



57,25 % of the second year students of MAN 2 Jember in the 2000/2001 academic year was categorized as poor in controlling the unity and coherence in paragraphs. According to Memering and O'Hare (1980:27) journal is designed to sharpen a writer's talent for thinking on paper. It means that by practicing journal writing, the students were trained to develop their ideas on the paper, so they were able to improve their skill on how to create a good paragraph. Langan (1997:16) says that keeping a journal will help you develop the habit of thinking on paper, and it can help you make writing a familiar part of your life. In other words, by writing journal continually, the students will be trained to express their thinking on their writing. Then, they are more familiar with writing, and writing will be part of their daily activity.

On the other hand, the aspect of grammar was the worst ( $M=47,41$ ), it was in the level of poor category. In this case, there were 69,62% of the students who got score  $< 60$  in using the use of tenses in their journal. They often made grammar errors dealing with past tense. Here, they could not use the correct forms of the verbs correctly. In this research, the students who wrote about their plan often made mistakes in applying future tense. They often used double modals or verbs, and added *s/es/ed* in the verbs of future tenses. Besides, it was also found that when they told about their feeling, they often omitted *to be* in their sentences. Here, they could not adjust *to be* with the subject. The students' poor understanding in using the tenses might cause it. They had not mastered the uses of the correct verb forms based on the tenses. It was due to fact that English had different pattern of grammar from that Indonesian, so the students had difficulties in applying the convention of grammar, especially the use of tenses in their writing. In this case, Hairston (1986:10) claims that when the students write, they often make mistakes in their writing. The students who make major errors in writing is often caused by indifference, carelessness, or forgetfulness. They are not convinced that writing correctly is important enough to justify the amount of time it requires. It is clear that when the students wrote their journal, they more concentrated on the other writing elements, such as the content,

and often neglected the aspect of grammar. In addition, the teacher did not give enough attention to grammar aspect in the students' journal writing entries. It made them get less feedback from the teacher, so they did not know the weaknesses made in their journals. However, this result was higher compared with Sunarsih's finding (2000) that was 74,44% of the second year students of SMUN 2 Jember in 1999/2001 academic year was in the level of poor in applying tenses in their writing.

Dealing with the aspect of mechanics, most of the students or 66,78% were fair ( $M=67,73$ ) in using punctuation (comma and full stop) and capitalization in their sentences. In this case, the students were able to put punctuation (comma and full stop) when it was necessary. In general, the students could use the punctuations, mainly comma and full stop in their sentences. Only 33,22% of the students did not use the punctuations correctly. Dealing with capitalization, in general, the students also could use the capital letters correctly in their journal. Here, journal writing made students able to write in good manner. It was supported by Memering and O'Hare(1983:55) who state keeping a journal is not only a good way to get daily practice in writing, it also gives you the chance to practice specific writing skill. In other words, by writing journal regularly, it could help the students improve their specific writing skill, especially on how to use the conventions of mechanics in their writing.

Based on the discussion above, the research results suggest that the use of journal writing be an alternative technique in teaching writing. It is useful for the students to practice the students' writing English regularly in order to improve their writing skill. Then, they will be able to express their thinking easily. Finally, writing will not be frightening anymore.

## V. CONCLUSIONS AND SUGGESTIONS

### 5.1 Conclusions

Based on the result of the data analysis and discussion, it could be concluded as follows:

#### 5.1.1 General Conclusion

In general, the students' achievement of journal writing for three days was categorized as fair ( $M=67,46$ ).

#### 5.1.1 Specific Conclusions

Specifically, the research results could be concluded as follows:

1. On the average, the students' writing achievement of journal writing on the aspect of content was in the category of excellent ( $M=86,08$ ).
2. On the average, the students' writing achievement of journal writing on the aspect of grammar was in the category of poor ( $M=47,41$ ).
3. On the average, the students' writing achievement of journal writing on the aspect of Mechanics was in the category of fair ( $M=67,73$ ).

### 5.2 Suggestions

Based on the result that in general, the students' journal writing achievement was categorized as fair ( $M=67,46$ ), some suggestions are given to the English teacher, the students, and the future researchers.

#### 5.2.1 The English Teacher

In order to develop the students' writing achievement, especially in journal writing, the English teacher should give as many practice of writing journal as possible in order to give much chance to practice writing. In addition, the English teacher should give feedback, especially on the aspect of grammar to the students'

writing, so that the students do not make the same mistake in the future. In this way, the students' writing skill could be improved.

### **5.2.2 The Students**

The students are suggested to practice journal writing more frequently in order to train themselves in expressing their ideas accurately and orderly. They should also reread their journal writing to give self-correction if possible or ask the teacher how to write it better. Next, they need to improve their tenses mastery and other writing aspects mastery to develop their writing skill.

### **5.2.3 The Future Researchers**

Other researchers are suggested to conduct a further research dealing with a similar topic with a different research design, such as an action research for drilling the students' grammar mastery through journal writing in order to improve the students' writing skill on the aspect of grammar.

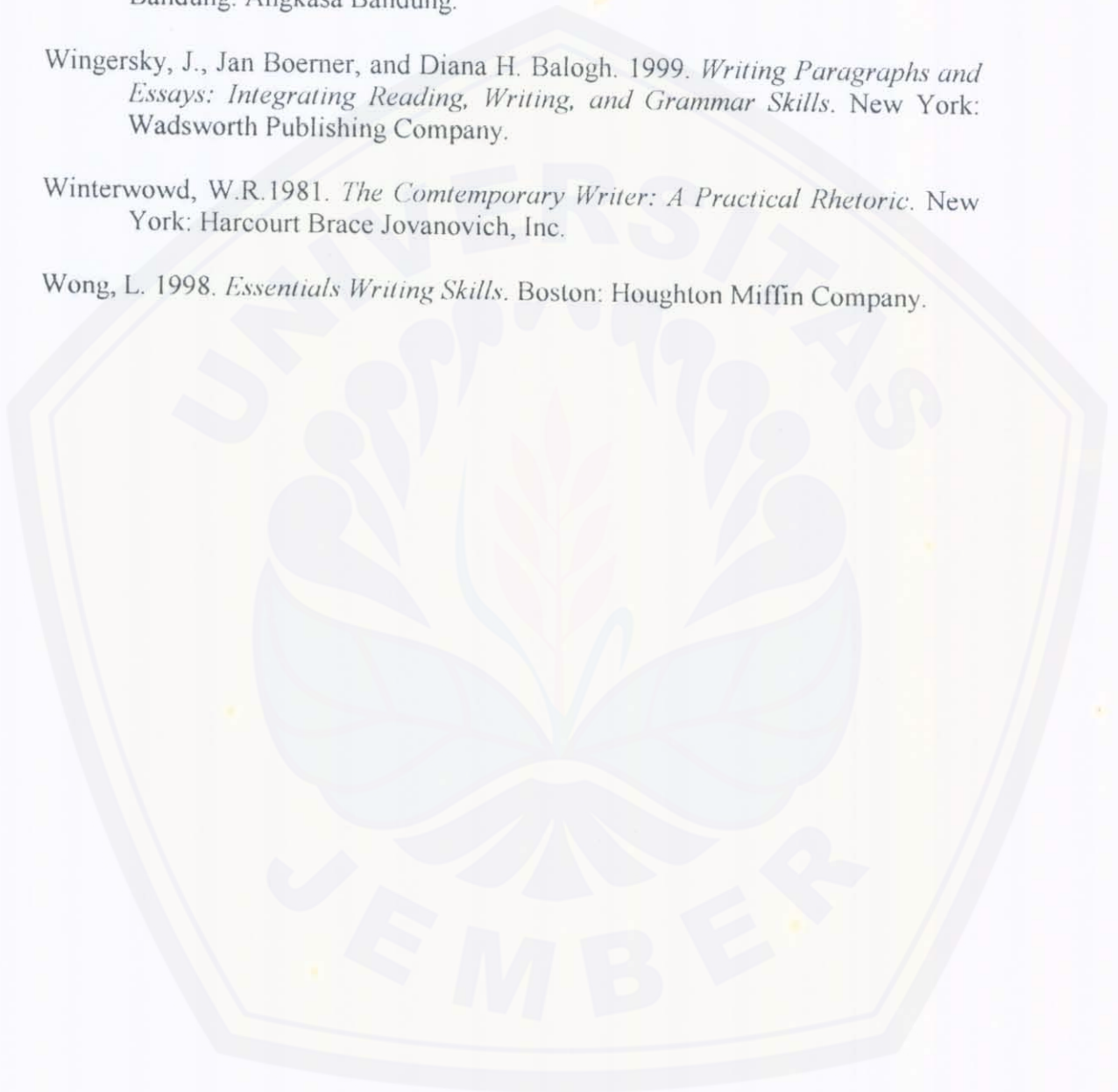
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## RESEARCH MATRIX

Table 18: Research Matrix

TITLE	PROBLEM	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
A Descriptive Study of the Second Year Students' Achievement of Journal Writing at SMUN I Gedangan Sidoarjo in the 2003/2004 Academic Year	<p><b>The General Problem:</b> How is the Second Year Students' Achievement of Journal Writing at SMUN I Gedangan Sidoarjo in the 2003/2004 Academic Year ?</p> <p><b>The Specific Problem:</b> a. How is the Second Year Students' Achievement of Journal Writing on the Aspect of Content (coherence and unity) at SMUN I Gedangan in the 2003/2004 Academic Year?</p> <p>b. How is the Second Year Students' Achievement of Journal Writing on the Aspect of Grammar (tense) at SMUN I Gedangan in the 2003/2004 Academic Year ?</p> <p>c. How is the Second Year Students' Achievement of Journal Writing on the Aspect of Mechanics (punctuation and capitalization) at SMUN I Gedangan in the 2003/2004 Academic Year</p>	The Journal Writing Achievement of the Second Year Students of SMUN I Gedangan Sidoarjo in the 2003/2004 Academic Year	<p>The Students' Scores of Journal Writing Assignments evaluated from these aspects:</p> <p>a). Content - Unity - Coherence</p> <p>b). Grammar - Tenses</p> <p>c). Mechanics - Punctuation - Comma - Full Stop - Capitalization</p>	<p>1. Respondents: The Second Year Students of SMUN I Gedangan Sidoarjo in the 2003/2004 Academic Year</p> <p>2. Informant: - The English Teacher</p> <p>3. Documents - The Names of Respondents</p> <p>- The Students' writing scores</p>	<p>1. Research Design: Descriptive Study</p> <p>2. Research Area: Purposive method</p> <p>3. Respondent Determination: Cluster Random Sampling</p> <p>4. Data Collection method: - Primary data: - The Students' Journal Writings</p> <p>- Supporting data: - Interview - Documentation</p> <p>5. Data Analysis: Descriptive Quantitative by using the percentage formula :</p> $E = \frac{n}{N} \times 100\%$ <p>Note : E: the percentage of the students' journal writing achievement n : the students' journal writing scores of each indicator gained by the students N: the total score of the test items of each indicator</p> <p>(Adapted from Ali, 1993:184)</p>

## Supporting Data Instruments

Table 19: The Guide of Interview

No	Questions	Informants
1	What approach do you apply in teaching English?	The English teacher of SMUN I Gedangan
2	What skills do you teach to the students?	
3	What kind of book do you use?	
4	Do you teach paragraph writing? How do you teach it?	
5	Do you also teach journal writing to the students? If yes, how often do you teach it?	
6	How do you teach journal writing?	

Table 20: The Guide of Documents

No	The Supporting Data Required	Resource
1	The List of the names of the respondents	Documents
2	The List of the School Personnel	
3	The students' writing scores from the English teacher ( for homogeneity test )	
4	The Students' journal writing assignments	

## The List of the Names of the Respondents

Table 21: The List of the Names of the Respondents

No	Name	Sex
1	Muchsin Ridlo	Male
2	Ika Faricha	Female
3	Laili Iksanti	Female
4	Lilis Indrawati	Female
5	Mike Wijayanti	Female
6	Nur Mas Ullah	Female
7	Anis Satul Muawanah	Female
8	Fahmy Aria Perdana	Male
9	Indah Tri Wijayanti	Female
10	Moch. Denny Irawan	Male
11	Nova Kusuma Dewi	Female
12	Rizqi Fadhlun	Male
13	Yuni Triana	Female
14	Asih Pambajeng Indah	Female
15	Bintang Perdhana B	Male
16	Deddy Kurniawan	Male
17	Evi Trianingrum	Female
18	Indah Wahyu Mauludia	Female
19	Eni Setiowati	Female
20	Anita Kusuma Wardani	Female
21	Bayu Segara	Male
22	Dian Ernawati	Female
23	Jilly Meylana Asri D	Female
24	M. Syaiful Ambiyak	Male
25	Nur Lailatul Azizah	Female
26	Puput Enggan P	Female
27	Yuyun Ika Namawati	Female
28	Ayu Prastiyowati	Female
29	Deta Kartika Sari	Female
30	M. Romli Syamsuddin	Male
31	Kismawati	Female
32	Nur Farida	Female
33	Santri Adi Priwardani	Female
34	Try Karya Buana T	Male
35	Anita Caroling	Female
36	Ayuning Sriana	Female
37	Desy Wuryandani	Female
38	Frida Nur Baiti	Female
39	Moch. Kaisar Junaedi	Male
40	Nita Puspita Sari	Female
41	Rochim	Male
42	Tara Mugirosani	Female

### The Personnel List of SMU I GEDANGAN

Table. 22 The List of the School Personnel

NO	N A M A	NIP / NIGB*	JABATAN
1	Drs. Imam Mulyono	130368117	Guru Matematika / Kasek
2	Drs. Ismail	131641337	Guru BK / Wakasek
3	Dra. Wiwik Sumarlik	131650454	Guru Geografi - Sosial
4	Dra. Mega Suwarni	131667481	Guru Kimia / Wakasek
5	Drs. Panoyo, M.Pd	131836075	Guru PPKN - SNU
6	Drs. Sartono	131902449	Guru Pendidikan Jasmani
7	Sri Suharti, S.Pd	130901628	Guru PPKN - Tata Negara
8	Dra. Nina Dwi Suryani	131900817	Guru Fisika / Wakasek
9	Drs. Arief Bahari	131103319	Guru Matematika
10	Dra. Rr. Retno Widayati	131900251	Guru Geografi
11	Dra. Siti Zuhriyah	131409842	Guru Pendidikan Agama Islam
12	Dra. Titik Sunarmiyati	130793885	Guru BK
13	Munarto, S.Pd	130897660	Guru Bahasa Inggris
14	Soehardjono, S.Pd	131428312	Guru Matematika / Wakasek
15	Sumarjo, S.Pd	132094290	Guru Bahasa Indonesia
16	Sri Muli'ah, S.Pd	131619460	Guru Ekonomi
17	Suyono, S.Pd	131831000	Guru Matematika
18	Sri Lestari, S.Pd	131576276	Guru Ekonomi
19	Erni Rahajeng	131763024	Guru Bahasa Inggris
20	Sonda Sari, S.Pd	131933032	Guru Kimia
21	Ulil Hidayati, S.Pd	131932835	Guru Fisika
22	Dra. Tri Utami Handayani	132126167	Guru Geografi – Sosial
23	Sumarni, S.Pd	132158277	Guru Bahasa Indonesia
24	Nur Huda, S.Pd	132041728	Guru Matematika
25	Sudarsono, S.Pd	131975415	Guru Fisika
26	Fizah	131926399	Guru Kimia
27	Drs. Abdul Awwalim	132209243	Guru Sejarah Nasional Umum
28	Dra. Turiyati	132233531	Guru Fisika
29	Dra. Wulan Purnamasari	132230748	Guru Sosiologi
30	Wiwik Kurniawati, S.Pd	132281530	Guru Biologi
31	Laila Mufida, S.Pd	132281965	Guru Biologi
32	Hernu Pratigny, S.Pd	132126750	Guru Matematika
33	Mohammad Suratman, S.Ag	150320714	Guru Pendidikan Agama Islam
34	Sofiatin, S.Pd	131662393	Guru Bahasa Indonesia
35	Dra. Tutut Bintari	131100286	Guru Bahasa Indonesia
36	Dra. Siti Muzayanah	-	Guru Pendidikan Agama Islam

37	Drs. Wasis Heru S	-	Guru Matematika
38	Ani Prawati, S.Pd	-	Guru Matematika
39	Nasipah, S.Pd	-	Guru PPKN
40	Etik Lukisty Utami, S.Pd	-	Guru Fisika
41	Agus Anwari, S.Pd	-	Guru Pendidikan Jasmani
42	Yekti Nurnaningrum, S.Sn	-	Guru Kesenian
43	Kushariati, S.Pd	-	Guru Biologi
44	Irwan Puji, S.Pd	-	Guru Bahasa Inggris
45	Fitri Cahya Buana	-	Guru Bahasa Jepang
46	Farochah, S.Pd	-	Guru Biologi
47	Mujiono, S.Pd	-	Guru Bahasa Inggris
48	Sri Untari, S.Sn	-	Guru Kesenian
49	Suharto Widiatmoko, S.Kom	-	Guru Komputer
50	Jajuk Sudewi, S.Pd	-	Guru Komputer
51	Syah Ainda, SE	132226385	Kepala Tata Usaha
52	Sunoto	132229785	Tata Usaha
53	Muliono, SE	-	Tata Usaha
54	M. Rouf	-	Tata Usaha
55	Sumardi	-	Tukang Kebun
56	Salamun	-	Tukang Kebun
57	Andreas	-	Satpam
58	Samaul	-	Satpam
59	Harun Umbaran	-	Penjaga Malam
60	Agus	-	Penjaga Malam

The Analysis of Homogeneity Test of the Population

Table 23: The Students' English Scores of Writing for Homogeneity

No.	2 IPA - I		2 IPA - II		2 IPA - III		2 IPA - IV		2 IPS - I		2 IPS - II	
	Xn	Xn <sup>2</sup>	Xn	Xn <sup>2</sup>	Xn	Xn <sup>2</sup>	Xn	Xn <sup>2</sup>	Xn	Xn <sup>2</sup>	Xn	Xn <sup>2</sup>
1	74	5476	74	5476	85	7225	65	4225	70	4900	70	4900
2	76	5776	76	5776	78	6084	88	7744	68	4624	50	2500
3	72	5184	78	6084	93	8649	70	4900	74	5476	75	5625
4	72	5184	74	5476	76	5776	90	8100	76	5776	75	5625
5	76	5776	70	4900	78	6084	90	8100	76	5776	70	4900
6	70	4900	70	4900	60	3600	90	8100	68	4624	75	5625
7	70	4900	70	4900	83	6889	90	8100	72	5184	80	6400
8	70	4900	72	5184	70	4900	70	4900	76	5776	70	4900
9	70	4900	76	5776	65	4225	78	6084	70	4900	90	8100
10	70	4900	74	5476	81	6561	60	3600	70	4900	65	4225
11	74	5476	70	4900	56	3136	85	7225	68	4624	80	6400
12	70	4900	72	5184	64	4096	90	8100	70	4900	75	5625
13	70	4900	74	5476	85	7225	73	5329	72	5184	65	4225
14	76	5776	76	5776	71	5041	50	2500	72	5184	75	5625
15	80	6400	70	4900	78	6084	65	4225	68	4624	55	3025
16	76	5776	70	4900	88	7744	71	5041	70	4900	70	4900
17	78	6084	70	4900	88	7744	90	8100	76	5776	60	3600
18	76	5776	74	5476	75	5625	85	7225	76	5776	40	1600
19	78	6084	78	6084	87	7569	61	3721	76	5776	45	2025
20	78	6084	76	5776	65	4225	58	3364	70	4900	50	2500
21	80	6400	78	6084	60	3600	61	3721	70	4900	50	2500
22	78	6084	70	4900	71	5041	61	3721	76	5776	60	3600
23	80	6400	74	5476	63	3969	63	3969	70	4900	55	3025
24	76	5776	80	6400	69	4761	63	3969	76	5776	55	3025
25	76	5776	78	6084	85	7225	65	4225	68	4624	50	2500
26	74	5476	70	4900	65	4225	71	5041	70	4900	80	6400
27	74	5476	70	4900	78	6084	88	7744	72	5184	60	3600
28	78	6084	70	4900	78	6084	76	5776	70	4900	70	4900
29	76	5776	78	6084	45	2025	75	5625	72	5184	70	4900
30	70	4900	82	6724	66	4356	76	5776	72	5184	85	7225
31	78	6084	72	5184	85	7225	73	5329	68	4624	70	4900
32	70	4900	72	5184	66	4356	88	7744	74	5476	80	6400
33	76	5776	74	5476	81	6561	63	3969	68	4624	80	6400
34	74	5476	74	5476	68	4624	88	7744	70	4900	80	6400
35	82	6724	74	5476	80	6400	63	3969	76	5776	60	3600

36	78	6084	76	5776	68	4624	71	5041	76	5776	80	6400
37	76	5776	82	6724	65	4225	82	6724	74	5476	60	3600
38	72	5184	76	5776	76	5776	71	5041	70	4900	80	6400
39	78	6084	74	5476	75	5625	66	4356	76	5776	60	3600
40	80	6400	74	5476	78	6084	66	4356	70	4900	40	1600
41	68	4624	74	5476	70	4900	65	4225	76	5776	70	4900
42	70	4900	72	5184	66	4356	75	5625	80	6400	55	3025
	3140	235312	3108	230456	3084	230608	3089	232373	3032	219312	2785	191225

The Analysis of Variance Computation

Table 24: The Analysis of Variance Computation

	2 IPA - I	2 IPA - II	2 IPA - III	2 IPA - IV	2 IPS - I	2 IPS - II	Total
n	42	42	42	42	42	42	252
Xn	3140	3108	3084	3089	3032	2785	18238
Xn	235312	230456	230608	232373	219312	191225	1339286
M	74.76	74	73.42	73.54	72.19	66.30	

The Result of ANAVA

Table 25: The Result of ANAVA

Source of Variation	Students	DF	MS	F. Com	F. Table
Between Group	2011.18	5	402.24	0.175	2.26
Within Group	17335.86	246	70.47	-	-
Total	19346.94			-	-

$$SST = \sum Xn^2 - \frac{(\sum n)^2}{N}$$

$$= 1339286 - \frac{(18238)^2}{252}$$

$$= 1339286 - 1319939,06$$

$$= 19346.94$$

$$SSB = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} + \frac{(\sum X_4)^2}{n_4} + \frac{(\sum X_5)^2}{n_5} + \frac{(\sum X_6)^2}{n_6} - \frac{(\sum n_{total})^2}{N}$$

$$= \frac{(3140)^2}{42} + \frac{(3108)^2}{42} + \frac{(3084)^2}{42} + \frac{(3089)^2}{42} + \frac{(3032)^2}{42} + \frac{(2785)^2}{42} - \frac{(18238)^2}{252}$$

$$\begin{aligned}
 &= \frac{9859600 + 9659664 + 9511056 + 9541921 + 9193024 + 7756225}{42} - \frac{332624644}{252} \\
 &= 1321940.24 - 1319939.06 \\
 &= 2011.18
 \end{aligned}$$

$$\begin{aligned}
 SSW &= SST - SSB \\
 &= 19346.94 - 2011.18 \\
 &= 17335.86
 \end{aligned}$$

$$\begin{aligned}
 dfb &= K - 1 & dfw &= N - K \\
 &= 6 - 1 & &= 252 - 6 \\
 &= 5 & &= 246
 \end{aligned}$$

$$MSB = \frac{SSB}{dfb} = \frac{2011.18}{5} = 402.24 \qquad MSW = \frac{SSW}{dfw} = \frac{17335.86}{246} = 70.47$$

$$F_o = \frac{MSB}{MSW} = \frac{402.24}{70.47} = 5.71$$

Fo, (dfb)(dfw) at the 5 % significant level

$$F_o, (5) (246) = 2,26$$

The Value of Fo Computation < F table = (5.71 < 2,26) Non Significant

Notes:

SST : Sum of Squares total groups

SSB : Sum of Squares between groups

SSW : Sum of Squares within groups

dfT : Total degree of freedom

dfB : degree of freedom between groups

dfW : degree of freedom within groups

MSB : Mean squares between groups

MSW : Mean squares within groups.





My love for you

Mon, 22

Actually I don't want write this, but I don't have story again that just happy and sadness.

This story started before I went to school. The sun shine lightly, 'n I think may be this day will be a nice day. Like the other day I spend my break time to go out of school (Warung)

And after that all changed. Why? Because of a paper



My love for you

my cycle fastly.

I just wanna run away and screamed out

At home, after pray I hoped to God to help me find the best way for me. I don't want my problem make me far with God. I try to make my heart well, but I can't. I can't do anything well. I just wanna say that my love just for her, 'n I want she smiles for me and ... I don't want to



My love for you

a paper of my queen she said "it's better to us if we're just friends, a real friend or best friends."

Suddenly, my heart felt like covered by darkness, sadness. My spirit to life became down 'n down.

The beautifulness, happiness that I felt before gone. Gone with some dreams, with all power 'n hope.

After finished school, I take my cycle, I "kayuh"



My love for you

Say Goodbye ...

I'll keep her in my heart, even she goes from me, even she doesn't care about me, even she gets some one who could make she smiles.

If someday she say good bye for me, I just wanna see the best smile of my queen.

Unity = 16/6 x 100% = 266.67% Co = 7/7 x 100% = 100%

Tenses = 19/29 x 100% = 65.52%

Commā = 10/21 x 100% = 47.62%



Rules

I feel unwell today, but at the first time, I thought <sup>that</sup> I'm gonna be happy, but cause everything seemed so good to me. This feeling started to end, after I ~~had~~ got my first lesson. It's very boring, and ~~make~~ me nervous. The teacher always ask ~~to~~ me, I think she doesn't like me, she hates me, but I don't care about it. My lover ~~s~~ looks ~~down~~ <sup>not</sup> well today too. I don't know why? ~~But~~ I hope I'm not the one who broke her heart, I just hope it. I think I'm going to do the best thing I can do, not for me and not for everyone, but just for my love.

Sometimes, I feel she understands what I'm talking about. But, sometimes she doesn't. What's wrong with her? ~~Does~~ she ~~don't~~ <sup>not</sup> know what I feel about her? Or, she just ~~hides~~ her feeling about me. I don't know, I really love her with all my heart. I hope I can make her <sup>to be</sup> ~~her~~ mine, but I can't do that I'm too nervous to say what I'm feel about her. Does she have ~~an~~ another boyfriend? or she doesn't love me, or ... I don't know. Fuck all about this. I'm in wrong way.

I'm ~~all~~ always waiting for her call, but she never ~~calls~~ me, or maybe, I must try to forget her, ~~the~~ one who I love so much. Her feel always make me more and more love her, she is my first love. Last night, I dreamt that she ~~is~~ <sup>was</sup> ~~me~~ <sup>me</sup>, so I'm so happy, but I ~~was~~ <sup>was</sup> disappointed when I ~~know~~ <sup>knew</sup> that it just ~~was~~ a dream. ~~She~~ makes me think ~~about~~ about her all the time. ~~Now~~, I just want to say what I dreamt last night to her. She is my first love. I really love her. I hope with all my heart we will be together.

$$\text{Unity} = \frac{17}{17} \times 100 = 100$$

$$\text{Comma} = \frac{13}{14} \times 100 =$$

$$\text{Coherence} = \frac{9}{9} \times 100 = 100$$

$$\text{full stop} = \frac{12}{14} \times 100 =$$

$$\text{Grammar} = \frac{23}{37} \times 100 =$$

$$\text{Capitalization} = \frac{26}{34} \times 100 =$$

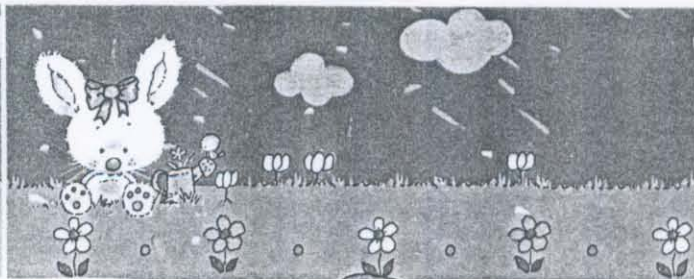
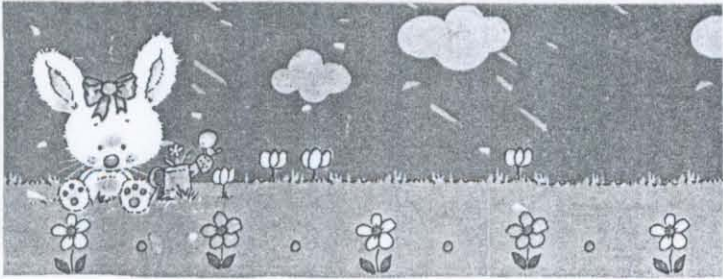
$$\text{Unity} = \frac{10}{10} \times 100 = 100$$

$$\text{Coherence} = \frac{4}{4} \times 100 = 100$$

$$\text{Grammar} = \frac{4}{20} \times 100 =$$

$$\text{Comma} = \frac{6}{7} \times 100 =$$

$$\text{full stop} = \frac{9}{11} \times 100 =$$



Today is Monday. The day where everything was began. Last morning I got the great spirit for going to school. I don't knew why? Maybe sunrise was warm up my body. When I went to school last morning, the air was so cold although the sun was risen. I went to school by my bicycle and I said to myself that I would begin the everything from the started with all spirit in my self.

Last morning my felt got Jumble Sometime happy, and Sometime seems so bad. If my felt seems happy, it causes my friend never stoped shaker my belly. Besides that I seems so sad because I seen my friend seems sad too. Suppose that I can helped her, I would tried to helped her; If I can Today is bad day for me. I Hope tomorrow would better for me, my parents, my love, my friend and for all the people in the world.

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Unity =  $\frac{7}{7} \times 100 = 100$   
 Coherence =  $\frac{3}{3} \times 100 = 100$   
 Grammar =  $\frac{9}{12} \times 100 =$   
 Comma =  $\frac{2}{5} \times 100 =$   
 Fullstop =  $\frac{6}{6} \times 100 = 100$   
 Capitalization =  $\frac{12}{13} \times 100 =$

Unity =  $\frac{5}{6} \times 100 =$   
 coherence =  $\frac{3}{3} \times 100 = 100$   
 Grammar =  $\frac{4}{14} \times 100 =$   
 comma =  $\frac{3}{9} \times 100 =$   
 fullstop =  $\frac{6}{6} \times 100 =$   
 Capitalization =  $\frac{9}{11} \times 100 =$

TABEL F  
 Nilai F dengan taraf Signifikansi 5% (deretan atas) dan  
 1% (deretan bawah)

d.b. untuk KR Pembagi	d.b. untuk Kuadrat Rerata Pembilang							
	1	2	3	4	5	6	7	8
100	3,94	3,09	2,70	2,46	2,30	2,19	2,10	2,03
	6,90	4,82	3,98	3,51	3,20	2,99	2,82	2,67
125	3,92	3,07	2,68	2,44	2,29	2,17	2,08	2,01
	6,84	4,78	3,94	3,47	3,17	2,95	2,79	2,65
150	3,91	3,06	2,67	2,43	2,27	2,16	2,07	2,00
	6,81	4,75	3,91	3,44	3,14	2,92	2,76	2,62
200	3,89	3,04	2,65	2,41	2,26	2,14	2,05	1,98
	6,76	4,71	3,88	3,41	3,11	2,90	2,73	2,60
400	3,86	3,02	2,62	2,39	2,23	2,11	2,03	1,96
	6,70	4,66	3,83	3,36	3,06	2,85	2,69	2,55
1.000	3,85	3,00	2,61	2,38	2,22	2,10	2,02	1,95
	6,66	4,62	3,80	3,34	3,04	2,82	2,66	2,51
∞	3,84	2,99	2,60	2,37	2,21	2,09	2,01	1,94
	6,64	4,60	3,78	3,32	3,02	2,80	2,64	2,51

( bersambung )



PEMERINTAH KABUPATEN SIDOARJO  
DINAS PENDIDIKAN  
SMU NEGERI 1 GEDANGAN

Raya Sedati Km 2 Gedangan Jalan - Sidoarjo Telp. 8919819

Nomor : 423.5/1537/404.3.14.17.001.2004  
Lamp :  
Perihal : Keterangan Penelitian

Kepada  
Yth. Sdr. Dekan FKIP  
Universitas Jember

Di  
Tempat

Kepala SMU Negeri 1 Gedangan menerangkan bahwa Mahasiswa tersebut dibawah ini :

Nama : REPI SUYANTI  
NIM : 99 / 1278  
Jurusan / Program : Pend. Bahasa & Seni / Pend. Bahasa Inggris

Telah melaksanakan penelitian di SMU Negeri 1 Gedangan dengan judul  
"A Descriptive Study of the second Year students' Writing Achievement through journal Writing at SMUN 1 Gedangan -- Sidoarjo in the 2003 / 2004 Academic Year"

Demikian keterangan ini untuk digunakan sebagaimana semestinya.



Sidoarjo, 5 Januari 2004

Sekolah,

Humam Mulyono

NIP. 139 378 117

**DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

**LEMBAR KONSULTASI PENYUSUNAN SKRIPSI**

Nama : REPI SUTANTI  
 NIM/Angkatan : 99/1278  
 Jurusan/Program Studi : Pend. Bahasa & Seni / Pend. B. Inggris  
 Judul Skripsi : "A Descriptive Study of the Second Year Students' Writing Achievement Through Journal Writing at SMUN 1 Gedungan Sidoarjo in the 2003/2004 Academic Year"  
 Pembimbing I : Dra. Siti Sundari, MA  
 Pembimbing II : Drs. Bambang Suhargo, MEd

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	15 April 2003	pengajuan judul	
2.	17 April 2003	Matrik	
3.	30 April 2003	Revisi matrik	
4.	20 Mei 2003	Pengajuan bab I, II, III	
5.	17 Juni 2003	Revisi bab I, II, III	
6.	21 Juli 2003	Revisi bab I, II, III	
7.	8 September 2003	revisi bab I, II, III	
8.	11 November 2003	Revisi bab I, II, III	
9.	15 Januari	pengajuan bab 4, 5	
10.	23 Februari 2004	<del>peng</del> Revisi bab 3, 4, 5	
11.	23 Maret 2004	Revisi bab 4, 5	
12.	19 April 2004	Revisi bab 4, 5	
13.	Mei 2004	Revisi bab 4	
14.			
15.			

ATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

**DEPARTEMEN PENDIDIKAN NASIONAL  
UNIVERSITAS JEMBER  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

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 Pembimbing II : Drs. Bambang Suhargito, MEd.

**KEGIATAN KONSULTASI**

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.	16 April 2003	pengajuan judul	[Signature]
2.	31 Mei 2003	Matrik	[Signature]
3.	23 Mei 2003	pengajuan bab I, II, III	[Signature]
4.	20 Juni 2003	Revisi bab I, II, III	[Signature]
5.	15 September 2003	Revisi bab I, II, III	[Signature]
6.	7 Desember 2003	Konsultasi bab I, II, III	[Signature]
7.	19 April 2004	Konsultasi bab I, II, III, IV, V	[Signature]
8.	30 April 2004	Revisi bab I, II, III, IV, V	[Signature]
9.			[Signature]
10.			
11.			
12.			
13.			
14.			
15.			

CATATAN : 1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi  
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi