



**THE EFFECT OF USING DIARY ON THE EIGHT GRADE STUDENTS'
ACHIEVEMENT IN WRITING A RECOUNT TEXT AT SMPN 2 BANGIL**

THESIS

By

YUNI SAFITRI

NIM 060210401048

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

2011



**THE EFFECT OF USING DIARY ON THE EIGHT GRADE STUDENTS'
ACHIEVEMENT IN WRITING A RECOUNT TEXT AT SMPN 2 BANGIL**

THESIS

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

By

YUNI SAFITRI

NIM 060210401048

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

2011

THESIS

**THE EFFECT OF USING DIARY ON THE EIGHT GRADE STUDENTS'
ACHIEVEMENT IN WRITING A RECOUNT TEXT AT SMPN 2 BANGIL**

by

Yuni Safitri

NIM. 060210401048

Consultants

Consultant I : Dr. Budi Setyono, MA

Consultant II : Dra. Musli Ariani M. App. Ling

APPROVAL

The thesis entitled “The Effect of Using Diary on the Eight Grade Students’ Achievement in Writing a Recount text at SMPN 2 Bangil” is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Date : June 7th 2011

Place : The Faculty of Teacher Training and Education, Jember University

The Committee

The Chairperson

Drs. Bambang Suharjito, M. Ed
NIP. 196110251989021004

Member I

Member II

Dra. Made Adi Andayani T., M.Ed
NIP. 196303231989022001

Dr. Budi Setyono, MA
NIP. 196307171990021001

The Dean

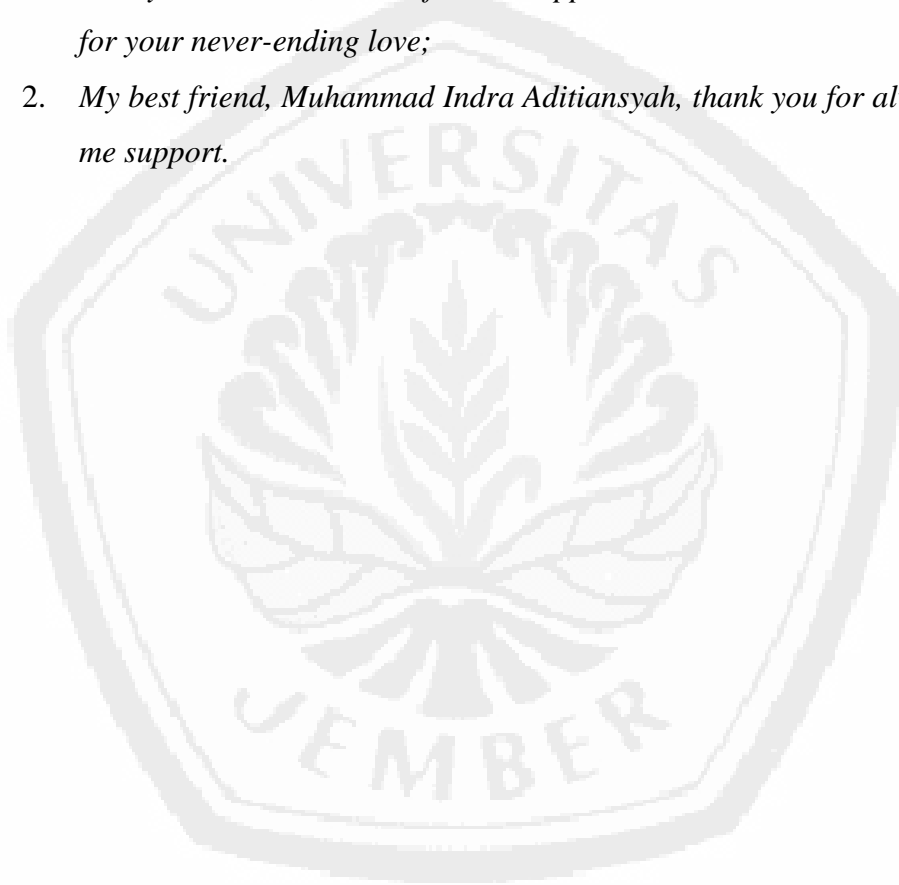
Faculty of Teacher Training and Education
Jember University

Drs. Imam Muchtar, S.H., M. Hum.
NIP 195407121980031005

DEDICATION

This thesis is honorably dedicated to:

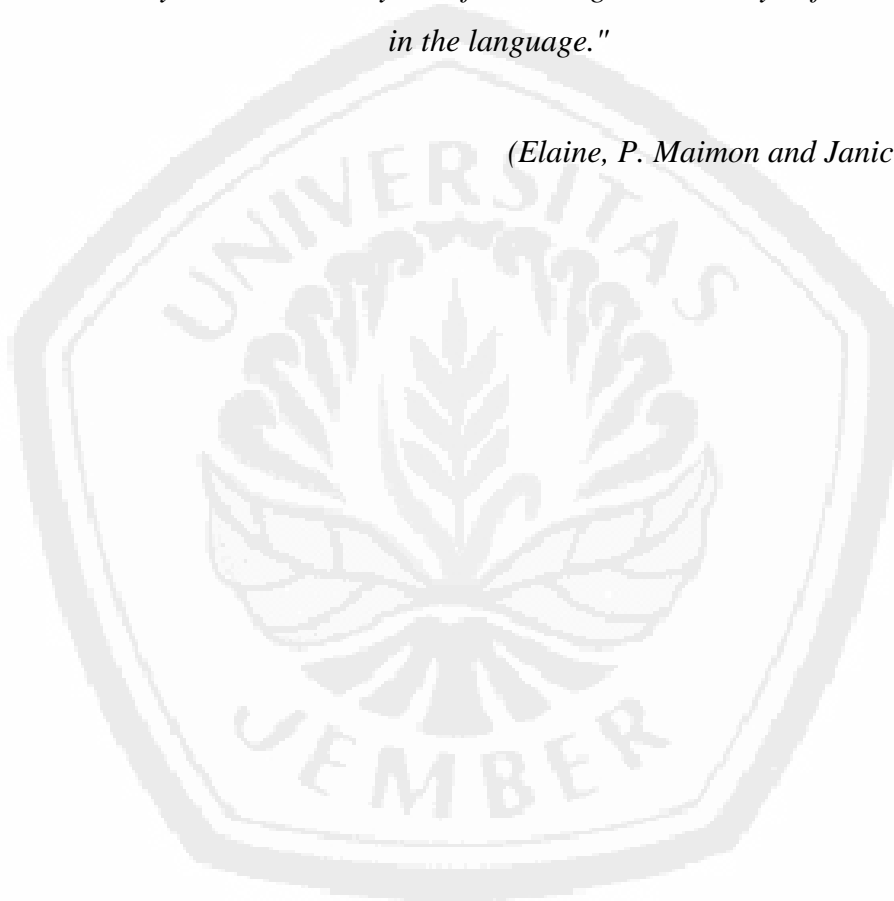
- 1. My beloved parents, Subandi and Lilik Sulistiani, S.Pd, and my sister Firosyatul Warda, thanks for the support. This thesis is dedicated to you for your never-ending love;*
- 2. My best friend, Muhammad Indra Aditiansyah, thank you for always giving me support.*



MOTTO

"Write a personal journal. Using English to explore your thoughts, feelings, and questions about your studies and your life in college will make you feel more at home in the language."

(Elaine, P. Maimon and Janice, H. Peritz)



ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah SWT for blessing me and giving me strength so that I can finish writing the thesis entitled “The Effect of Using Diary on the Eight Grade Students’ Achievement in Writing a Recount Text at SMPN 2 Bangil”

In relation to the writing and finishing of this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University
2. The Chairperson of The Language & Arts Department
3. The Chairperson of English Education Study Programs
4. The first and second consultants, Dr. Budi Setyono, MA, and Dra. Musli Ariani. M. App. Ling. Thank you for spending your time and giving me suggestions and many ideas to make my thesis better.
5. The lecturers of the English Education Program who have given me moral supports to work harder in my attempt to complete the thesis
6. The examination committee that have given me a lot of suggestion
7. The principal and the English teachers of SMPN 2 Bangil, Drs. H. Mustofa, and Supriyadi, S.Pd for giving me an opportunity, help, and support to conduct this research
8. The eight grade students of SMPN 2 Bangil in 2010/2011 academic year especially class VIII A and VIIB

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, June 2011

The Writer

TABLE OF CONTENTS

	Page
TITLE.....	i
CONSULTANT APPROVAL	ii
EXAMINERS' APPROVAL	iii
DEDICATION	iv
MOTTO	v
ACKNOWLEDGEMENT.....	vi
TABLE OF CONTENTS.....	vii
THE LIST OF TABLES	xi
THE LIST OF APPENDICES.....	xii
SUMMARY.....	xiv
CHAPTER 1. INTRODUCTION.....	1
1.1 Background of the Research.....	1
1.2 Problem of the Research.....	3
1.3 Operational Definition of the Terms.....	4
1. Diary.....	4
2. Writing Achievement.....	4
1.4 Objective of the Research.....	4
1.5 Significance of the Research.....	5
1. The English Teacher.....	5
2. The Students.....	5
3. The future Researchers.....	5
1.6 The Scope of the Research.....	6

1. Materials.....	5
2. Subjects.....	6
3. Time.....	6

CHAPTER 2. LITERATURE REVIEW..... 7

2.1 Diary..... 7

2.2 Kinds of Diary..... 8

1. Personal Diary.....	8
2. Travel Diary or Travel Journal.....	9
3. Food Diary or Food Journal.....	9
4. Sleep Diary.....	9
5. Audio Journals.....	9
6. Fictional Diary.....	10
7. Art Diary.....	10
8. Blog or Online Diary.....	10

2.3 The Benefits of Writing Diary..... 11

1. Motivation.....	11
2. Reduce Stress.....	11
2. Improve Writing Skill.....	12

2.4 The Use of Diary in ELT..... 12

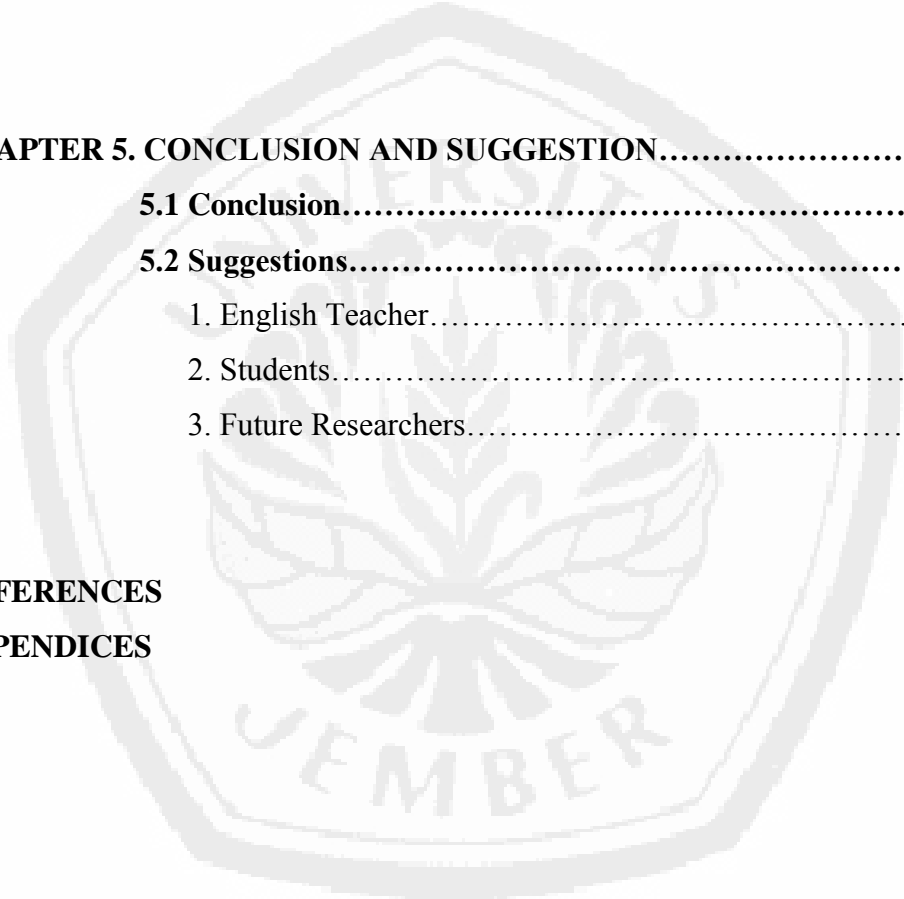
2.5 Writing Skill..... 13

2.6 Aspects of Writing..... 14

1. Content.....	14
2. Grammar.....	15
3. Vocabulary.....	16
4. Mechanics.....	16
5. Organization.....	20

2.7 Recount Text.....	20
1. Definition.....	21
2. Types of Recount Text.....	21
3. Generic Structure of Recount text.....	21
2.8 The Expected Orientation of Students' Writing Ability	22
2.9 Writing Measurement.....	23
2.10 The Effect of Using Diary on the Students' Writing Ability.....	26
2.11 Hypothesis.....	27
CHAPTER 3. RESEARCH METHOD.....	29
3.1 Research Design.....	29
3.2 Population.....	31
3.3 Sample.....	31
3.4 Data Collection Method.....	31
1. Writing Test.....	32
2. Interview.....	33
3. Documentation	34
3.5 Internal Validity and External Validity of the Research	34
3.6 Data Analysis Method.....	34
CHAPTER 4. RESEARCH RESULT AND DATA ANALYSIS.....	37
4.1 The Activities of the Research.....	37
1. First Meeting.....	39
2. Second meeting.....	39
3. Third Meeting.....	40

4.2 The Result of the Test.....	40
1. The Result of Pretest.....	40
2. The Result of Posttest.....	41
4.3 The Analysis of the Main Data.....	42
4.4 The Hypothesis Verification.....	47
4.5 Discussion.....	47
CHAPTER 5. CONCLUSION AND SUGGESTION.....	49
5.1 Conclusion.....	49
5.2 Suggestions.....	49
1. English Teacher.....	49
2. Students.....	50
3. Future Researchers.....	50
REFERENCES	
APPENDICES	



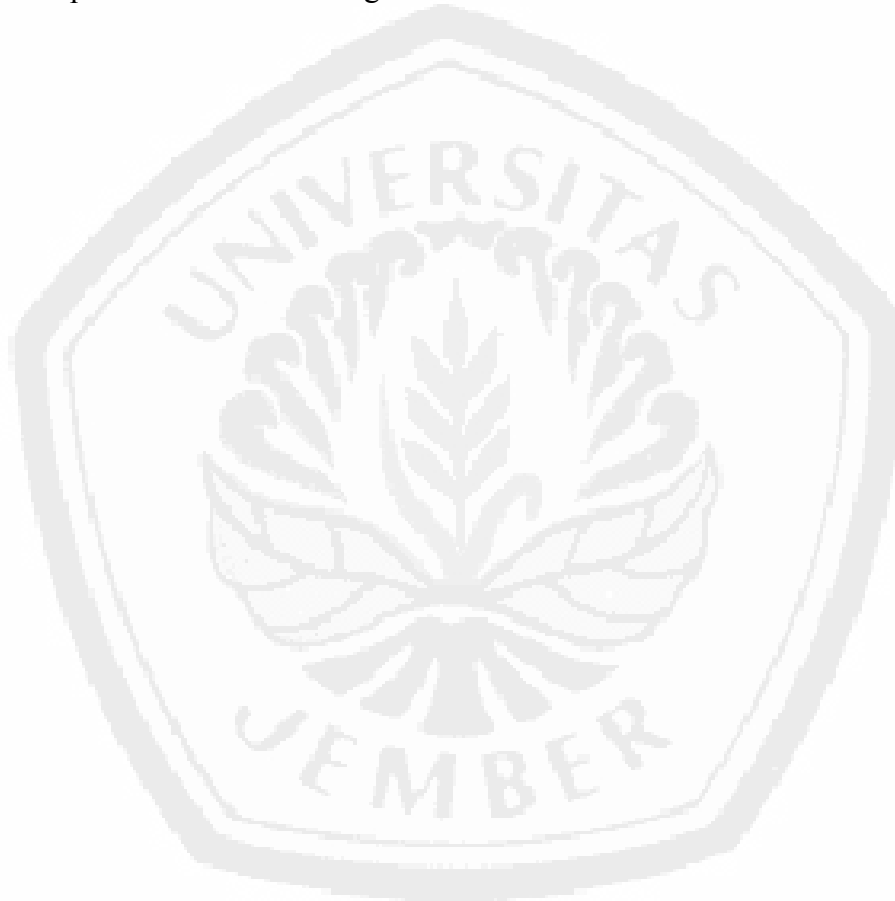
THE LIST OF TABLES

List of Tables	Page
4.1 The Schedule of Administering the Research.....	58
4.2 The Total Number of Eight Grade Students of SMPN 2 Bangil.....	59
4.3 The Result of Pretest (Experimental Class by the English Teacher).....	84
4.4 The Result of Pretest (Experimental Class by the Researcher).....	85
4.5 The Result of Pretest (Experimental Class).....	86
4.6 The Result of Pretest (Control Class by the English Teacher).....	87
4.7 The Result of Pretest (Control Class by the Researcher).....	88
4.8 The Result of Pretest (Control Class).....	89
4.9 The Result of Posttest (Experimental Class by the English Teacher).....	90
4.10 The Result of Posttest (Experimental Class by the Researcher).....	91
4.11 The Result of Posttest (Experimental Class).....	92
4.12 The Result of Posttest (Control Class by the English Teacher).....	93
4.13 The Result of Posttest (Control Class by the Researcher).	94
4.14 The Result of Posttest (Control Class).....	95
4.15 Between-Subjects Factors.....	41
4.16 Descriptive Statistics.....	42
4.17 Levene's Test of Quality of Error Variances.....	42
4.18 Test of Between-Subjects Effects.....	43
4.19 Estimated Marginal Means.....	44
4.20 Profile Plots.....	45

THE LIST OF APPENDICES

	Page
A. Research Matrix	55
B. Supporting Data Instruments.....	56
C. The Result of Interview.....	57
D. The Test.....	58
E. The Schedule of Administering the Research.....	59
F. The Total Number of the Eight Grade Students of SMPN 2 Bangil.....	60
G. Lesson Plan meeting 1	61
H. Lesson Plan meeting 2	70
I. Lesson Plan meeting 3	79
J. Table 4.3 The Result of Pretest (Experimental Class by the English Teacher).....	86
K. Table 4.4 The Result of Pretest (Experimental Class by the Researcher).....	87
L. Table 4.5 The Result of Pretest (Experimental Class).....	88
M. Table 4.6 The Result of Pretest (Control Class by the English Teacher).....	89
N. Table 4.7 The Result of Pretest (Control Class by the Researcher).....	90
O. Table 4.8 The Result of Pretest (Control Class)	91
P. Table 4.9 The Result of Posttest (Experimental Class by the English Teacher).....	92
Q. Table 4.10 The Result of Posttest (Experimental Class by the Researcher).....	93
R. Table 4.11 The Result of Posttest (Experimental Class).....	94
S. Table 4.12 The Result of Posttest (Control Class by the English Teacher).....	95

T. Table 4.13 The Result of Posttest (Control Class by the Researcher)	96
U. Table 4.14 The Result of Posttest (Control Class).....	97
V. Out Put of SPSS	98
W. Permission Letter for Conducting Research from the Faculty of Teacher Training and Education of Jember University	100
X. Example of Students' Writing.....	101



SUMMARY

The Effect of Using Diary on the Eight Grade Students' Achievement in Writing a Recount Text at SMPN 2 Bangil; Yuni Safitri, 060210401048; 2011; 50 Pages; English Education Study Program; Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

In writing a text, students usually have difficulties in transferring their thought into words. Therefore, a regular practice is needed to improve the students' writing achievement. A way to develop fluency in writing is having a regular practice everyday. Because of that reason, the teacher needs to use appropriate media that can help the students develop their writing achievement.

To solve the problem above, the researcher used personal diary as a media for the students to practice more in writing a text in English. The researcher used personal diary and asked the students to write personal recount text about their own daily activities or experiences. In writing a personal essay, students are doing much more than fulfilling an assignment, they will explore their experiences, clarify their values and compose their own story. This means by writing a personal essay in a personal diary, the students are involved in the writing exercises. And by practicing more, it helps the students developing their writing achievement.

The purpose of this research was to know the effect of writing diary on the eight grade students' writing achievement at SMPN 2 Bangil.

The research design selected was non randomized pretest posttest design, this design belongs to quasi experimental design. The researcher used intact class at SMPN 2 Bangil. The activities of the research were choosing two classes among seven classes by using lottery, flip a coin to determine the experimental class and the control class. Giving pretest to both classes, giving treatment to the experimental class, and giving posttest to both classes.

The area of this research was SMPN 2 Bangil. It was chosen because the English teacher never used diary as a media in ELT. Based on the result of the lottery, class VIII A and class VIII B were chosen. Class VIII A was determined as the experimental class, while Class VIII B as the control class. The researcher conducted the test to get the primary data; pretest and posttest. The pretest was given before the teaching and learning process, while the post test was given after teaching and learning process, which was conducted three times.

The main data of this research was analyzed by using ANCOVA (Analysis of Covariance). The result of this research showed that there was a significant effect of writing a diary on the eight grade students' writing achievement. It was proven by the value of significant column of ANCOVA by using SPSS, the result was 0.035. It was lower than 0.05. Based on the explanation above, it was concluded that there is a significant effect of using a diary on the eight grade students' achievement in writing a recount text at SMPN 2 Bangil.

By considering the significant effect of using diary as media in teaching and learning process, especially in writing, some suggestions are given to the English teacher, students, and future researchers. For the English teacher, a diary can be used as one of the media in teaching writing, while for the students, hopefully they can continue writing in a diary to help them improve their writing ability. And for the future researcher, this research can be used as the sources to conduct further research.