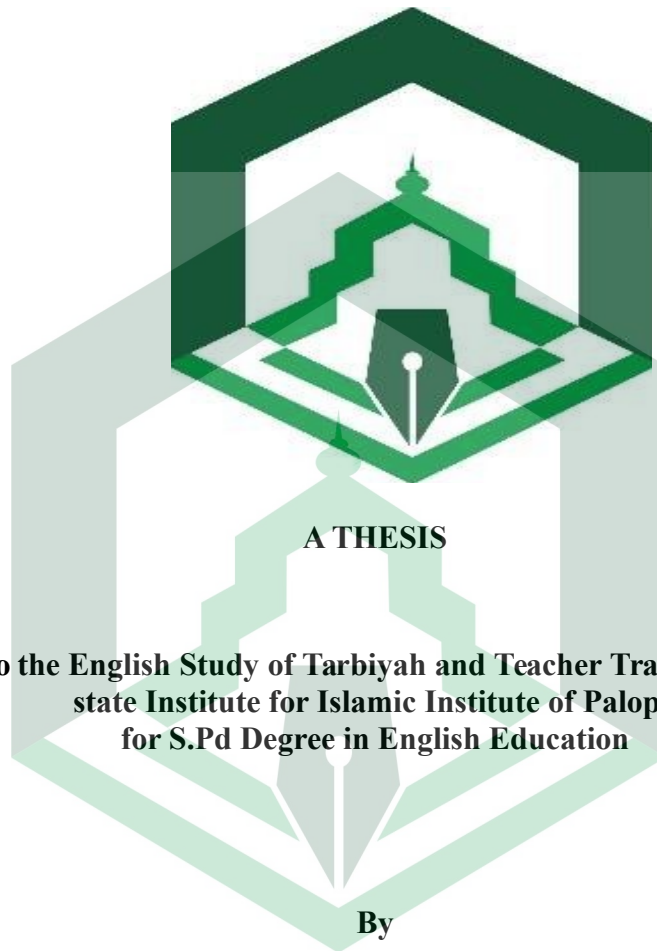


**THE USE OF WRITING DIARY TO IMPROVE STUDENTS MASTERY
IN LEARNING SIMPLE PAST TENSE AT ELEVENTH YEAR
OF SMAN 1 BAJO.**



A THESIS

**Submitted To the English Study of Tarbiyah and Teacher Training Faculty of the
state Institute for Islamic Institute of Palopo
for S.Pd Degree in English Education**

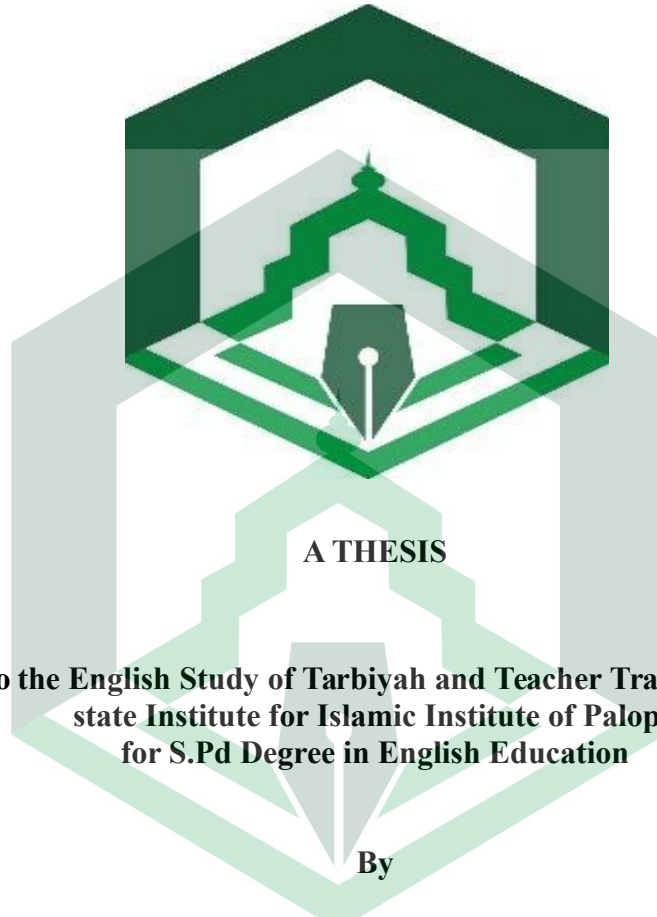
By

MISNAWATI

Reg.Num. 11.16.3.0058

**ENGLISH STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
THE STATE ISLAMIC INSTITUTE PALOPO
2015**

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**ENGLISH STUDY PROGRAM
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THE STATE ISLAMIC INSTITUTE PALOPO
2015**

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Palopo, October 13th, 2015

Writer,

IAIN PALOPO

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NOTA DINAS PEMBIMBING

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Judul : *The use of writing diary to improve students mastery in learning simple past tense at eleventh year of SMAN 1 bajo.*

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Wassalamu Alaikum Wr. Wb.

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I realize that the completion of this thesis was possible by receiving much advice, guidance, encouragements, feedbacks and comments from many people, Therefore, the researcher is thankful to:

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Finally, the researcher prays to the God, Allah SWT. Gives reward to all of the people who have helped, the researcher hopes this thesis can be useful and give positive contribution for the readers and the others.

Palopo, August 31th 2015

Researcher

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CHAPTER 1

INTRODUCTION

A. Background

Simple past tense is one of English grammars that has important roles. It is always used in conversation, reading, writing and etc. It is very important to learn about simple past tense because learning about simple past tense can avoid confusions to make sentences. One of the problems of learning simple past tense is how to make the student's more interested in learning simple past tense. So, the writer uses writing diary as an alternative strategies in increasing the student's ability in using simple past tense.

There are many ways to learn simple past tense such as writing Diary. It is suitable, writing diary and simple past can be closely related because if writing diary involves writing the events in the past or previous experiences. For this reason the researcher used. In addition, of writing diary to easy the students learn simple past tense.

Diaries can be used very effectively to help students become aware of their learning process and to begin to reflect on new ways to address their learning problems. Using diaries in language classes is an easy and simple technique—everyone knows what a diary is so it is not hard to learn and to get learners to write one, though they will need the suggestions given above to focus the diary. It is very

useful because it helps bring a learner's attention to the learning process, makes them aware of their problems, solutions, and allows them to consider the appropriateness of their solutions. By scaffolding their peers, learners can learn new strategies.¹

Based on the information from (Mr. Emil) an English teacher at SMAN 1 Bajo the students' ability in using simple past tense is still low. They understand the theory and pattern of simple past tense but they cannot implement in writing. The students faced many difficulties using simple past tense. In this case the teacher should apply an appropriate method or media to make learning process easy to understand. The writer believes that one of the most interesting ways to teach simple past tense is writing diary. In writing diary we must use simple past tense because writing diary tells about what happened in the past.

Using diary is a method to know students mastery in using simple past tense. In addition, using writing diary can make the students enjoy the learning because writing diary is more lively, interesting, and natural. Based on the explanation and experience above the researcher is interested to conduct research under the title “ ***The Use of Writing Diary to Improve the Student's***

¹Juan Robin *Diary writing as a process*. <http://www.workingnet.com/joanrubin/pdfs/Singaporepaper2003.pdf>. Accessed on june, 13th, 2015

Mastery in Learning Simple Past Tense at Eleventh Year of SMAN 1 Bajo”.

B. Problem statement

Based on the background above, the researcher would like to formulate the problem statement as follow: Is writing diary effective to improve student’s mastery in learning simple past tense at the eleventh year of SMAN 1 Bajo?

C. Objective of the Research

To find out whether use of writing diary is effective to improve students’ mastery in Learning Simple Past Tense at the eleventh year of SMAN 1 Bajo.

D. Significance of the Research

The result of this research is expected to be useful information for all readers included lectures, learners, and practitioner of education. This is also expected to give significant contribution especially how to use writing diary to improve students’ mastery learning simple past tense. More specially, this thesis gives more beneficial for the students of SMAN 1 Bajo.

E. Scope of the research

This research focused on improving student’s mastery of grammar especially simple past tense in writing personal diary.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Previous of Related literature

Many researchers report the identification of the students' attitude and interest in learning English. Furthermore, there also many researchers report and expose researches about how to create more effective teaching and learning process, especially in teaching writing. Here are some of them:

1. Arisah (2011) in her thesis which is written under the title "Improving Students' Writing Skill Through Diary at the Eleventh Year Students of Pondok As' Adiyah Kecamatan Malangke, she suggest that Through diary, student could express their idea. Experience Through by narrative paragraph"¹.
2. Nurhidayah in her thesis which is under the title "Improving Writing Skill through Writing Diary at the Eleventh Year Students of PMDS Putri Palopo" she suggest to improving students writing skill.²
3. Suriani Banna in her thesis which is under the title "Teaching Simple Past Tense at the Tenth Year Students of PMDS Putri Through writing Personal Experience" the suggest to students can learn simple past tense more easy if

¹Arisah , improving students' writing skill thought diary at the eleventh year students of pondok pesantren as'Adiyah kecamatan malangke' (STAIN : Palopo, 2011), p.63.

² Nurhidayah , improving writing skill thought writing diary at the eleventh year students of PMDS Putri Palopo (STAIN :Palopo,2013), p.66

the teacher gives the students a new alternative method like writing personal experience.³

The relationship between those researchers above with this research is talking about methods in teaching English. However, in this research the researcher focused on the use of writing diary student's mastery learning ability in English writing, especially about simple past tense.

The difference between those researchers above with this research is talking about skill in learning English. This research focused on using writing diary in increasing students ability in English grammar, especially simple past tense.

B. The concept of Writing Skill

1. Definition of writing

Writing is nothing more than thought on paper considered, organized thought. Many people are protective of their thoughts and, therefore, prefer to keep them hidden inside their heads⁴. The writing skill are complex and sometimes difficult to teach, requiring mastery not only of grammatical and Theoretical devices but also of conceptual and judge mental elements. The following analysis attempts to group the many and varied skills necessary for Writing good prose into five general components or main areas.

³Suriana Banna, *Teaching Simple Past Tense at the tenth year Students of PMDS Putri Through Writing personal experience (STAIN Palopo,2011)p.58.*

⁴ Judith.F.Olso, *skill Success in 20 minute a day.*(new york:United States of America,2005).3rd p.Viii
accessed on 25th 2014

- Language use : the ability to write correct and appropriate sentences;
- Mechanical skill: The ability to use correctly those conventions peculiar to the written language –e.g. punctuation, spelling.
- Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information
- Stylistic skill: the ability manipulates sentences and paragraphs, and use language effectively.
- Judgment skill : The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information⁵.

The most frequent cliché about writing is that writing is a complex task. It certainly is. Writing is fun but learning to write requires cognitive and affective investments. For the sake of analysis, in our work we make the distinction between writing and learning to write⁶. Some theories above, the researcher can conclude that writing is a process of expressing ideas into the paper/books, article etc. form using written.

Writing as a process of expressing ideas or thoughts in words should be done at our leisure.⁷ Writing a composition means we compose meaning of something what we want tell through a written material. Writing is the process of inscribing character

⁵ Heaton J.B. *Writing English Language test*. London; New york. 1988.p.135

⁶Rijlaarsdam Gert, (et. al) . *Effective Learning and Teaching of Writing A Handbook of Writing in Education* (University of Amsterdam 2005,)p.3

⁷Susanto leo, at al , *Essay Writing English For Academic Purpose*, ed. 1st; Yogyakarta: C. V. AndiOffest, 2007, p. 1

on a medium, with the intention of forming words and other large language contractions.⁸ In this book, explaining about writing and describing a character. Writing is one of form manifestation in linguistic competence which expression in form using written, in oral form⁹.

Writing is a medium of communication that represents language through the inscription of signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing is not a language but a form of technology. Within a language system, writing relies on many of the same structures as speech, such as vocabulary, grammar and semantics, with the added dependency of a system of signs or symbols, usually in the form of a formal alphabet.

The result of writing is generally called *text*, and the recipient of text is called a reader. Motivations for writing include publication, storytelling, correspondence and diary. Writing has been instrumental in keeping history, dissemination of knowledge through the media and the formation of [legal systems](#)¹⁰. Writing is the art of making an utterance perfectly natural through the perfectly unnatural process of making every word and phrase again and again, cutting here and adding there, until it is just so¹¹.

⁸Jeremi, Harmer, *The Practice of English Language Teaching*, (American: 1991), p.54.

⁹ Pardiyono, M.Pd. *Writing Clues for Better Competence*, (Yogyakarta: Andi, 2006), p. 1

¹⁰ Merriam- webster *.Definition of Writing*. <http://en.wikipedia.org/wiki/Writing>. (1 juni 2014)

Writing is one of a technique to write communication or sending message direct or indirect to people. The *premier* online community for writers of all interests and skill levels has been going strong since 2000. We provide an extremely creative environment for authors, offering hundreds of unique writing tools and opportunities for creation and inspiration.

1. Component of writing

Jacob states that the components of writing are divided into five, they are: content, organization, language use, vocabulary and mechanics¹².

a. Content

The contents of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. There are at least think that can be measure in connecting with component, the composition should contain one central purpose only, should have unity, should have coherence and continuity, and should be adequately developed. And so, content refers to topic and its explanation or elaboration, discussion, evaluation and conclusion. In fact, it is the core or the body of a piece of writing.

b. Organization

In organization of writing concerns with the way they write arrange and organized the ideas or the message in the writing. The purpose of the organizing in

11 Trediinick Mark .*writing well the essential guide*. London; University Press,2008 p.10

12 J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1998), p. 146

writing involve coherence, other of importance, general to specific, specific to general, chronological order of which happened from the beginning to the end.

c. Vocabulary

The effective used of the words will always result good writing both specific and technical writing, the dictionary is very considerable. Vocabulary is one of the components of writing. To express ideas, we always deal with vocabulary. The lack of vocabulary makes someone fails to compose what they are going to say, because they feels difficult to choose what appropriate will help the writes to compose the writing and also make readers easy to understanding.

d. Language Use

Language use in writing description and other form of writing involves correct language and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do anything more than utter separate function. And also grammar can help students improve the use of formal language.

e. Mechanics

There are at least two-parts of mechanic in writing, namely function and capitalization. Function is important as they way to clarify meaning. In English writing is capital letter have to participle. First they used to distinguish between particular and things. Second, it used as first word in quotation, a formal statements and proper adjectives, etc. This aspect is very important since it leads readers to understand or recognize immediately what the writer means to express definitely.

Based on the explanation above, the writer than conclude that in composing or writing, we firstly have to pay attention of five components mentioned above, in order to make our writing be good.

2. The stages of writing there are three stages in process of writing, they are;

planning, drafting and revising.¹³

a. Planning

Planning is orderly procedure used to bring about a desired result. As the first stages in the writing process, planning is a series of strategies a designed to find and produce information in writing.

b. Drafting

Drafting is as series of strategies designed to organized and develop a sustained of writing.

c. Revising

Revising is a procedure for improving or correcting a work in progress. As the final stages in writing process, revising is a series of strategies designed to re-examine and evaluate the choices that have created a piece of writing¹⁴

3. Personal of writing

Personal Writing is expression of the writer's ideas of feeling based on his own experience, which written down for the sake of him or his pleasure or for the pleasure of his family and friends, According its form, personal writing can be classified as follow :

¹³ James M. Mc Cimon, *Writing with a purpose*. (Eight edition,. New Jersey : Houghton Mifflin Company).,p.10

¹⁴ Muhammad Munawwir. *Students' Writing Skill Through Silent Way to The Eleventh Year of MAN Palopo*

- a. Journal/diary
- b. Autobiographical narrative
- c. Personal essay
- d. Autobiographical anecdote.

Personal Writing should be:

- a. Lively
- b. Interesting, fascinating, attracting
- c. Refreshing
- d. Natural and honestly

Anything that is being written as personal experience of writing must be focused on the writer's idea or feeling, not other's. The benefits of personal writing are as follow:

- Personal writing allows us to analyze ourselves and we can recognize our own personality.
 - Personal writing guide us to the activity of writing more complex written
4. The process of writing

The writing process comprises the mechanics by which writers create publishable products. Before writing we have to know the process of writing such us: Prewriting, Drafting, Self Revising, Peer/Adult Revising, Editing, and Publishing

- a. Prewriting

The first step of the writing process, authors will generate ideas and put their thoughts in order. Researchers such as Matsuhashi (1981) have found that as writing tasks become more complex and as more abstract thought is required, so too do experienced writers require more time to plan their writing. Examples of prewriting include anything from a sentence or two describing a project's organization to an

extensive outline with references to where you will place notes. Three usable formats for prewriting include the following:

- Bubbling (mind web)
- Outlining
- Drawing/writing a captioned cartoon strip the form of writing.

b. Drafting

Each use of the writing process is likely to take most students a similar amount of time, although the steps on which they spend their time may vary. For example, if students spend time on their prewriting, they will gain it back while drafting; if they rush through the prewritten, they may take longer to draft. Regardless of the prewriting approach that leads into drafting, you will want students to keep the following in mind:

- Drafting Need Not Be Perfect Writing
- Drafting Is Cyclical
- The Teacher's Role While Drafting

c. Self Revising

Revising is often neglected in the writing process. Students often feel that they have already written the paper, and they see any extra work, such as revising, as just that—extra work. But in revising lies the greatest potential for learning. While revising, students learn techniques to make their writing better—techniques they can apply the next time they draft

d. Peer/Parent Revising

In Hillocks' (1984) extensive evaluation of writing instruction techniques, one of the few absolutes was his recommendation of small group collaboration on

problem-solving activities related to writing. The goal of this collaboration between students (or indeed, between students and any reader) is the transfer of information from author to reader.

e. Proofreading/Editing

Editing as part of the writing process should first be done by the author and then again by a peer or adult, using the appropriate editing marks. Just as in revision, it is useful to ask students to make multiple “passes” through their writing, checking only one area at a time, for example spelling, paragraphing, or commas.

f. Publishing

Publishing is central to the implementation of Authentic Writing which, you will remember, includes the pairing of choice and purpose¹⁵.

C. The concept of writing diary

1. Diary

A diary (also called journal) is a record (originally in handwritten format) with discrete entries arranged by [date](#) reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, and/or thoughts or feelings, including comment on current events outside the writer's direct experience¹⁶. In Oxford dictionary, Diaries book used for daily record of events,

¹⁵Sundem Grath.*improving students Writing Skill*, practical strategies for successful classrooms.(Huntington Beach,:USA, 2007). P.43-63

¹⁶ Mariam webster, Writing journal diary, <http://en.wikipedia.org/wiki/Diary> accessed on may 22nd , 2014 at 03.15 p.m

future appointments, etc¹⁷. A diary is personal and generally not meant for someone else unless owner gives permission for it to be shared. Concept of diary is a first and recon of ideas, impressions, feelings and opinions about the events in a person's life.¹⁸ A diary, or journal is a permanent personal record that is kept o event, thoughts, and ideas associated with an individual.

Writing diary is the best way to give to pent-up mention.¹⁹ Diary is one of the tools used to write an experience that happened in the past and where the incident unforgettable.

2. How to write Diary

Diaries are great ways to keep track of your past and think about your future. You can make predictions about what will happen and see if they come true, and you can see how you changed over time, and read over memories, having a few laughs. Anyone can write a diary. If you are struggling to come up with quality, In order to

¹⁷ Oxford learner's pocket dictionary (New york : Oxford University press,2008) 4th ed, p.123

¹⁸ Nurhidayah, *improving writing skill though writing diary at the tenth eleventh year students of PMDS Putri palopo*(STAIN:palopo,2013)p.25.

¹⁹ Arisah, *Improving student's writing skill through diary at the As'adiyah Kecamatan Malangke*(STAIN: Palopo,2011).p.25

keep track of your past thoughts and events you need to know how to write a diary entry properly. Follow these simple steps:

- a. At the top of the page, write the date. This is very handy if you want to refer back to something and want to know the specific time you wrote the entry.
- b. Start to write your content. Perhaps your feelings or any events that happened during the day or week. The style of writing is up to you. You can write in slang or in a more formal tone. Write whatever you like. Maybe some facts, important information, advice, tips, ideas, crafts, or recipes.
- c. Try to think of the diary as a real person. It is a platform for all your thoughts and feelings.
- d. Always write truthfully. The diary will always 'listen' so to speak, and it will never forget never judge and never reveal your secrets.
- e. Close your entry with your name. You can also add your signature. If you want to, end your entry with "Bye" or "Good night." It just depends on what tone you want for your diary.

- f. You can also insert some souvenirs such as photos; anything associated with what happened that day to be more creative and memorable. It's as simple as that. So now you know how to write a diary entry.²⁰

There are some tips from me to write a diary:

a. Diary is an activity that has occurred in the past. In this case we have to use Simple Past Tense • Diary is an activity that has occurred in the past. In this case we have to use Simple Past Tense

b. Not all sentences using the Simple Past Tense.

c. Use the conjunction and then, then, after that. Use the conjunction and then, then, after that.

d. Use the "at" if you want to include winder.²¹

3. Strength and weakness of writing diary

²⁰ Buzzdock. *How to Write Diary*. <http://www.acdiaries.com.au/html/how-to-write-a-diary-entry.html>. accessed, on july, 13th, 2015

²¹ Jhon Khairuddin. Tips Cara Menulis Diary Bahasa Inggris Dengan Benar <http://forty-sixenglish.blogspot.com/2014/06/tips-cara-menulis-diary-bahasa-inggris.html#.Vk1mum5MMUw>. Accessed on nov, 19th, 2015

Diary is our daily activities as outlined in writing. In English learning diary is a great way to exercise. However, to write a diary in English correctly is not easy. There are several ways that we have mastered. Including mastery of grammar, vocabulary repertory many, the ability to write well etc. However, it does not become an obstacle in learning English. Write a diary in English is not to be neatly arranged. We are still lacking the ability grammarnya, treasury vocabulary still slightly remains should write a diary. Problems it matters whether or not the rear. Do not be embarrassed to see our diary that may still chaotic or random. As long as we continue to learn we can surely. Strenght of diary According to Alice D. Domar, the advantages of writing a diary is a step for expressing emotions and feelings and help us to take care of our minds.²² According to Eva Jayanti, The diary also has advantages in the process of the creative process in writing ranging from failure, boredom by writing, saturation towards you, the deadlock that always come, or anything related to writing. You will note in the history of life, and if someday you opened it, you will realize how much experience you've dug, how many events you have experienced, and you can mengevalausi success of a diary of your life. The success of the ideals, the success will be in love, and so forth.²³ based on the strenght of writing can be concluded diary, the researcher can make conclusion as a place to express something

²²Roca Vinent. *Advantages of writing diary*. [tps://id.wikipedia.org/wiki/Buku_harian](https://id.wikipedia.org/wiki/Buku_harian). accessed on august, 2nd, 2015. 20.15p.m.

²³ efajayanti.blogspot.com/2013/01/tujuan-dan-fungsi-menulis-diary.html. aceses on august 3th, 2015.09.00 A.m

that is desirable and can strengthen memory and learning a life had ever experienced and than the strenght of writing diary have correlated with tenses simple past tense because writing diary and simple past tense the experience in the event.

a. Reduce stress

Stress is not channeled and expressed can harm the body and mind because of his influence mainly on the health of a large body. If someone is stressed or has a lot of thought, channeling it in writing in a diary can be an appropriate activity. Because diary becomes very personal, we can freely distribute the feelings and also the outpouring of anger and so forth. This method is considered much better than bury the problem and distribute to various negative.

b. Storing memory

Ever find and read your diary when I was a child? We certainly will be remembered by the incident when it happened through the literature-writing your first. In addition to reducing stress, wrote in a diary can also be a 'tool' right to save memory and memories. Nothing wrong with the later diary can also be used as a source of the history of some events in thepast.

c. source of inspiration

Sometimes inspiration comes so suddenly and can also be lost an forgotten quickly. the diary can be a sources of inspiration for your media. when you are inspired to be

a thing and have ideas that suddenly thought, write in your diary, from there also ideas can flourish and be realized.

d. Target alive

In the diary you are free to dream and fantasize be plans in the future, as well as term target pendent you want to do. Write targets in the diary of your life and make it as motivation to achieve dreams.

e. The life of learning

Everyone must have experienced adverse events that cannot be forgotten. When you experience it, pour in your writings and so, one day you will read it again and take a valuable lesson from the incident.

Based on the strenght of diary, The writer can make conclution form diary correlated with tenses especially simple have correlated like explain the event or unforgetable in the past and can help discipline in writing such as tenses or grammar. and then can make student to training to honest and ,

Weakness of diary.

Acording to Citra Handayani Most students have problems with vocabulary, and grammar (grammar) as well as a lack of confidence in writing. Write diaries proposed as an alternative strategy to overcome the difficulties students in writing. Wrote a diary describing the daily activities of students and they need a personal book

to write about their lives. In addition to train students to write well, this strategy can build a closer relationship between students and teachers (English) them.²⁴

- a. Vocabulary is all the words that a person knows or uses.²⁵ Vocabulary is greatly influence the writing diary because in writing diary need many vocabularies to have done diary.
- b. Grammar is very important in write, we see know. there are many students in writing diary is not use grammar besides grammar is the key in writing so can make the writing diary to become a good.
- c. Luck of self confidence students to write. In writing diary we have to have confidence because it is influence in writing diary. In began to something we have to improve confidence in we self to get in purpose.

In writing diary the students get problem like lack of vocabulary, not using grammar, and luck of confidence. In weakness in writing diary like vocabulary, grammar and luck of self confidence, in this statement weakness of writing diary have correlated with tenses because it is the key to know what the student to write diary isa good or wrong. therefore, deficiency of this diary is not weakness the above statement but, help researchers to strenght media used in to be a better writing diary and appropriate grammatically especially in tenses simple past.

4. Types of diaries.

²⁴Citra Hanayanti, writing diary as strategy to improve the tenth graders ability in writing recount text at SMAN 6 Malang.(UNM: Malang, 2011), p VII.

²⁵Martin manser, *oxford learner dictionary* (New Edition) : New york: oxford university press, 2005.p. 495.

There are many different types of diaries. Here are some of them:

a. Travel Diaries, Road Diaries or Travelogues

Travel diaries include many records made by voyagers. Generally speaking, these diaries are centered specifically on the courses of where a person has traveled, usually including experiences that occurred along the way.

b. Food Diaries, Diet Diaries

This type of diary is basically a daily record of all the types of foods and drinks consumed by a person, usually in order to estimate calorie consumption; while tracking calorie consumption, a person can see how far he has come in his weight loss struggles.

c. Workout Diaries, Exercise Diaries

Workout diaries are the type of journals where one explains the exercise he has recently done, including the duration of the workout, and possibly other information, such as how many calories he believes he has burned, or how he felt after the workout.

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d. Sleep Diaries

A sleep diary is a log of a person's time spent sleeping and waking, possibly including other information, usually done over a period of many weeks. Generally, sleep diaries are kept by a patient, having been given by a doctor, psychologist,

counselor, etc. Ideally, they are used for diagnosing people with a sleep disorder, like narcolepsy or insomnia.

e. Audio Diaries

Audio diaries utilize spoken words, not written words. Many people use tape recorders or voice recorders to talk about parts of their lives that are most fascinating, with each event progressing to the current situation.

f. Tagebuch

German Tagebuchs are basically just diaries, although they could include workbooks or journals as well

g. Personal writing diaries

In these diaries, people can write about their thoughts about anything they want. For example, someone may write about a crush he has on a girl.

h. Creative Writing Diary

Creative writing diaries are used to record stories, poems, lyrics to songs, or drawings. Often times, for example, people get thoughts that come to mind spontaneously, and they record them in these types of diaries.

i. Memory Diary

Memory diaries allow people to place precious photos, log details about their thoughts, behaviors, and emotions for events that are most important to their lives.

The topics that are put into this diary are things that will want to be explored in the future.

j. Prayer Diary

A prayer journal diary is something that holds a person's thoughts and feelings concerning life, with the hopes that a greater being (i.e., "God") will look at it.²⁶

5. Example of diary

One of Anne Frank's titled the diary a young girl that uses simple past tense

Wednesday, July 8th, 1942

Dearest Kitty,

*The annual taste had passed since Sunday morning, the last time I wrote to you. A lot has happened since that day and it turned my world. But as you can see, Kitty, I'm still alive, and according to the father, it is the most important thing. I was still alive, but do not ask me why I am still alive or where I am now. You may not understand what is being told today, so I'm going to explain what happened on Sunday afternoon. At three o'clock (Hello * is gone but should return late in the afternoon), the doorbell chimed. I did not hear the buzzer sound, because I was there on the balcony, while lazily reading a book under the sun. Shortly thereafter, Margot appeared in the kitchen doorway, looking tense. "I received a call from the SS **," whispered Margot. "I'm going to see Herrn van Daan." Herrn van Daan is a business associate good father and friend of the family. I was surprised. Call: everyone knows what that means. Shadow concentration camps and prison cells are quiet and still cross my mind. How could we let Dad undergo the ordeal? "Of course he would not*

²⁶Sushi Ina. the Kinds of writing diary. <http://www.mac-diary.com/2010/03/types-of-diaries.html>. Accessed on February, 19th 2015. 23.13 A.m

meet the call," chirps Margot, when we were waiting Mom in the living room. "I'm going to the house Herrn van Daan to ask whether we can move to our hiding place tomorrow. Family van Daan also will come with us. So in total there are 7 people. "Quiet. We cannot talk much. Imagine a father who was visiting someone in a special Jewish Hospital, completely oblivious to the disaster that is threatening, as well as the length of time elapsed while we waited for her, accompanied by hot air and feeling depressed-it makes me and Margot stunned. Suddenly the door bell clanged again. "It hello," I said."Do not open the door!" Cried Margot she held me. But soon we heard the sound of Mom and Herrn van Daan below speaks to Hello before they go inside and shut the door. Every time the doorbell chimes, I or Margot had to tiptoe down the stairs to see if Dad were coming or not. Because if it was not my father, we forbidden to open the door....."

Yours,

Anne.²⁷

One of sri hafsyah's titled the diary a Nightmare that uses simple past tense

Wednesday, on nov 20th, 2013

Dear diary,

One day I was hanging out with my family. Because at the time there was a family event held at my house. Suddenly in the middle of the show, was a large crocodile emerged from my room. I was very shocked and scared, and strangely suddenly all the people who are in my house disappeared and I just realized I was just alone in my house. I am confused and very frightened. A large crocodile was walking toward me,

²⁷ Jamal, Tubi. *Buku Harian Anne Frank* |Fiksi lotus <http://fiksilotus.com/2012/09/11/buku-harian-anne-frank/>. Accessed on nov, 25th,2015.

I'm afraid it maybe a big crocodile will eat me. I suddenly felt my body was very stiff and cannot move at all. I became frightened and could only cry.

How ever, suddenly I was shocked, I woke up immediately after hearing a knock out side the door of my room. Apparently it's my mother wake me up from the nightmare.

Thank god, luckily it was all a bad dream.

Sri.²⁸

Asep budiman's diary uses simple past tense

Sunday, January13th, 2013

I got up at five o'clock and I started to pray Shubuh as soon as possible. After I finished praying Shubuh, I went to the bedroom and I started to sleep again because I still felt very sleepy. i woke up again at quarter past eight. I felt wrong in my body, actually I felt very pain, it was backache. I did not very worried because I believed that it was not matter and my body will be fine as soon as possible, I believed so much. I wanted to wash my clothes and pants because a lot of my clothes and pants were very dirty but I felt very lazy to wash it. I thought that the weather was fine to dry it but unfortunately I was very lazy. I watched television and I watched an

²⁸ Sri , Hafsyah. Contoh diary dalam bahasa inggris dan artinya. http://srihafsah.blogspot.co.id/2013/11/contoh-karya-tulis-sederhana-bahasa_20.html. Accessed on december, 2nd.2015.

information about Real Madrid got draw again against osasuna. How poor Real Madrid which left behind so far from the rival FC Barcelona which sat calmly on the top of the classification. Brother Prembun one of my friends in my boarding house came back here. I did not felt alone anymore because I usually laugh with him. At five past nine, I still did not take a bath. I still watched the cartoon on Indosiar's channel. I felt very hungry and stomachache, so I decided to buy some food called Rames to make my stomach better and satisfied.²⁹

Based on three diaries above, it can be conclude that in writing diary, it requires simple past tense. In Anne Frank's diary uses simple past for example in first line "The last time i wrote to you". In sri Hafsyah's diary there are many tenses simple past in her diary for example "I was hanging out with my family, ". And than in Asep Budiman's diary is indicate that writing diary uses simple past tense like the first line "I started to pray Shubuh as soon as possible". And the other line "I went to the bedroom and I started to sleep again" Although, not all diary using tenses simple past tense but also use simple present, future past continous and etc.

D. The concept of simple past tense

1. Grammar

²⁹ Asep, Budiman. *Contoh diary dalam bahasa inggris.*

<https://asevantivirus.wordpress.com/2013/01/23/contoh-diary-dalam-bahasa-inggris/>

Grammar is a science that teaches how to construct words to be an appropriate sentence. While in Oxford, grammar is rules for forming words and making sentences.³⁰

The Grammar of language is the description of the ways in which words can change their forms and can be combined into sentences in the Language. If grammar rules are too carelessly violated, communication suffers although, creating a good Grammar is extremely difficult.³¹ The importance of learning English grammar is central to the teaching and learning of language. It is also one of the more difficult aspects of language to teach well.

Based on the some definition of grammar above, the writer can make conclusion that grammar is the study about grammatical structure in English such as consist from of rules how to arrange and organize a word or more to make correct sentences. In grammar there are the eight parts of speech such as Noun, Adjective, verb, pronoun, adverb, preposition, conjunction, and interjection.

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2. Tenses

³⁰ Martin, Manser. *Oxford Learners Dictionary*. (New Edition: New York: oxford university press, 2005).p.187.

³¹ Harmer, Jeremi *the Practice of English Language Teaching*.3rd Edition (Britain: person Longman, 2007).10.

Tenses are changes in form of the verb in sentences that is caused by changes in the form of time to time information.³² In English tenses is time, tenses show action, activity, action present, past, future. Tenses are changes in grammar that indicates an event or act in accordance with the time or event³³. Tenses are form of the time for indicate the time of when the accident happens or changing verb according to the condition or situation.³⁴ In English we recognize four main groups can be outlined below:

- a. Present tense is used to express habitual action, general truth and series action; this tense does not tell us whether or not the action is being performed at the moment of speaking.
- b. Past tense is used for action completed in the past at the definite time. It is used for part action when the time given, or when the action clearly took place at the definite time event though this time is not mentioned.
- c. Future tense is used to express the speaker opinion, assumptions, and speculations, about the future. The future can be used with or without the time expression.

³² Rudy Haryono, *complete English Grammar, Tata Bahasa Inggris lengkap*.(surabaya: Gita media press), first Edition.2002.p.1

³³ Risa Agustin,spd (et al),*cara menguasai tenses dan Grammar praktis dan sistematis* (surabaya: serba jaya).p.5.

³⁴ Suriani Banna, *Teaching simple past tense at the tenth year students of PMDS Putri Though writing personal experience. (STAIN: palopo, 2011).p9.*

- d. Future past tense is used to express the idea that in the past you thought something would happen in the future.

3. Simple past tense

Simple past tense is often used for an action which started at the sometime in the past and in the simple form.³⁵ Simple past tense of irregular verb is also divided into four. Those are;

- a. The simple past tense used *was* and *were* in the past tense form of *be*.

For example;

I am at home today become *I was at home yesterday*

We are in class now become *we were in class yesterday*.

- b. The simple past used verbs *be* and the subjects are reserved in questions for example;

I was late this morning become *was I late this morning?*

We were on time today become *were we on time today?*

- c. Third, the simple past tense used of *be* was *not* and *were not* in negative forms. The contraction *wasn't* and *weren't* occurs in the spoken English and informal written English example;

I was home yesterday become *I wasn't home yesterday*.

They were in class become *they weren't in class*.

- d. The simple past tense is the part of the sentence after *be* is omitted in sort answer for example;

Were you at home this morning? Yes, *I was* or No, *I wasn't*³⁶.

³⁵ Rudi Hariyono, *complete English Grammar*, (cet. 1 ;surabaya:Gita Media Press,2002).p.221

The simple past or past simple, sometimes called the preterit, is the basic form of the past tense in Modern English. It is used principally to describe events in the past, although it also has some other uses. Regular English verbs form the simple past in *-Ed*; however there are a few hundred irregular verbs with different forms.

The term "simple" is used to distinguish the syntactical construction whose basic form uses the plain past tense alone, from other past tense constructions which use auxiliaries in combination with participles, such as the past perfect and past progressive. Regular verbs form the simple past in *-Ed*; however there are a few hundred irregular verbs with different forms. For details see English verbs: Past tense.

Most verbs have a single form of the simple past, independent of the person or number of the subject (there is no addition of *-s* for the third person singular as in the simple present). However the copula verb *is* has two past tense forms: *was* for the first and third person's singular, and *were* in other instances. The form *were* can also be used in place of *was* in conditional clauses and the like; for information on this, see English subjunctive. This is the only case in modern English where a distinction in form is made between the indicative and subjunctive moods in the past tense. Questions, other clauses requiring inversion, negations with *not*, and emphatic forms

36Istirokhah. *Improving Student's Understanding on Simple Past Tense though song*. (semarang: Education walisongo state institute for Islamic Studies , 2010).11

of the simple past use the auxiliary *did*. For details of this mechanism, see *do-support*.

A full list of forms is given below.³⁷

Simple past tense is which used to explain events, activities that we done in the certain time in the past tense simple from and the time signal has been known³⁸.

4. Verbal sentences of simple past tense

In the simple past tenses there are two kinds of sentences that we should to known? There are Verbal and non verbal (Nominal)

a. Verbal sentences

Where is predicate verb? A sentence that start with verb and the subject follow. The subject can be a noun, a pronoun, a demonstrative, or a relative clause.

1. positive verbal sentences This sentence is often also called affirmative sentence, in general, this phrase is used to declare an event or action.
2. negative verbal sentences This will be negative sentences by adding 'do / does / did + not' before verb.
3. interrogative verbal sentences are form by putting 'do/does /did' at the beginning of sentence.

+	Subject (S) + V ₂
-	Subject (S) + did not+ VI
?	Did + S + VI

Example

³⁷ http://en. Wikipedia. Org/wiki/ Simple _ past. (3 June 2014)

³⁸ Suriani Banna, *teaching simple past tense at the tenth year student's of PMDS putri through writing personal experience.* (STAIN:palopo,2011).p.10

(+) Ali studied English last night

(+) They went to Masamba yesterday morning

(+) You wrote a letter last night

(-) Ali did not study English last night

(-) they did not go to Masamba yesterday morning

(-) you did not write a letter last night

(?) Did Ali study English last night?

(?) Did they go to Masamba yesterday morning?

(?) Did you write a letter last night?

b. Non verbal (nominal)

Nominal sentence is a sentence that has predicate not a verb, but can be an adjective, noun or adverb, then the nominal sentence should be inserted auxiliary verb to be like 'is, am, are, and were the resource persons / was (which is used in the past). A sentence with predicate is lacking a finite verb. A beginning student would employ this sentence structure to offer information about one's occupation, nationality, or answer what-questions.

1. positive nominal sentences This sentence is often also called affirmative sentence, in general, this phrase is used to situation, position or rank.
2. Negativenominal sentences This will be negative sentences by adding 'not' after to be.

3. Interrogative nominal sentences form by putting 'to be' at the beginning of sentence.³⁹

+	Subject (S) + was/were+ ANA (Adjective, Noun, Adverb)
-	Subject (S) + was/were + not + ANA (adjective, noun, adverb)
?	Was/ Were + subject (S) + ANA (adjective, noun, adverb)

Was	Were
I	You
She	They
He	We
It	

Example

(+) I was very busy yesterday

(+) He was in Bajo a moment ago

(+) They were ill last night

(+) you were very handsome last year.

(-) I was not very busy yesterday

(-) He was not in Bajo a moment ago

(-) They were not ill last night

(-) you were not very handsome last year.

(?) Was i very busy yesterday?

³⁹ Rhinii. *Verbal sentence and Nominal sentence*. <https://rhinii.wordpress.com/2013/03/30/verbal-sentence-and-nominal-sentence/>. accessed on july 25th 2015.

- (?) Was he in Bajo a moment ago?
 (?) Were they ill last night?
 (?) Were you very handsome last year?

5. Function of simple past tense

The function of simple past tense, they are:

- a. To explain the events or actions in the past at a certain time, which has been completed?

Example

John went to Bali last week
 She ate noodle this afternoon.

- b. To explain the activity that was clearly happened or done in the past but the time signal is not clearly mentioned.

Example:

Father bought me a new book
 The car a quarter minutes late

- c. To explain the habitual action in the past

Example:

She always woke up at 5 o'clock
 We used to go to beach every Sunday

- d. Used to in conditional type_2

Example

If i had a lot of money, i would go around the world.

If i were you, i wouldn't give that book to her⁴⁰.

6. Past facts or generalization

- a. The simple past can also use to describe facts or generalizations which are no longer true. This use similar of simple past tense is quite similar to the expression "used to".

⁴⁰ Risa Agustin,spd (et.al), *cara Cepat Menguasai Tenses & Grammar Praktis & Sistimatis*. (Serba Jaya Offset; Surabaya).p.22.

Example:

- She was naughty as a child, but now she is very kind.
- People paid much more to take cell phone in the past.
- He didn't like tomatoes before.

b. The past tense information question. For making information question in simple past tense by way of put the question word on the front with simple question.

Example:

Positive: she went to library

Question: did she go to library

Information question: where did she go?

7. Active and passive voice

Active voice is the sentences that the subject does a work and explained by predicate and object.

Example:

- We bought the pen
- Tracy opened the window
- He killed a dog

Passive voice is the sentences that the subject does a work.⁴¹

Example:

- Tom repaired the car. (*active*)
- The car was repaired by Tom (*passive*)
- He hated me
- I was hated by him

8. Regular and irregular verb

Regular verb is change the verb that follows the normal setting, is by adding -d and -ed to the verb form of the first to be simple past and past participle.

⁴¹ Triani Soleman, *Teaching Simple Past Tense Thought Writing a Short Story at the Eleventh year Students of SMUN 4 Palopo (STAIN) palopo*, 2008.p.17

Infinitive	Past tense	Past participle	Meaning
Want	<i>Wanted</i>	<i>Wanted</i>	Ingin
Answer	<i>Answered</i>	<i>Answered</i>	Menjawab
Call	<i>Called</i>	<i>Called</i>	Memanggil
Open	<i>Opened</i>	<i>Opened</i>	Membuka
Ask	<i>Asked</i>	<i>Asked</i>	Meminta
Check	<i>Checked</i>	<i>Checked</i>	Memeriksa
Climb	<i>Climbed</i>	<i>Climbed</i>	Memanjat
Cook	<i>Cooked</i>	<i>Cooked</i>	Memasak
Deliver	<i>Delivered</i>	<i>Delivered</i>	Mengantar
Discuss	<i>Discussed</i>	<i>Discussed</i>	Merundingkan
Disturb	<i>Disturbed</i>	<i>Disturbed</i>	Menggangu
Explain	<i>Explained</i>	<i>Explained</i>	Menjelaskan
Import	<i>Imported</i>	<i>Imported</i>	Mengimpor
Instruct	<i>Instructed</i>	<i>Instructed</i>	Memerintah
Jump	<i>Jumped</i>	<i>Jumped</i>	Melompa

Irregular verb is changes in verbs that do not follow the rules, or it can be said to form the past tense and past participle no added *_ed* and *_d*.⁴²

42 Rudi Hariyono, *complete English Grammar*, (cet. 1 ;surabaya:Gita Media Press,2002).p.76.

Infinite	Past tense	Past participle	Meaning
Arise	Arose	Arisen	Bangun, timbul
Awake	Awoke	Awoken	Membangunkan
Bestrew	Bestrewed	Bestrewn	Menghamburkan
Buy	Bought	Bought	Membeli
Come	Came	Come	Datang
Dig	Dug	Dug	Menggali
Draw	Drew	Drawn	Menggambar
Drink	Drank	Drunk	Minum
Eat	Ate	Eaten	Makan
Fall	Fell	Fallen	Jatuh
Get	Got	Got	Memperoleh
Go	Went	Gone	Pergi
Hit	Hit	Hit	Memukul
Hurt	Hurt	Hurt	Melukai
Know	Knew		

Yesterday
 Last night
 Last week
 Last month
 Last year
 Last Sunday
 Last Friday
 Last January
 A moment ago ⁴¹

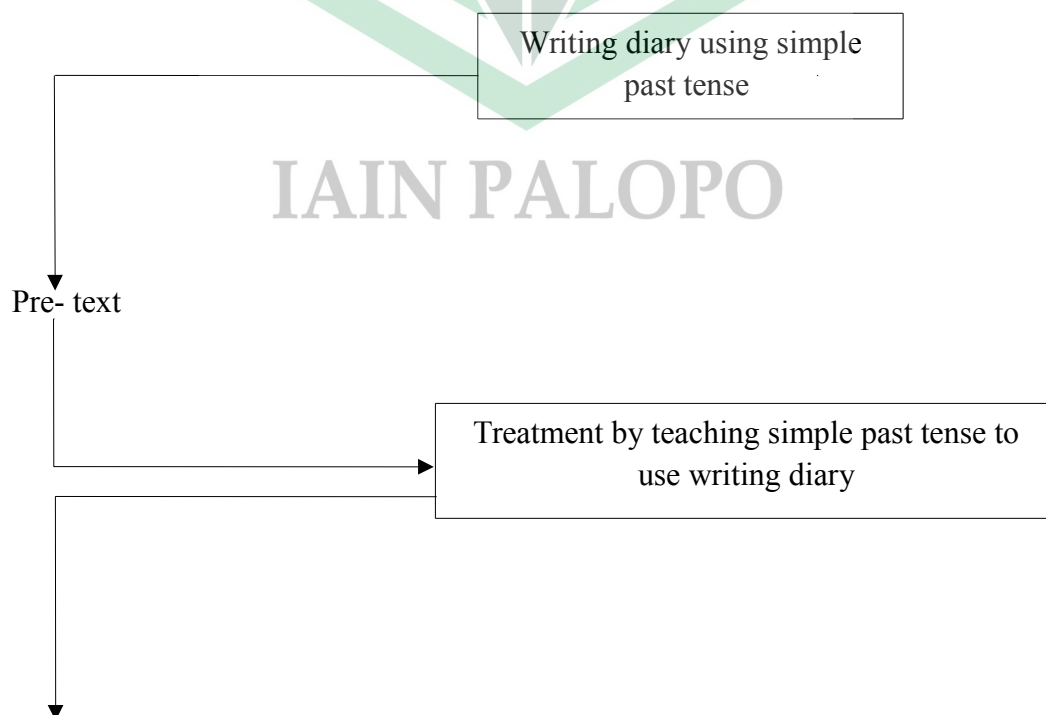
9. Time signals in the past tense
- A few minute ago
 - Two days ago
 - Several days ago
 - A few days ago
 - A week ago
 - Two week ago

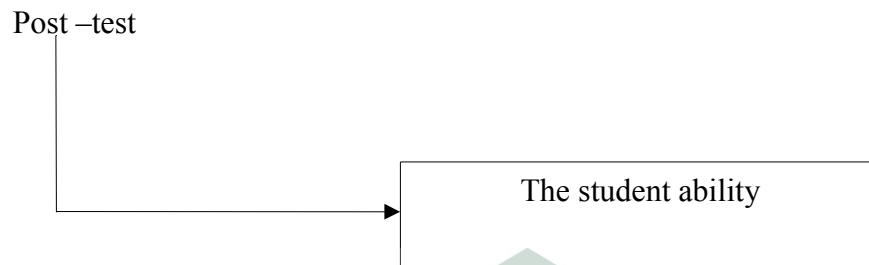
A month ago
 A year ago
 This morning
 This noon
 Just now

E. Theoretical framework

Simple past tense is a part of important language learning, there are many media can be used in learning. But in this case the researcher will write a diary as a media in mastering simple past tense in write concept. The researcher will give a material about simple past tense.

Then teaching and learning process in using simple past tense. Based on the statement, the researcher focused on the writing diary in mastering simple past tense. The theoretical framework in this research is show is show in the chart as follows:





F. Hypothesis

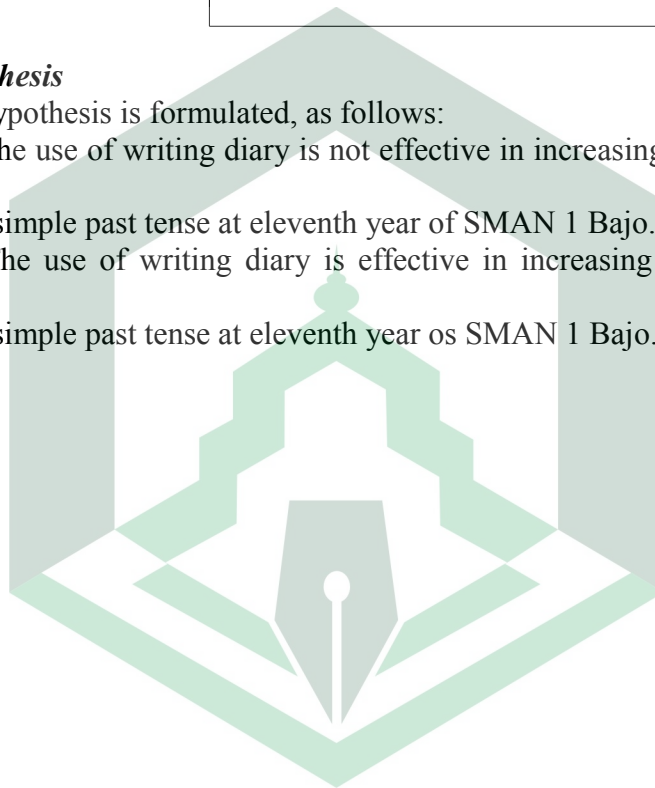
The hypothesis is formulated, as follows:

H₀: The use of writing diary is not effective in increasing mastery in learning

simple past tense at eleventh year of SMAN 1 Bajo.

H₁: The use of writing diary is effective in increasing mastery in learning

simple past tense at eleventh year os SMAN 1 Bajo.



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CHAPTER III

METHOD OF RESEARCH

A. Method and Design of the Research

a. Method

The research applied pre experimental method. Pre experimental is not truly experiment. This experiment does not fulfill requirement like experiment method. It used to know whether thought writing diary can be effective in learning simple past tense at the eleventh year students of SMAN 1 Bajo.

b. Design

This research used pre- experimental research method. So, this research will involved one group of students with pre- test and post-test. Design of this research can be descanted as follows:

$$E = O_1 \quad X \quad O_2$$

Where:

E = Experimental

O₁ = Pre-test

X = Treatment

O₂ = Post-test

B. Variable of the Research

In this research, the researcher determined two categories of variable. They were dependent variable and independent variable. Dependent variable in this research the learning Simple past tense and independent variable is use of writing diary.

C. Population and sample

a. Population

The population of the research was the eleventh years of students SMAN 1 Bajo in academic year 2015/2016. The total number of population is 288 students consist of 8 classes.

b. Sample

In this research, the researcher applied purposive sampling. Purposive sampling is the sample which takes because of certain reasons.¹ In purposive sampling the researcher who determined their own samples taken because of certain considerations, the sample was not taken randomly and did not use variable control. The researcher focused in class XI.IA1 because they had problem in using simple past tense. The sample of this research consisted of one class. The total was 31 students.

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D. Instrument of the research

This researcher used the written test, which consisted of multiple choice test. In the test, the students got 1 score in each correct answer and 0 for incorrect answer. The

¹ Nasution, *Metode Research (penelitian ilmiah)*, (Jakarta: Bumi Aksara, 2001), p.98

test were 10 items about grammar specially simple past tense, which consisted of pre-test and post-test. The pre-test intended to see the prior knowledge of students in using verb past before giving treatment, and post test intended to know the ability of students in using test after giving treatment.

E. Prosedures of Collecting Data

It was done before treatment there were several steps:

1. pre-test
 - a. The researcher entered classroom and explained directly the purpose of the research to the students.
 - b. The Researcher gave written test to the student's .it aimed to know the prior ability of student's in using simple past tense.

2. Treatment

The treatment was given for five meetings by use writing diary in learning simple past tense. Here was the detail explanation:

a. first Meeting

In the first meeting, Researcher using the following steps:

- 1) The researcher given a theme to the students about experience that happened yesterday in students house.
- 2) The researcher asked the students to write diary accordance with the step in writing diary starting with the writing of the day, date to discribing place that correspond to event experiences and using tenses, especially simple past tense.
- 3) The students write the experience like the above theme and steps of diary and than using tenses especially simple past tense.

- 4) Collecting student's diary and teachers correcting students' books then give the students' errors in circles without fixing the error.
 - 5) Return the books to the students and explained that circled was an error. Told students to look for the correct answer and guide him or help correct the error.
- b. Second Meeting

In the second meeting researcher using the following steps:

- 1) The researcher gave a theme to the students about the experiences that happened a week ago at school.
- 2) The researcher asked the students to write diary accordance with the step in writing diary starting with the writing of the day, date to describing place correspond to event experiences and using tenses, especially simple past tense.
- 3) The students wrote the experience like the above title and steps of diary and then using tenses especially simple past tense.
- 4) Collecting student's diary and teachers correcting students' books then give the students' error in circles without fixing the error.
- 5) Return the books to the students and explain that circled was an error. Told students to look for the correct answer and guide him or help correct the error.

c. Third Meeting

- 1) The researcher gave a theme to the students about the experiences that happened a month ago with best friend.
- 2) The researcher asked the students to write diary accordance with the step in writing diary starting with the writing of the day, date to describing place correspond to event experiences and using tenses, especially simple past tense.

- 3) The students wrote the experience like the above title and steps of diary and than using tenses especially simple past tense.
- 4) Collecting student's diary and teachers correcting students 'books then give the students' error in circles without fixing the error.
- 5) Return the books the students and explain that circled was a mistake. Told students to look for the correct answer and guide him or help correct the error.

d. Fourth Meeting

- 1) The researcher gave a theme to the students about the experiences that happened a year ago in vocation.
- 2) The researcher asked the students to write diary accordance with the step in writing diary starting with the wring of the day, date to draw pictures that correspond to event experiences and using tenses, expecially simple past tense.
- 3) The students write the experience like the above title and steps of diary and than using tenses especially simple past tense.
- 4) Return the books the students and explain that circled was a mistake. Told students to look for the correct answer and guide him or help correct the error.

e. Fifth Meeting.

- 1) The researcher gave a theme to the students about the experiences that happened when in junior high school.
- 2) The researcher asked the students to write diary accordance with the step in writing diary starting with the writing of the day, date to discribing place that correspond to event experiences and using tenses, expecially simple past tense.
- 3) The students wrote the experience like the above title and steps of diary and than using tenses especially simple past tense.

- 4) Collecting student's diary and teachers correcting students' books then give the students' error in circles without fixing the error.
 - 5) Return the books the students and explain that circled was a mistake. Told students to look for the correct answer and guide him or help correct the error.
3. Post-test

After giving treatment to the students for five meetings, the researcher given post test. It takes 90 minutes to do the test.

F. Technique of data Analysis

The data analysis technique involved some steps that are elaborated as follow:

1. scoring classification

Table 3.1
The Students Score Classification

No	Score	Classification
1	96 – 100	Excellent
2	86 – 95	Very good
3	76 – 85	Good
4	66 – 75	Average
5	56 – 65	Fair
6	36 – 55	Poor
7	0 -35	Very poor

2. Finding out score by using the following formula SPSS 20 program. To see the students' writing diary to improve mastery simple past tense.

To know the value of mean score, standard deviation, standard deviation error t_{table} (t_i) of pre-test and post-test, the researcher calculated it by using SPSS 20 and used table distribution to choose the score of t_{count} (t_0), the table as follow:

Table 3.2
The Table Distribution of t_{table}

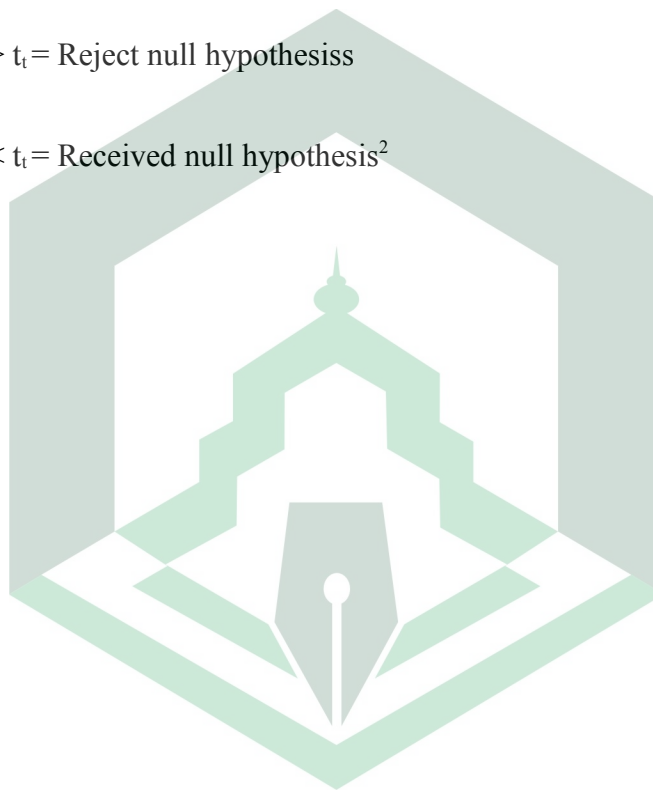
Df	P (Level of Significance One Tailed Test)			
	0.01	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221

15	1.753	2.131	2.947	4.140
16	1.746	2.120	2.921	4.073
17	1.740	2.110	2.989	4.015
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	<u>2.042</u>	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

In addition, to know whether the pre-test were significantly difference and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If : $t_0 > t_t =$ Reject null hypothesis

If : $t_0 < t_t =$ Received null hypothesis²



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2M. Subana, et.al., *Statistik Pendidikan*. (Cet. 1: Bandung: CV Pustaka Setia, 2000), P. 172

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the description of findings and discussion of the research. The findings of the research deal with the result of the data analysis from the field and the discussion section deals with argument and further explanation of the finding.

A. Findings

The findings of the research were shown to describe the result based on the analysis of data collected and the application of the technique explained in the previous chapter. The findings were processed to find out whether or not writing diary to improve student's mastery learning simple past tense. It comprised of the students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

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a. Score of Students in pre test and post test.

Table 4.1
The score of students in pre test (O_1) and post test (O_2)

Respondent	Score	
	Pre- test	Post –test
R1	30	80
R2	20	90
R3	0	60
R4	20	80
R5	30	70
R6	40	90
R7	30	70
R8	30	80
R9	40	100
R10	0	80
R11	10	60
R12	30	90
R13	30	80
R14	10	90
R15	20	80
R16	0	80
R17	30	90
R18	50	90
R19	0	80
R20	30	80
R21	10	60
R22	30	80
R23	30	80
R24	30	80
R25	50	90
R26	60	100
R27	40	70
R28	50	70
R29	20	90
R30	30	80
R31	30	60

Table above showed the value of the student's correct answer and their score in did the test (pre test and post test). it showed the different between the result of pre-test and post-test, where almost students which taken as sample in the researcher got low score in pre test and become high in post-test, even there was not students got high score in pre test and low in post test. The higher score in pre-test was "60" and the lowest score is "0", one student got score "60" Three students got score "50", students got "40", thirteen students got score "30", four students got score "20", three students got "10" and four students got score "0".

There were four students got *very poor* score was 0 because their knowledge about simple past tense is very low and than they were difficult to different from simple present tense, simple past tense, continuous tense, and future so that their result was very poor.

After writing diary to improve simple past tense, the students score was better than before. The highest score was "100", and the lowest score was "60", two students got "100", eight students got "90", thirteen students got "80", four students got "70", and four students got "40".

Table 4.2

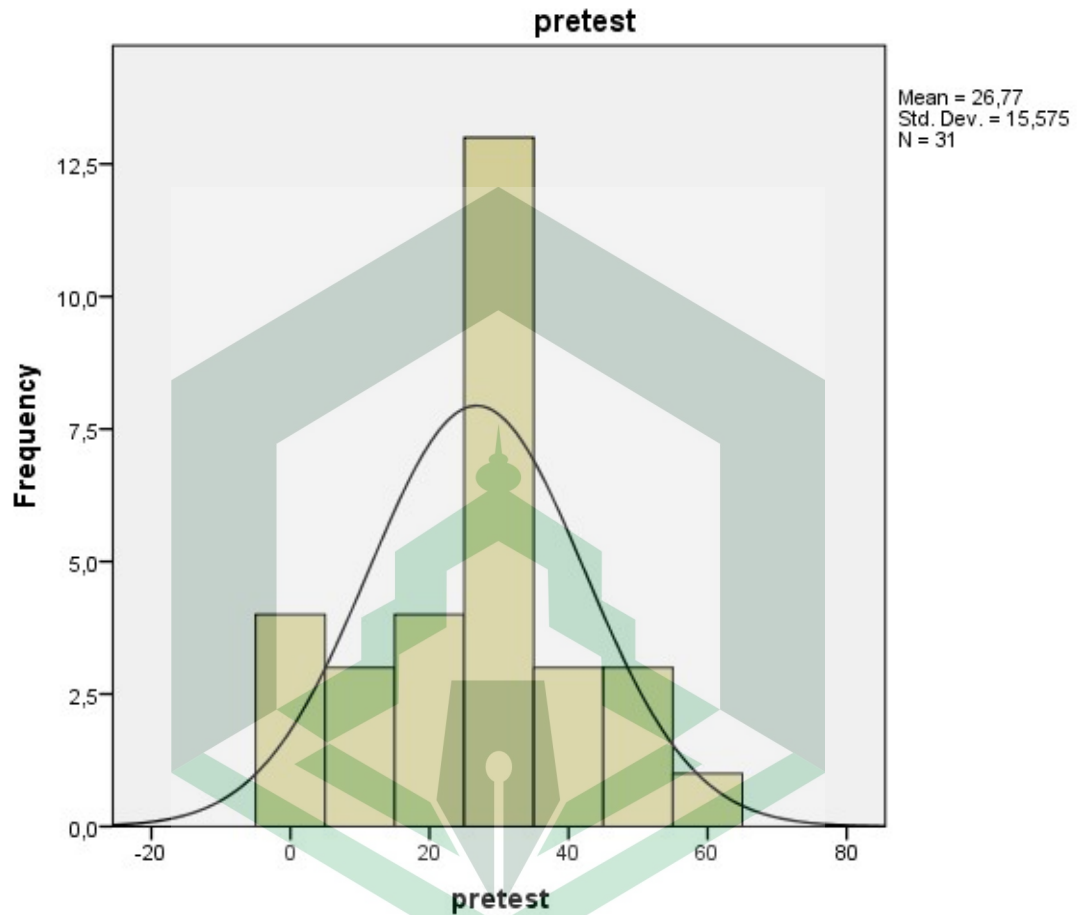
Rate percentage of students score

No	Classification	Score	Frequency		Percentage	
			Pre-test (O ₁)	Post-test (O ₂)	Pre-test (O ₁)	Post-test (O ₂)
1	Excellent	96 – 100	-	2	-	6,45%
2	Very Good	86 – 95	-	8	-	25,81%
3	Good	76 – 85	-	13	-	41,94%
4	Fairly Good	66 – 76	-	4	-	12,90%
5	Fair	56 – 65	1	4	3,22%	12,90%
6	Poor	36 – 55	6	-	19,35%	-
7	Very Poor	0-35	24	-	77,41%	-
Total			31	31	100 %	100 %

In the table above, there was in pre- test before giving treatment There was student (3,22%) got **fairly** score, six students (19,35%) got **poor** score and twenty four students (77,41%) got **very poor** score .

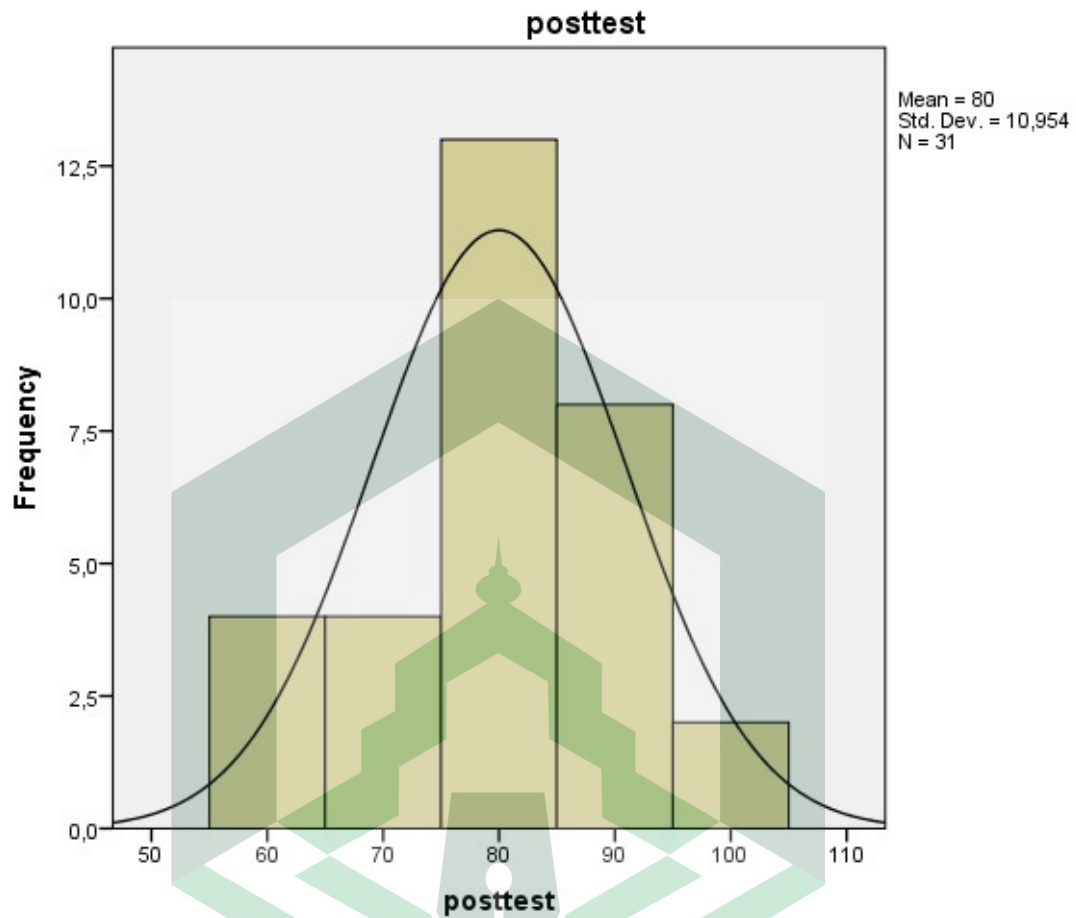
In post test there was changing after giving treatment There were two students (6,45%) got **excellent** score, eight students (25,81%) got **very good** score and thirteen students (41,94%) got **good** score, four students (12,90%) got **fairly good** score.

Table 4.3
Histogram of students in pre-test



Based on the histogram above, we can see that the graph shows the distribution model. it was rather inclined to the right. it means the normal distribution of data because the bell curve shape. It is in the middle between 20 and 40.

Table 4.4
Histogram of students in post-test



Based on the histogram above, we can see that the graph shows the distribution pattern. it means the normal distribution of data because all the data collected in the middle of which the 13 students got a score 80. This proves that the data is normal because the data does not deviate to right or left.

Table 4.5

The Mean Score and Standard Deviation of Pre-Test and Post-Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	31	60	100	80,00	10,954
Pretest	31	0	60	26,77	15,575
Valid N (listwise)	31				

Based on the table 4.5, it indicates that the standard deviation in pre-test was 15,575 and post-test was 10,954. it also showed that the mean score of students in pre-test was 26,77 and the mean score of students in post-test was 80,00. The result of the table above showed that the mean score of students in post-test was higher than the mean score of students in pre-test. It concluded that simple past tense through writing diary.

To know whether the pre-test and post-test were significantly difference, and also knew acceptability of the hypothesis of this research. The research used t_{test} and analysis and calculated it by using SPSS 20. The result has been presented in the table of paired samples statistics, paired samples correlations, and paired samples test. It was presented in the following tables.

Table 4.6

The Samples Statistic of Pre Test

	N	Mean	Std. Deviation	Std. Error Mean
pretest	31	26,77	15,575	2,797

From the table of the paired samples statistic of pre-test above indicated that the value of standard deviation in pre-test was 15,575. The standard error mean in pre-test was 2,797. The table 4.6 also showed that the mean score in pre-test was 26,77. It can be concluded that the students' score improved from 26, 77 to 80, 00

Table 4.7

The sample statistic of post test

	N	Mean	Std. Deviation	Std. Error Mean
posttest	31	80,00	10,954	1,967

From the table of the paired samples statistic of post-test above indicated that the standard deviation in post-test was 10,954. The standard error mean in post-test was 1,967. The table 4.7 also showed that the mean score in post-test was 80,00.

It can be concluded that the students' score improved from 26, 77 to 80, 00. It meant that the mean score in pre-test and post-test is different. The mean score of

post-test was higher than in pre-test, it indicated that achievement of students after gave treatment was higher than before gave treatment.

Table 4.9
The sample Test of pre-test

One-Sample Test						
	Test Value = 0					
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
pretest	9,571	30	,000	26,77	21,06	32,49

Based on the table 4.9, of the sample test of pre-test in the mean difference was 26,77. The data that T(test) 9,571 and df (degree of freedom) = 30 . and than confidence interval of difference lower was 21,06 and upper was 32,49.

Table 4.10
The Sample Test of Post-test

One-Sample Test						
	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
posttest	40,661	30	,000	80,00	75,98	84,02

Based on the table 4.10, the data mean difference was 80,00, the got score in T(test) was 40,661, and df (degree of freedom) = 30 . and than confidence interval of the difference of lower was 75,98 and upper was 84,02

Table 4.11

The paired sample correlation of pre test and post test

	N	Correlation	Sig.
Pair 1 posttest & pretest	31	,391	,030

The table 4.7 of the paired samples correlations of pre-test and post-test presented that the correlation of the students' competency before and after treatment was, 030. It means that there was a significant correlation of students' improving mastery simple past tense though writing diary before and after treatment.

Table 4.12

The Paired Sample Test of Pre-Test and Post-Test

	Paired Differences				t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pair 1 posttest – pretest	53,226	15,141	2,719	47,672	58,780	19,573	30	,000

Based on the table **4.8**, the researcher got the data mean = 53.226 from the result pre test and post, where the got score in pre test was 26.77 and post test 80.00. the data that t_0 (t_{count}) = 19.573 and df (degree of freedom) = 30. Based on the table distribution of

$t_t = 2,042$, it was the standard of significant 0.05 with degree of freedom (df) = 30. Based on the result, the result concluded that t_0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$.

$$19,573 > 2,042$$

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table} , it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It concluded that there was a significance difference in learning simple past tense though writing diary. Because of that, the researcher believed that writing diary was effective use of writing diary to improve student's mastery simple past tense at SMAN 1 Bajo.

B. Discussion

Based on the result of data analysis, the researcher found out that use of writing diary to improve the mastery of simple past tense at eleventh year of SMAN 1 Bajo was effective.

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According to Eva Jayanti, writing diary can improve students mastery in learning simple past tense because writing diary has significant effect to increase the past ability. This research proves that writing diary not only increase the verb past ability but also upgrade the students mastery in learning simple past tense. learning

simple past tense by writing diary. It made the eleventh year of SMAN 1 Bajo confidence in using grammar specially improve mastery learning simple past tense.

One of principle learning simple past tense is using writing diary that covers spectrum of learner needs from language based on verb past. By this principle, the teacher showed a media how to make it happen. writing diary is the answer of this problem. One of the weakness in writing diary is useful to generate the structure of tenses specially simple past tense. The researcher not only presented the result of data analysis in findings but also the researcher would explained some procedures of collecting data that the researcher had done. They were pre-test, treatment, and post-test.

When giving pre-test, the researcher found that most of students had difficulties in using simple past tense. Based on the grammar assessment aspect included verb past with multiple choice test. The factor that made the students got *very poor* score in pre-test is difficulty to differ tenses especially simple present tense, simple past tense, continous tense and future tense. They are rather bored to study English especially to study grammar. Beside that only one student got *fair* score

During doing treatment, the researcher had done it five times of treatments. The researcher applied writing diary in learning simple past tense. After that, the researcher asked the students to write diary to improve simple past tense. Then the researcher made learning guide students to write diary. Then the researcher invited the students to write diary about event in yesterday, a week ago, a month ago, a year

ago, and when they were in junior high school. Implement the learning process, then the students were asked for describing the event object, after that the s correcting student's book to give the students errors. This diary writing can help students develop their understanding of tenses simple past tense, as in the treatment of one to five, students progressing through writing diary tenses, it requires making free on students' mind besides that the researcher thought about the technical writing diary, punctuation and grammar. The fact, the students' simple past tense result by writing diary the researcher still found some students' mistake in simple past tense.

In the post-test, the researcher gave a test to the students in the class. The researcher asked students to answer test with their understanding. After giving post-test, the researcher found students' improvement mastery in simple past tense. In the pre-test, most of the students made errors on their simple past tense, but after giving treatment using writing diary, many students understood about simple past tense as stated by the researcher so that a few errors were found on their grammar. Through writing diary of students has increased to *fair, fairly good, good, very good and excellent*.

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In score pre test and post test there were four students low got "0" in pre-test. And post test the students have gotten high "60 and 80" score. There was not using writing diary can improve mastery simple past tense at Eleventh year of SMAN 1 Bajo but the other factor was they did approach with their friends that know in simple past tense, so that they have highed score in post tense.

Finally, in comparing the result of t_{test} value and t_{table} value, the researcher found that the value of t_{test} was higher than the value of t_{table} $19.672 > 2.042$. It means that there was significance difference between the result of pre-test and post-test.

It indicated that using writing diary gave positive contribution to English teacher to teach their students especially in improve students' mastery learning simple past tense, because with use of writing diary make students easy express their using tenses especially simple past tense. In pre-test students grammar score was still low, but the students' writing score become increase in post-test after applying writing diary in learning process. Event thought, the use of writing diary still have some disadvantage of writing diary students . Students can freely write a diary of experience in accordance with the steps of writing diary.

In writing diary there many error like vocabulary and grammar. Writing diary in simple past tense have related because expalain the event in the past . A diary is personal and generally not meant for someone else unless owner gives permission for it to be shared. Concept of diary is a first and recon of ideas, impressions, feelings and opinions about the events in a person's life.¹

So that the researcher concludes that writing diary is effective to apply improve mastery learning simple past tense until the students got high score. There was not sirmple past tense , the other tenses students got understand.

¹ Nurhidayah, *Improving Writing Skill Though Writing Diary at the Tenth Eleventh Year Students of PMDS Putri Palopo*(STAIN:palopo,2013) p.25.

CHAPTER V

CONCLUSION AND SUGGESTION

The discussion of this chapter indicates conclusions and some suggestions related to the finding and the application of this research

A. Conclusions

From the discussions mentioned in the previous chapter, the researcher draws some conclusions as the result of the research at the eleventh year of SMAN 1 Bajo.

the researcher presents conclusions as follow:

1. The use of writing diary to improve students mastery learning simple past tense at eleventh year of SMAN 1 Bajo” Writing Diary is an excellent learning aid, the students have to remember the event in the past. The use of writing diary was interesting students to improve tenses especially simple past tense.
2. Having implemented the treatments by use writing diary in improve simple past tense. It was found that the mean score of post-test (80,00) was higher than the mean score of pre-test (26,77), the data have been analyzed by using (t_t) standard of significant 5% with degree of freedom (df) = 30. Got $t_t = 2.042$ and standard of signification 0.05, the result of t_0 (t_{count}) is higher than t_t (t_{table}), $19.572 > 2.042$. It means that there was a significant difference between students’ competency before and after giving treatment by writing diary.

B. Suggestion

The success in learning English does not depend on the lesson program only, but more important is how the teachers present the lesson and use various methods to manage the class more lively and enjoyable. This writing diary also helps the teachers to manage the class well and gives much opportunity for the students to be active in learning process. Regarding to learning or teaching simple past tense by use writing diary, the writer gives some suggestions as follow:

1. English teachers can apply this writing diary in learning simple past tense. But before applying this method, the teachers have to prepare the topic first and make the brainstorm that support the topic. The teachers can give topics to the students that can make them more spirit to write diary. And also, when applying this method the researcher can give limited time to the students. It can make them compete to become the fastest individual.
2. For all students, writing diary can be applied well if the students can work own, because this method is cooperative. The students can write the experience without be shy. And also this writing diary can be applied well if the students have many vocabularies and can distinguish the verb first and second that can make them express easier their ideas that are comprehensible. And the students who will apply this media diary to improve mastery simple past tense with writing the real experience.
3. For the next researcher who wants to develop this research in the future by using this writing diary, this media can be applied not improve simple past tense, but maybe it make the students to honest in writing diary.

Finally, the writer realized that this thesis is still far from being perfect and because of that; constructive critics and advice are really expected for the perfection of this thesis. The writer hopes that the results of this research can be useful for the readers. It is expected to the readers will have more information about interactive activities technique.



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CURRICULUM VITAE

The writer, Misnawati was born on 07th of February, 1993 in Boneposi (south sulawesi). Her father's name is Junaid and her mother's name is Nahli. She is the eighth child from the five sisters and three brothers.

She started her study at the Elementary School (SDN) numbers 41 Boneposi in 1999 and graduated in 2005 and continued it in Junior High School (SLTP) SMP Muhammadiyah Bajo, and participated in organization Scout. In 2008 she graduated it and then continued her study in Senior High School (SMAN) number 1 Bajo, she followed Organization PMR (Palang Merah Remaja) and she graduated in 2011. After that, she continued her study at the State College for Islamic Studies (STAIN) Palopo and taking English Department. She finished her study at the Institut for Islamic Studies (IAIN) Palopo in 2015.

During her study in IAIN Palopo, she participated in Organization KAMMI (Kesatuan Aksi Mahasiswa Muslim Indonesia).

In the end of her study at the Institut for Islamic Studies (IAIN) Palopo, she wrote a thesis entitled *“The Use of Writing Diary to Improve Students Mastery In Learning Simple Past Tense at Eleventh Year of SMAN 1 Bajo”*.



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