DEVELOPING STUDENTS' WRITING SKILL THROUGH JOURNAL WRITING AT THE FOURTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT STAIN PALOPO

A THESIS

Submitted to the English Study Program of S1Tarbiyah Department of State College for Islamic Studies (STAIN) of Palopo in Partial Fulfillment of Requirement for S.Pd. Degree in English Teaching

By,

INDAH NIRMALA SAID
Reg. Num : 09.16.3.0069

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO
2013

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT OF THE STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO 2013

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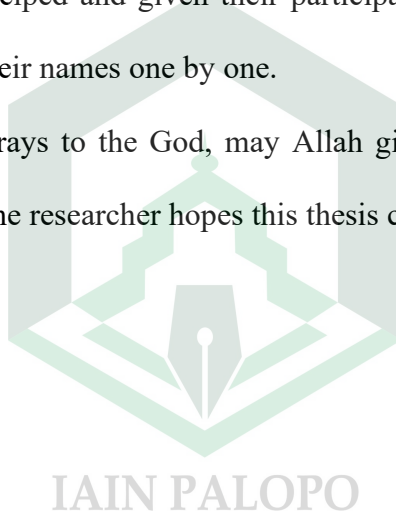
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Palopo, 6 Juli 2013

The Researcher

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IAIN PALOPO

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ABSTRACT

Indah Nirmala Said, 2013. ***Developing Students' Writing Skill Through Journal Writing   at The Fourth Semester Students of English   Department   STAIN   Palopo.*** A   thesis, English Study Program of   Tarbiyah Department The State College of Islamic Studies. Supervised by (I) Dahlan, (II) Madehang.

Key Words   : Developing, Writing Skill, Journal Writing.

This thesis deals with effectiveness of journal writing in acquiring students' writing skill at the fourth semester students of English Department STAIN Palopo. The problem statement of this thesis is : "*To what extent does journal writing develop students' writing skill at the fourth semester students of English Department STAIN Palopo?*"

The researcher used experimental method and the population of this research was the fourth semester students of STAIN Palopo where was consisted of 60 students. Thus, the researcher used random sampling where the writer took 20 students as the sample in this research. The instruments that were used to collect data were writing test, self editing worksheet, and peer editing worksheet.

The result of the research indicated that significance difference between the results of pre-test mean score was 55.30 and post-test mean score was 66,30. In addition, the result was accepted t_{test} was bigger than t_{table}, where t_{test} = 8,151 and t_{table} with significant 0,025 = 2,09 with df = 19. So that there was significant development of students' writing skill through journal writing.
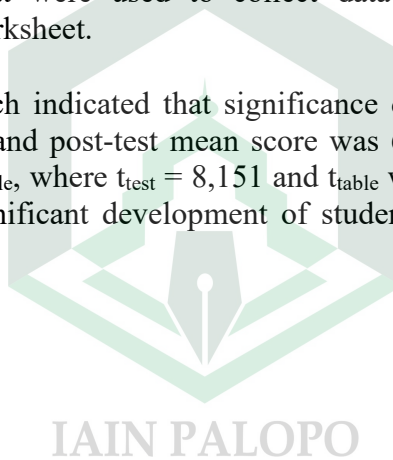
CHAPTER I

INTRODUCTION

A. Background

One of important aspects in English is writing. If people want to communicate to other, they do not only talk by speaking but also in certain situation they need to communicate by writing. People can use writing to transfer the ideas, convey about some information, and so on.

Some people can write in English but they do not know how to write well. So that other people cannot understand what they mean. Therefore, they have to know about the rules in academic writing. There are some principles in academic writing to get a good writing such as cohesion, clarity, etc. Every writing must have those principles. In addition, a good writing is also consisted of paragraph structure such as topic sentence, supporting sentences, and conclusion. It aims to make writing become focus to the topic.

Writing is a skill. It is not a natural gift. It can be learned by everyone. To make a good writing, they must always try to write about anything to train the writing skill. For example, if they have some interesting experiences, they can write those on notebook. It is better if they write in their leisure time. So that they can focus on their writing. The more people write, the more they train their writing skill. The most important thing is they must write something that interesting because it will stimulate their brain so that people can get many ideas to develop their writing.

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As the researcher's experience in writing class when she was in America, her lecturer taught about a good method to get a good writing. It is called "Journal Writing". As long as she practiced to write through journal writing, she felt that this method was really effective to develop her writing skill. In addition, during she wrote journal writing she felt that the ideas were really elaborated since her teacher taught such a model. Furthermore, her teacher also taught about the way to get many ideas and some processes in writing. So that it has become a fun subject for her. Therefore, she took journal writing as the research because her aims was the other students also could acquire their writing skill through journal writing.

Using journals foster learning in many ways. The students who use journal have the opportunity to clarify and reflect upon their thinking. When students write journal, they can record such things as ideas and feelings, special words and expressions they have heard, interesting things that have happened to them or information about interesting people. Every journal entry is individualized journal writing gives people opportunity. It becomes an important tool for acquiring written fluency.[1]

Donalee Bowerman, a special-education teacher at Canajoharie Middle School, in Canajoharie, New York, starts each class with a journal writing activity. "It gives my students, who have great difficulty with written language, one time when spelling, punctuation, and grammar don't count," said Bowerman. "This lets them

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[1] Oshima Alice and Hogue Ann, *Introduction To Academic Writing* (New York: Pearson Longman, 2007), p. 181

express themselves in writing without the pressure they typically have when doing assignments." [2]

As the fact that she obtained the information through interview with one of the lecturer of writing subject in STAIN Palopo and she made conclusion that there were still many students in English Department of STAIN Palopo face difficult in writing in English. Some of the reasons were because of lack of ideas, did not know about language use, etc. Furthermore, she also asked some students in English department about the difficulties that students found in writing. The students explained that sometimes students were afraid to make error grammar in their writing and they were also lack of ideas to elaborate their writing.

Based on those explanations, the researcher wanted to show that the students could develop their writing skill through journal writing because it could build their interest to write in everyday and made it become a habit. So that, they never stuck in writing because of the lack of inspiration. But precisely, they could express their feeling well from the inspiration that they got.

B. Problem Statement

Related to the issues in the background, the researcher formulated one problem statement as follows: "*To what extent does journal writing develop*

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[2] http: // *www.scribetime.com*. Accessed on October, 20th 2012

students' writing skill at the fourth semester students of English Department STAIN Palopo?"

C. Objective of The Research

In relation to the problem statement above, the objective of the research as follows:

To find out whether the journal writing was effective in developing student's writing skill at the fourth semester of English Department STAIN Palopo.

D. The Significance of The Research

The result of this research were:

1. Theoretical

To give information for the English teachers especially the lecturers of STAIN Palopo who want to develop their students' writing skill through journal writing.

2. Practical

To develop students' skill in writing through journal writing especially for the students of STAIN Palopo in order that they get used to write and it will become their habit.

E. Operational Definition

Based on the title "*Developing Students' Writing Skill Through Journal Writing at The Fourth Semester of English Department STAIN Palopo*", the researcher gave definition as follow:

1. Developing is become or make something larger, more advanced, stronger, etc. [3]

2. Writing is activity of writing; written works of an author; person's handwriting.[4]

3. Journal writing is a writing regularly about topics of personal interest, to note the observations, to imagine, to wonder and to connect new information with things that people already know.[5]

F.   Scope of The Research

This research was focused in developing students' writing skill through journal writing in academic writing and the kind of paragraph that was used in this research was narrative paragraph.

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[3] Victoria Bull, *Oxford Dictionary,* (New York: Oxford University Press, 2011), p.122

[4] Victoria Bull, *Oxford Dictionary,*(New York: Oxford University Press, 2011), p.516

[5] *http://olc.instructionaljournal.com*. Accessed on 12th March 2013

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous of Related Research Finding*

Many researchers have conducted their research about involving students in teaching language skill, they are cited below:

1. Asmal Wafa, found that keeping journal help the students to less their fears in making mistake by express their wild and innermost imaginations because they have full freedom in expressing their thoughts. Thus it is concluded that keeping journal writing proved as effective medium in improving students' writing ability.[1]

2. Ema Aji, found that the improvements of students' writing skills can be seen as the following. First, response journal writing strategy helped students get fluency in expressing ideas. In cycle 1, the students produced 686 sentences. In cycle 2, the students produced 1482 sentences. Second, response journal writing strategy built students' confidence in writing. They could express their ideas with various kinds of sentences starter. It was found that in cycle 1 there were 7 kinds of sentences starter, while in cycle 2 there were 11 kinds of sentence starters. Third, response journal writing strategy improved students' motivation to write. They feel happy to write journals.[2]

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[1] Wafa Asmal, *Keeping Journal Writing To Improve The Writing Ability of The Tenth Grade Students of SMAN 1 Jekulo Kudus In The Academic Year 2009/2010.* (Kudus University: Kudus, 2010)

[2] Ema Aji, *Employing Response Journal Writing Strategy To Improve Students' Writing Skills At The First Year of SMPN 8 Malang.* (Malang University: Malang, 2007).

3. Boud, found that journal writing is a multifaceted activity use for many purposes. It can be used in many different ways to promote reflection.[3]

4. Riya Pebriana Jamarsih, found that there are many advantages of using writing daily journal in teaching recount text of MAN 1 Kota Mojokerto. The advantages are the technique helped to student in learning English, student become easy to write in using daily activities, because they have enough vocabulary, the technique effective for teaching learning make student motivated to write well, student easy to arrange a simple paragraph with their vocabulary.[4]

Based on the research above showed that journal writing was effective way for students to develop their writing. Therefore, the researcher was interested in researching about developing writing Skill through journal writing.

B. The Concept of Writing Skill

1. Definition of writing

Writing is one form of realization linguistic competence that are expressed in the form of written language (written), except in the form of spoken language (oral). Writing is one form of manifestation of the use of language as a medium of communication. In writing activities, the author as a resource is not in a situation of dealing face to face with readers as the target information. Therefore, if there is

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[3] Boud, *Keeping Journal Writing To Increase The Reflective Practice On The Students of University of Technology Sidney*. (Sidney, 2001).

[4] Jamarsih Pebriana Riya, *The Advantages of Daily Journal Writing In Teaching Recount Text For The First Grade Students at MA Negeri 1 Mojokerto*. (IAIN Sunan Ampel, 2011).

misunderstanding because readers misinterpreting the text, then the consequences could be fatal.[5] Writing is a representation of a language in written form using a set of signs of symbols which commonly known as the writing system.

> Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way.[6]

Writing is a process of expressing ideas or thoughts in words should be done at our leisure. Writing can be enjoyable as long as people have the ideas and the means to achieve it.[7] People can collect some special moments into a writing. That will become a reminder if people want to recollect what were happened in the past. In addition, people who have full activity in a whole day they can spend more time to write on the weekend. That is one of the good moments because people can get a good situation to write without any burden.

Writing is a necessary and important area of literacy that support comprehension, critical, and creative thinking across content areas.[8] A writing that has a good topic and detail information can make other people interest to read it.

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[5] Paridyono, *12 Writing Clues for Better Writing Competence* ([t.t.] : Andi, 2006), p. 1

[6] SIL International, *Writing Skill* (http: //www.sil.org/lingualinks/languagelearning.htm). Accessed on October 29 October, 2012.

[7] Leo Sutanto, *English for Academic Purpose Essay Writing* (Andi, 2007), p.1

[8] Key Components of Writing, *htttp: //elementaryliteracy.mpls.k12.mn.us.* Accessed on June, 13th 2012.

Therefore, people must write in the correct organization. The important things is every detail in writing must always relate to the topic.

Writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message. Writing skills are those needed to compose meaningful text of sentence length or longer, communicating ideas, messages and information in understandable words and language for a variety of audiences. Writing skills help the learner gain independence, comprehensibility, fluency and creativity in writing. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

When you are first trying to get into the way of a new kind of writing, it can be very useful to make yourself try to write as much as you can about a topic, as a way of getting your ideas.

According to Hampton 1989, there are some writing goals as follow:[9]

a. Writers are independent when they are able to write without much assistance.

b. Writers gain comprehensibility when they can write so that it can be read and understood by themselves and others.

c. Writers are fluent when they are able to write smoothly and easily as well as understandably.

d. Writers gain creativity when they can write their own ideas, not copying what has already been written, so that they can be read and understood.

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[9] *www.slidesharewritingskill.net*. Accessed on June 20th 2013.

There some kinds of writing skill, they are:

1. Comprehensibility skill for writing include understanding that writing is communicating messages or information.

2. Fluency skill of writing include:

a. Mastering writing motions and letter shapes.

b. Recognizing the chunking of words.

c. Recognizing the need for space between words.

d. Writing quickly.

2. The components of writing

There are five components in processing good writing as follow: [10]

a. Content

The content of writing should be clear to a reader. So that the reader can understand message conveyed and gain information from that.

b. Organization

In organization of writing concerns with the way the writing arrange and the ideas or the message in the writing purpose of the organizing materials.

c. Vocabulary

Vocabulary is one of the components of writing to express ideas that always deal to compose what the people are going to write.

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[10] J.B Heaton, *Writing English Language Test (new edition).* (Longman Inc: New York, 1988), p.135

d. Language Use

Language use in writing involves correct language and point of grammar. And also grammar can help students improve the use of formal language.

2. The Principle In Academic Writing

a. Cohesion

The smooth movement or "flow" between sentences and paragraphs.

b. Clarity

The meaning of what you are intending to communicate is perfectly clear; the readers does not have to read between the lines to guess what you are saying.

c. Logical order

Refers to a logical ordering of information. In academic writing, writers tend to move from general to spesific.

d. Consistency

Consistency refers to uniformity or writing style. For example, there is a problem on this page in that "cohesion" and "clarity" are defined in note form (incomplete sentences), whereas "consistency" and "unity" are defined in complete sentences.

e. Unity

At its simplest, unity refers to the exclusion of information that does not directly relate to the topic being discussed in a given paragraph. In its broadest sense, an entire essay should be unified; that is within the paragraphs, the minor supports,

which in turn must support the topic sentences. Each of the topic sentences must likewise support the thesis statement.

f. Conciseness

Conciseness is economy in the use of words. Good writing quickly gets to the point and eliminates unnecessary words and needless repetition (redundancy or "dead wood"). The exclusion of unnecessary information promotes unity and cohesion. (This concept of course does not include the repetition of information in the conclusion, where the reader expects the writer to "sum up". However remember that the ideas must be stated in a different way than they were stated in a text).

g. Completeness

While repetitive or unnecessary information must be eliminated, the writer has a responsibility to provide the essential information on a given topic.

h. Variety

Variety helps the reader by adding some "spice" to the text. It is achieved in part by using various methods of joining ideas. In addition to constructing sentences of various types and lengths, the writer should try to use synonyms when possible.

i. Formality

Academic writing is formal in tone. This means that sophisticated vocabulary and grammatical structures are used. In addition, the use of pronouns "I" and contractions is avoided.

3. The Characteristic of Good Writing[11]

a. Clarity and focus

In good writing, everything makes sense and readers don't get lost or have to reread passages to figure out what's going on. Focused writing sticks with the plot or core idea without running off on too many tangents.

b. Organization

A well organized piece of writing is not only clear, it is presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

c. Ideas and themes

For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

d. Language (word choice)

Good writing includes smart and appropriate word choices and well crafted sentences.

e. Grammar and style

Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent.

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[11] *www.writingforward.com*. Accessed on June 2nd, 2013

4. The kinds of writing

a. Narrative writing

Narrative paragraph tells a chain of events to create a story with a significant meaning. When the writer write a narrative paragraph, she or he writes about events in the order that they happen. Narrative paragraph is a lot of fun to write. Here the writer can tell the reader a story from beginning to end. The writer does not have to imagine anything out of the ordinary, only tell the story, tell what happened. Narrative paragraph describes the actions that occur within a story. These consecutive groups of sentences help move the story along by explaining what happens next and why. They are written in such a way as to place the writer, the reader, or both right in the center of the action.

The function of narrative paragraph is to carry characters through the milestones of a story. The main objective is to link the beginning to the end in an actionable manner. Narrative paragraphs also keep the reader interested and involved. Although it is helpful to describe the surrounding scene, readers are more interested in animation. Narrative paragraphs are the animators.

b. Descriptive writing

Descriptive writing is a style of writing which focuses on describing a character, an event or a place in great details. It is sometimes poetic in nature in which the author is specifying the details of the event rather than just the information of that event happened.

c. Persuasive writing

Persuasive writing is a type of writing which contains justifications and reasons to make someone believe on the point the writer is talking about. Persuasive writing is for persuading and convincing on your point of view. It is oftn used in complain letters, when you provide reasons and justifications for your complaint; other copywriting texts, T.V commercials, affiliate marketing pitches etc. are all different types of persuasive writing, where author is persuading and convincing you on something he wants you to do or believe/

d. Expository writing

Expository writing is a subject-oriented writing style, in which the main focus of the author is to tell you about a given topic or subject, and leave out his personal opinions. He furnishes you with relevant facts and figures and does not include his opinions.

5. The Writing Process

a. Pre-writing

Before beginning writing, people decide what they are going to write about. Then they plan what they are going to write. In this step, people choose a topic and collect ideas to explain the topic.[12] Prewriting is a way to get ideas. *Listing* is a prewriting technique in which can write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Do not

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[12] Zemach Dorothy, and Rumisek Lisa, *Academic Writing from Paragraph To Essay* (Macmillan, 2003),p.5

stop to wonder if an idea is good or not. Write it down. Keep on writing until the flow of ideas stop.

b. Organizing

This step is organizing the ideas into a simple paragraph outline. Below the first sentence, mak list two main ideas and any other words and phrases from the list that give more information about them.

c. Writing

This step is writing a rough draft, using outline as a guide. Write rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get ideas down on paper.

d. Revising and editing

This step is polishing what we have written. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

B. Paragraph

1. Definition of Paragraph

A paragraph (from the Greek *paragraphos*, "to write beside" or "written beside" is a self-contained unit of a discourse in writing dealing with a particular point or idea. A paragraph consists of one or more sentences. It is a short paper of around 150 to 200 words.[13]

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[13]Langan John, *College Writing Skills with Readings* (New York: McGraw-Hill, 2008), p. 6

A paragraph is division of a piece of writing which is started in a new line. A paragraph is a group of related statements that a writer develops about a subject.[14]

A paragraph is a collection of sentences that deal with one subject. All paragraphs contain a topic sentence, which is often, but not always the first. Others components vary according to the nature of the topic. Introductory paragraph often contain definitions, and descriptive paragraphs include a lot of details. Other sentences give examples and offer reasons and restatements.[15]

2. Paragraph Structure

There are three parts of paragraph as follow:

a. Topic sentence

A topic sentence tells what topic the paragraph is going to discuss. It introduces the main idea of the paragraph. It usually appears at the beginning, it provides a framework within which follows is to be understood. If it appears at the end, it builds a sense of expectations or anticipation in the reader as they approach it. It then confirms (or perhaps disconfirms) their expectation and in effect summarizes or makes clear the significance of the information that precedes it in the paragraph. In

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[14]Oshima Alice and Hogue Ann, *Introduction To Academic Writing* (New York: Pearson Longman, 2007),p. 3

[15] Bailey, Stephen, *Academic Writing (A practical guide for students)*, (RoutledgeFalmer: London and New York, 2003), p. 32

other words, in both cases the topic sentence serves the same purpose but in each case has a slightly different on the reader.[16]

b. Supporting sentences

Several supporting sentences give details about the topic. They come after the topic sentence, making up the body of a paragraph. To explain about supporting sentences, the writer should gives supporting facts, details, and examples.

c. Concluding sentence

It is in the last paragraph. The concluding sentence summarizes the main points or restate the topic sentence in different words. According to Neil Murray and Geraldine Hughes that a summary purpose it to remaind the reader of what has been discussed. This is important because a reader can often lose track of your main points and therefore lose perspective, especially when they have been reading a lengthy or complex description or argument. A summary also helps to make clear the connection between what you have already said and what you are about to say. In other words, it helps to build links or bridges between different parts of your writing and in doing so makes it more coherent and therefore more easily understood.[17]

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[16] Murray Neil and Hughes Geraldine, *Writing Up Your University Assignments and Research Projects*, (New York: Open University Press, 2008), p. 53

[17] *Ibid,*p. 57

C. *Journal Writing*

1. The definition of journal writing

When students are first trying to get into the way of a new kind of writing, it can be very useful to make them try to write as much as students can about a topic, as a way of getting their ideas. Therefore, there is one of good way to develop students writing skill. It is called "Journal Writing."

Journal writing is a written record of incidents, experiences, and ideas. Writers often keep journals to record observations and explore ideas that may eventually be developed into more formal essays, articles, and stories.[18]

A journal is also a tool for self-discovery, an aid to concentration, a mirror for the soul, a place to generate and capture ideas, a safety valve for the emotions, a training ground for the writer, and a good friend and confidant.

The teachers introduce students to journal writing to encourage them to explore their thoughts and ideas. Journal writing for students engages them in the process of brainstorming and organizing their ideas. It teaches them to develop writing skills and become articulate, and it encourages them to share their ideas with teachers. Journal writing for students is important for their academic and emotional development. According to Saskatoon Public Schools article, "Journal Writing," it is a tool that focuses on writing to encourage students to learn. It helps students keep records of what they know and connect their knowledge with new information. They

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[18] Richard Nordquist, *(http: //grammar.about.com/od/il/g/journalterm.htm)*. Accessed on June, 10th 2012.

can explore their perceptions of their surroundings and relationships. They dream and imagine about fantasy stories by developing creative ideas. They look into a variety of topics to improve their knowledge of the world.[19]

Because of writing is a skill, it makes sense that the more students practice writing, the better they will write. One excellent way to get practice in writing is to keep a daily or almost daily journal writing. Writing in a journal will help students develop the habit of thinking on paper and will show to them how ideas can be discovered in the process of writing. A journal can make writing a familiar part of student's life and can serve as a continuing source of ideas of the papers.[20]

When writing a journal, students are keeping a record of things that happened in their life. The things that students write can be special events that is happened to them. They may explore their thinking about the ideas and issues raised[21]

To write a journal, students need some kinds of notebook. They can keep their journal on their computer or they can use pencil to write it. Some people like to write journal in everyday and some people like to write journal just in special day. But in this occasion, the researcher wants to the students to get used theirselves to write journal on the paper with the variety of topic in each day. Lewis (2009), add that if the students write anything they want, the students writing can tend to get silly with a

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[19] *www.ehow.com*. Accessed on Mei 30th, 2013

[20] Langan John, *College Writing Skills with Readings* (New York: McGraw-Hill, 2008),p. 16

[21] Crème Phillis and Lea Mary, *Writing at University*, (Philadelphia: Open University Press Maidenhead, 2003), p. 167

lack of focus and journal writing become a good way to make students get their focus.

    2. The Benefits of Journal Writing

a. Journal writing assist people become fluent.

b. In journal writing, people can write about topics that are interesting and relevant to their life. They practice to express their idea and feelings in their journal.[22]

c. Journal writing can assist students to develop their ideas that can be used in paragraphs or essays.

d. Journal writing helps people to develop the language that need in everyday life. If people are having problems with work, writing about it can help to develop the language that we need to solve the problems.

e. Journal writing part of people's routine means that people do actually take time out to reflect on what might be happening in their practice and in their lives generally

    Based on those explanations, the researcher can conclude that writing and keeping a journal holds the possibility of deepening people's self-understanding, and to making added sense of our lives and what we believe. It can also help us to entertain, contain and channel troubling emotions and gain perspective. We may also develop a greater awareness of daily life, become more alive to what is happening to, and around, us in the daily round. At a practical level, writing and keeping a journal can both help us with administrative tasks (like reporting what happened, when and

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[22] Oshima Alice and Hogue Ann, *Introduction To Academic Writing* (New York: Pearson Longman, 2007), p. 181

why) and with the process of setting goals and managing our time and priorities. Therefore, the researcher wants the students can understand about the importances of journal writing and apply it in academic writing.

2. The differences between journal writing and diary

Some people think that diary and journal writing are the same. Both are event record that people write. But basically, journal writing and diary are different. The subject matter and situation are different. There are some differences between diary and journal writing as follow[23] :

a. In a diary people write about what they did in the whole day since they got up in the morning. It is like daily activity. But in a journal writing, people write about particular person or just one thing that happened to them and how it made them feel and react or how it affected them emotionally.

b. A diary does not need to be learned to write. It is like writing a timetable or reporting about ourselves. But journal writing is taught by many coaches, and it can be learned.

c. Diary is written in everyday, mostly at the end of the day. But it is not necessary that people write a journal in everyday. People can write when they want.

3. How To Start Journal Writing

a. Using a note book.

b. Each time students write in their journal, put the date, the time they start, and the time they stop at the top of the page.

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[23] *www.differencebetween.net*, (Accessed on February 25th, 2013)

c. Do not spend a long time thinking or worrying about what you are going to write. You just start writing.

d. Write for at least an hour a week. Students may write for ten minutes each day or for twenty minutes three times a week. Write as often as you can. The more effort that students put into their journal, the more their writing will progress.

e. Do not worry about making spelling or other mistakes. Students must concentrate on their ideas rather than an error free journal.

f. Try to practice the grammar and new vocabulary or idioms that students are learning in class.

g. The students write about their daily life, their feelings, or their opinions. In fact, write about anything that interest them.

h. The instructure will collect the journals regularly, every week or two weeks to check that the students are doing them, to offer advice on the students' writing, or to respond to students' writing.

i. If the students cannot think of a topic to write about or if the teacher prefers, the students may brainstorm a list of topics at the beginning of the semester or choose from the following topic.

5. Peer editing and self editing worksheets

a. Peer editing

Peer editing is an interactive process of reading and commenting on a classmate's writing. Each student will exchange journal writing with a classmate, read, and make suggestions for improvement.

b. Self editing

Becoming a better writer requires that the students learn to edit their own work. Self editing was involved not only to check for spelling grammar errors. It also means looking at their writing as a writing researcher did. The self editing worksheets contain questions about specific elements that the researcher hopes to find in their paragraph, a strong thesis statement, clear topic sentences, specific supporting details, coherence, an effective conclusion, and so on. By answering the worksheet questions thoughtfully, the students can learn to recognize the strengths and weaknesses in their rhetorical skills as well as to spot recurring errors in grammar, punctuation, and sentence structure.

D. *Conceptual Framework*

The conceptual framework underlying this research was presented in the following diagram:

```
┌─────────────────────────┐
│     Journal Writing     │
└─────────────────────────┘
             │
             ▼
┌─────────────────────────────────────┐
│  Teacher Encourages To Explore       │
│  Students' Idea                      │
└─────────────────────────────────────┘
             │
             ▼
       ┌──────────────────┐
       │ Discovery Writing│
       └──────────────────┘
         ╱            ╲
        ▼              ▼
┌──────────────────┐  ┌──────────────────────┐
│ Self Editing     │  │ Peer Editing         │
│ Worksheet        │  │ Worksheet            │
└──────────────────┘  └──────────────────────┘
         ╲              ╱
          ▼            ▼
       ┌──────────────────┐
       │ Developing Writing│
       └──────────────────┘
```
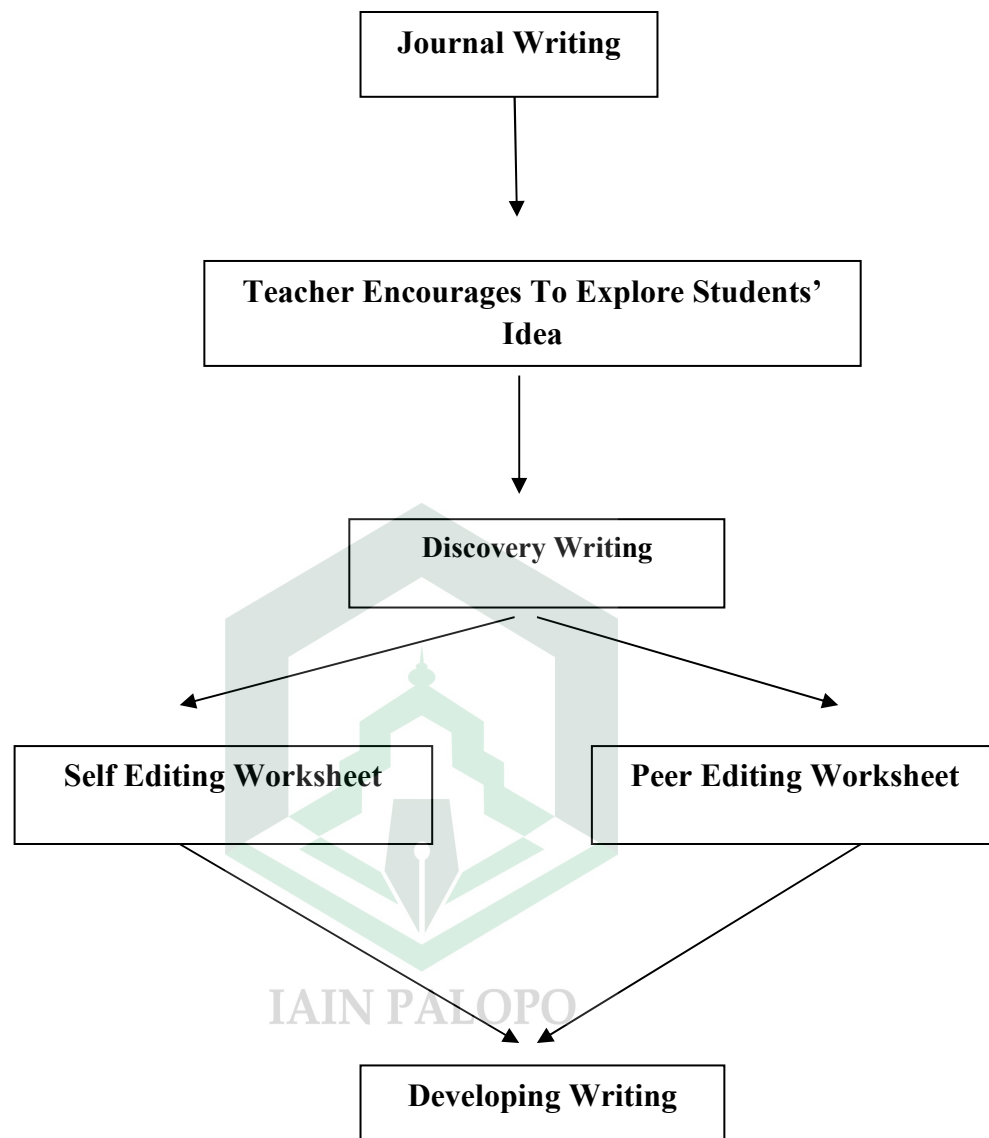
Journal writing was a good method to develop students' writing skill. One of the reason is because in journal writing the students only wrote about the interesting topic and it could stimulate students' brain to get many ideas in their writing. Therefore, by using journal writing, the researcher encouraged to explore students' idea. In addition, she also explained about the rules in academic writing.

After writing, the students has edited their writing by using discovery writing which were consisted of self editing worksheet and peer editing worksheet. Self editing worksheet was used by students to recognize their own writing and peer editing worksheet was used by students' classmate to give some comments. By using those worksheets, the students could know about the weakness and the strengths in their writing. So that the students could make a better writing in the next meeting. Therefore, based on those processes the students could develop their writing skill.

E. *Hypothesis*

The statistical hypothesis of this research as follows:[24]

1. Null hypothesis (Ho) means there is no significant development of students' writing skill after treatment by using journal writing at the fourth semester of English Department STAIN Palopo.

2. Alternative hypothesis (Ha) means there is significant development of students' writing skill after treatment by using journal writing at the fourth semester of English Department STAIN Palopo.

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[24] Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta), p.122

CHAPTER III

RESEARCH OF METHOD

In this chapter the discussion deals with research design, research variable, operational definition, sample instrument of the research, procedure of collecting data and technique of data analysis.

A. Method and Design

1. Method

This research used pre-experimental method. It was used to describe learning of writing through journal writing at the fourth semester students of English Department STAIN Palopo.

2. Design

This research used one group pre-test and post-test design. The design of this research as follow:

Pre-Test	Treatment	Post-Test
X1	T	X2

Notes :

X$_1$: Pre-Test

T: Treatment

X$_2$: Post-Test[1]

In the design, the test that has been done before treatment was called pre-test (X$_1$) and the test that has been done after treatment was called post-test (X$_2$).

B. *Variable of The Research*

In this research, the researcher classified two kinds of variable:

1. Dependent variable was writing skill

2. Independent variable was journal writing
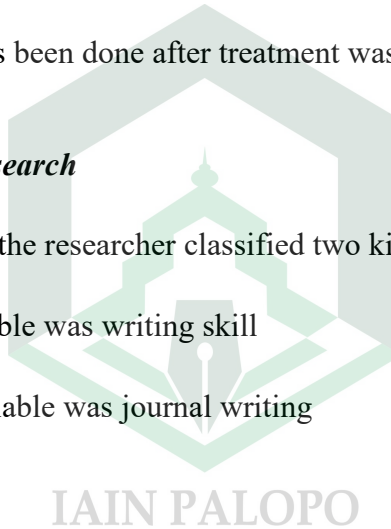
C. *Population and Sample*

1. Population

The population of this research was the students of the fourth semester at STAIN Palopo in 2013 academic year. The total number of students population at the fourth semester of English Department STAIN Palopo was 60 students.

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[1] Hatch Evelyn and Lazaratons Anne, *The Research Manual Design and Statistics for Applied Linguistics,* (Los Angeles: Newbury House, 1991), p.87

CLASS	STUDENTS
A	24
B	20
C	16

2. Sample

The sample was taken by using random sampling technique where the researcher took the sample by ordering the number 1 to 60. Then, the sample was chosen by measuring the number of multiple 3.

$$\textbf{Group X} = \frac{\textbf{Total of sample}}{\textbf{Total of Population}} \times \textbf{Total of Each Group}$$

So the researcher got the total sample as much 20 students. To know about the total of the representative students of each class, there was a calculation as follow : [2]

1. Class A : $\frac{20}{60} \times 24 = 8$

2. Class B : $\frac{20}{60} \times 20 = 6,67 = 7$

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[2] Sugiyono, *Statistik Untuk Penelitian*, (Bandung: Alfabeta, 2008), p.73

3. Class C : $\frac{20}{60} \times 16 = 5,3 = 5$

So the total of sample is 8+7+5 = 20 students.

C. *Instrument of The Research*

1. Test

The researcher gave some tests to the students. Each test has different title. Then, the students wrote journal writing into academic form.

2. Self editing and peer editing worksheet

After writing, the researcher gave self editing and peer editing worksheet to the students. Self editing was consisted of some questions to recognize the students' weakness and strengths in writing. Peer editing worksheet was an interactive process of commenting on a classmate's writing.

D. *Procedure of Collecting Data*

In collecting data, the researcher took the procedure of collecting as follows:

a. Pre-Test

It has done before treatments. There were several steps:

1. The researcher explained about journal writing and definition of narrative paragraph.

2.   Before treatment the researcher gave the students a pre-test to know their knowledge about writing. The title of journal writing in pre-test was   "A Scary Experience".

b.   Treatment

The treatments had been done for three meetings. They were:

1.   The second meeting, the researcher gave the title of journal writing about "A story from childhood". Then, the researcher gave self editing and peer editing worksheet to the students.

2.   The third meeting, the researcher gave the title of journal writing about "Experiences In Learning English". Then, the researcher gave self editing and peer editing worksheet to the students.

3.   The fourth meeting, the researcher gave the title of journal writing about "The Most Memorable Trip". Then, the researcher gave self editing and peer editing worksheet to the students.

c.   Post-test

The test was given to the students after they had done the treatment. The researcher gave the title of journal writing about "Precious Moment with Family". Then, the researcher gave self editing and peer editing worksheet to the students.

E. *Technique of Data Analysis*

After collecting data through the pre-test, treatments, and post test which involved some instruments, the researcher then focused on the technique of data analysis. Therefore, there were some procedures that had been done by the researcher namely: determining the scoring classification, looking for the mean score, standard of deviation, and the test of significance. Those procedures were explained as follow:

a. Scoring classification

In analyzing the data which had been collected, the researcher must determine the scoring classification. There were five components of criteria success in writing, they were:[3]

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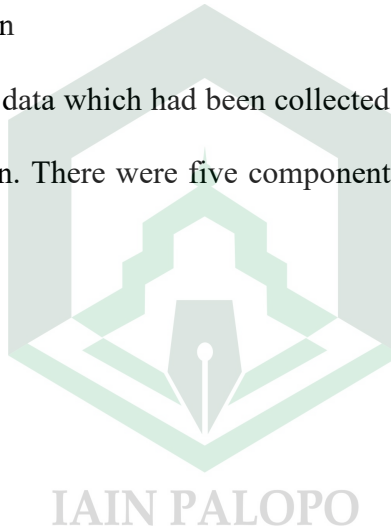
[3] J.B Heaton, Writing English Language Test (new edition). (Longman Inc: New York, 1988), p.135

1. Content

Table 1

No	Score	Classification	Criteria
1.	27-30	Very good	Clear, focus, and interesting detail, complete, rich, well focus, main idea stand out, secondary ideas do not usurp too much attention.
2.	15-26	Good	Clear and focus even though the overall result may not be especially captivating. Support is attempted, but it may be limited or obvious, insubstantial, too general.
3.	12-14	Fair	Lack of logical sequence and development ideas confusing or disconnected, lacking in purpose or theme.
4.	9-11	Poor	Not fluent, does not communicated, information is very limited.
5.	5-8	Very poor	No organization, not enough to evaluate because no meaningful.

2. Organization

Table 2

No	Score	Classification	Criteria
1.	18-20	Very good	Fluent expression, ideas clearly state,. Support logical sequencing, well organizing means, the order, structures, or presentation is compelling and moves the reader through the text. Good introduction, good placement of detail, and strong conclusion.
2.	15-17	Good	The reader can readily follow what is being said, but the overall organization may sometimes be ineffective poor to obvious or main idea stand out logical but incomplete sequencing.
3.	12-14	Fair	Lack of logical sequencing and development is not fluent. The writing lacks direction with ideas and detail.
4.	9-11	Poor	Not communicated, transitions are very weak, leaving, connection between ideas fuzzy, incomplete, or bewildering.
5.	5-8	Very poor	No organization, confusing the sender, not enough to evaluate.

3. Vocabulary

Table 3

No	Score	Classification	Criteria
1.	18-20	Very good	Effective words, choice and the usage, specific and accurate.
2.	15-17	Good	Adequate range occasional error of word/idiom, choice and usage. The language communication but rarely captures the reader imagination, while the overall meaning is quite clear, some words may lack precision.
3.	12-14	Fair	The writer struggle with eliminated vocabulary, grouping for words.
4.	9-11	Poor	Many errors of words/idiom, choice and usage. Language is so vague and abctract, so redundant, devoid of detail that only the broadest, many repetitions, often words simply do not feat the text. Verbs are weak and view in number: is, are, was, were, and dominated.
5.	5-8	Very poor	Almost the words use are wrong, colorless, not enough to evaluate, and many wrong spellings.

4. Grammar

Table 4

No	Score	Classification	Criteria
1.	23-25	Very good	Effective complex construction few errors of agreement, tense, number, word, order/function pronoun, preposition.
2.	20-22	Good	Effective but simple construction minor problem in complex construction several errors of tense, word error, function, pronoun and preposition but meaning seldom of cored.
3.	16-19	Fair	Major problem in simple construction, frequent errors of negative, agreement, tense, word order/function, pronouns, preposition, and fragment. It is not communicative.
4.	9-15	Poor	Dominated by error grammar. Cannot be understood and evaluated.
5.	5-8	Very poor	Virtually no mastery of sentence construction rules.

5. Mechanics

Table 5

No	Score	Classification	Criteria
1.	5	Very good	Demonstration mastery of convention, no problem of spelling, punctuation, capitalization, paragraph.
2.	4	Good	Few errors of spelling, capitalization, punctuation, paragraph.
3.	3	Fair	Many errors of spelling, functions, capitalization, and paragraphing.
4.	2	Poor	Many errors of spelling, punctuation, capitalization, and paragraphing.
5.	1	Very poor	Illegible writing

b. Looking for D (Difference) between score pre-test (X) and score post-test (Y) post-test using the following formula.[4]

$$D = X - Y$$

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[4] Ridwan. "*Dasar-dasar Stastika*". (Jakarta : Rineka Cipta, 2003),p.41.

c. Looking for mean from difference, by using the following formula

$$Md = \frac{\Sigma D}{N}$$

Note: Md = Mean score

N = The number of students

d. Looking for total deviation difference:

$$\Sigma x^2 d = \Sigma x^2 - \frac{(\Sigma_d 2)}{(N)}$$

e. Looking for ''t count t '' by using the following formula:

$$t = \frac{Md}{\frac{\Sigma x 2}{N(N-1)}}$$

f. Looking for **t** table by using the following formula:

$$(df) = N\text{-}1$$

g. Standard signification (α) = 0,05

$$\textbf{t } \text{table} = \textbf{t } \text{table} = \textbf{t } (1 - \frac{1}{2}) \textbf{ (db)}$$

Criteria hypothesis of acceptability:

-   t test < t table = Reject null hypothesis

-   t test > t table = Receive null hypothesis[5]

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[5] Subana, *Statistik Pendidikan*, (Bandung: CV. Pustaka Setia, 2001),p.172-173

CHAPTER IV

FINDINGS AND DISCUSSION

A. *Finding*

This chapter deals with findings and discussion about the result of research. The method that was used to describe the result of analysis was quantitative method and the result of research was obtained by using "t" test analysis. The researcher used table of frequency distribution of the method difference classification and percentage of the students' score, score of content , organization, vocabulary, grammar, and mechanic in pre-test and post-test.

The students' score of pre-test and post-test were classified into some criteria and percentage of the students' score pre-test and post-test were presented as follows:

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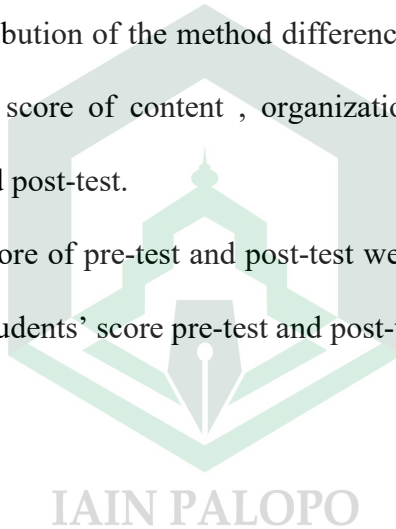
Table 6

The Row Score of Students' Writing In Pre-Test

Respondents	Content	Organization	Vocabulary	Grammar	Mechanic	Total (x)
1	11	12	9	16	2	50
2	9	9	10	11	2	41
3	11	10	10	13	2	46
4	14	13	15	17	3	62
5	11	10	10	16	2	49
6	13	12	11	17	3	56
7	10	12	8	14	2	46
8	13	13	10	15	2	53
9	12	13	13	17	3	58
10	13	11	15	17	2	58
11	14	15	16	17	2	64
12	13	14	11	18	2	58
13	12	11	10	12	2	47
14	10	11	11	17	2	51
15	13	13	11	17	3	57
16	12	12	10	16	2	52
17	13	15	12	17	2	59
18	23	14	13	18	2	70
19	11	11	13	17	2	54
20	23	15	14	20	3	75
Total	**261**	**246**	**232**	**322**	**45**	**1106**
Mean Score	**13,05**	**12,3**	**11,6**	**16,1**	**2,25**	**55,30**

1. Mean score of content:

$$x = \frac{\Sigma x}{N} = \frac{261}{20} = 13,05$$

2. Mean score of organization:

$$x = \frac{\Sigma x}{N} = \frac{246}{20} = 12,3$$

3. Mean score of vocabulary:

$$x = \frac{\Sigma x}{N} = \frac{232}{20} = 11,6$$

4. Mean score of grammar:

$$x = \frac{\Sigma x}{N} = \frac{322}{20} = 16,1$$

5. Mean score of mechanic:

$$x = \frac{\Sigma x}{N} = \frac{45}{20} = 2,25$$

6. The mean score of all components of pre-test:

$$x = \frac{\Sigma x}{N}$$

$$= \frac{1106}{20}$$

$$= 55,30$$
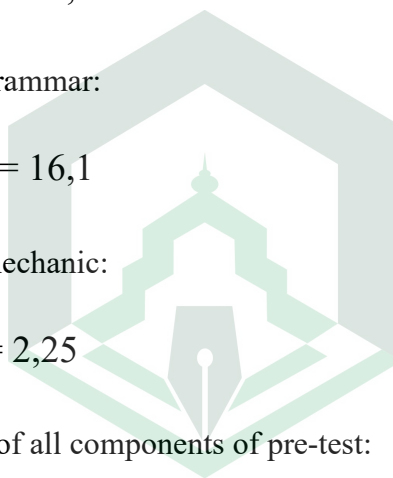
Table 7

The Row Score of Students' Writing in Post-Test

Respondents	Content	Organization	Vocabulary	Grammar	Mechanic	Total (x)
1	14	13	14	20	4	65
2	10	9	10	11	3	43
3	12	11	11	14	3	51
4	23	16	14	20	4	77
5	12	13	12	16	3	56
6	14	13	12	17	4	60
7	12	12	10	15	3	52
8	14	17	11	17	4	63
9	23	17	16	21	4	81
10	14	17	16	21	4	72
11	14	17	17	22	4	74
12	13	15	12	18	3	61
13	14	15	15	16	4	64
14	11	11	13	17	3	55
15	23	17	15	20	4	79
16	14	16	13	19	4	66
17	14	18	15	19	3	69
18	25	17	16	22	4	84
19	13	15	16	20	4	68
20	26	17	17	22	4	86
Total	**315**	**296**	**275**	**367**	**73**	**1326**
Mean Score	**15,75**	**14,8**	**13,75**	**18,35**	**3,65**	**66,30**

1. Mean score of content:

$$x = \frac{\Sigma x}{N} = \frac{315}{20} = 15{,}75$$

2. Mean score of organization:

$$x = \frac{\Sigma x}{N} = \frac{296}{20} = 14{,}8$$

3. Mean score of vocabulary:

$$x = \frac{\Sigma x}{N} = \frac{275}{20} = 13{,}75$$

4. Mean score of grammar:

$$x = \frac{\Sigma x}{N} = \frac{367}{20} = 18{,}35$$

5. Mean score of mechanic:

$$x = \frac{\Sigma x}{N} = \frac{73}{20} = 3{,}65$$

6. The mean score of all components of post-test:

$$x = \frac{\Sigma x}{N}$$

$$= \frac{1326}{20}$$

$$= 66{,}30$$
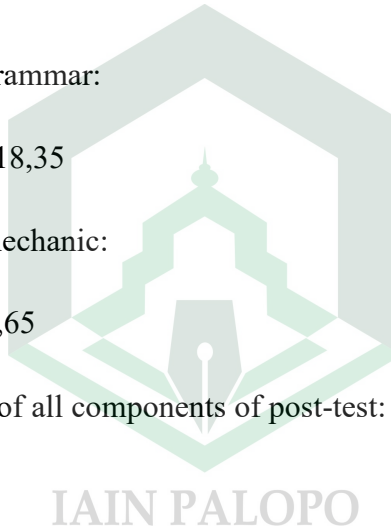
a. The scoring classification of the students' pre-test

1. Content

Table 8
The criteria and percentage of the students' content in pre-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	27-30	-	0%
2.	Good	23-26	1	10%
3.	Fair	12-14	12	60%
4.	Poor	9-11	7	30%
5.	Very Poor	5-8	-	
	Total		20	100%

Table 8 indicated that the criteria and percentage of the students' content in pre-test that there was none of them obtained "very good". There was 1 students (10%) got "good score", 12 students got (60%) got "fair" score, 7 students (30%) got "poor" score and none students got "very poor"

2. Organization

Table 9

The criteria and percentage of the students' organization in pre-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	-	0%
2.	Good	14-17	5	25%
3.	Fair	10-13	14	70%
4.	Poor	7-9	1	5%
5.	Very Poor	5-6	-	
	Total		20	100%

Table 9 indicated that the criteria and percentage of the students' organization in pre-test that there was none of them obtained "very good". There were 5 students (25%) got "good" score, 14 students (70%) got "fair" score, 1 student (5%) got "poor" score, and there was none students got "very poor" score.

3. Vocabulary

Table 10

The criteria and percentage of the students' vocabulary in pre-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	-	0%
2.	Good	14-17	4	20%
3.	Fair	10-13	14	70%
4.	Poor	7-9	2	10%
5.	Very Poor	5-6	-	0%
	Total		20	100%

Table 10 indicated that the criteria and percentage of the students' vocabulary in pre-test that there was none of them obtained "very good". There were 4 students (20%) got "good" score, 14 students (70%) got "fair" score, 2 student (10%) got "poor" score, and there was no student (0%) got "very poor" score.

4. Grammar

Table 11

The criteria and percentage of the students' grammar in pre-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	23-25	-	0%
2.	Good	20-22	1	5%
3.	Fair	16-19	14	70%
4.	Poor	9-15	5	25%
5.	Very Poor	5-8	-	0%
	Total		20	100%

Table 11 indicated that the criteria and percentage of the students' grammar in pre-test that there was none of them obtained "very good". There were 1 student (5%) got "good" score, 14 students (70%) got "fair" score, 5 student (25%) got "poor" score, and there was no student (0%) got "very poor" score.

5. Mechanic

Table 12

The criteria and percentage of the students' organization in pre-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	5	-	0%
2.	Good	4	-	0%
3.	Fair	3	2	10%
4.	Poor	2	18	90%
5.	Very Poor	1	-	0%
	Total		20	100%

Table 12 indicated that the criteria and percentage of the students' mechanic in pre-test that there was none of them obtained "very good". There was no students (0%) got "good" score, 2 students (10%) got "fair" score, 18 student (70%) got "poor" score, and there was no student (0%) got "very poor" score.

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b. The scoring classification of the students' post-test

1. Content

Table 13
The criteria and percentage of the students' content in post-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	27-30	-	0%
2.	Good	23-26	5	10%
3.	Fair	12-14	13	65%
4.	Poor	9-11	2	10%
5.	Very Poor	5-8	-	
	Total		20	100%

Table 13 indicated that the criteria and percentage of the students' content in post-test that there was none of them obtained "very good". There were 5 students (10%) got "good score", 13 students got (65%) got "fair" score, 2 students (10%) got "poor" score and none students got "very poor".

2. Organization

Table 14

The criteria and percentage of the students' organization in post-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	1	5%
2.	Good	14-17	12	60%
3.	Fair	10-13	6	30%
4.	Poor	7-9	1	5%
5.	Very Poor	5-6	-	
	Total		20	100%

Table 14 indicated that the criteria and percentage of the students' organization in post-test that there was 1 student (5%) got "very good" score. There were 12 students (60%) got "good" score, 6 students (30%) got "fair" score, 1 student (5%) got "poor" score, and there was none students got "very poor" score.

3. Vocabulary

Table 15

The criteria and percentage of the students' vocabulary in post-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	18-20	-	0%
2.	Good	14-17	11	55%
3.	Fair	10-13	9	45%
4.	Poor	7-9	-	0%
5.	Very Poor	5-6	-	0%
	Total		20	100%

Table 15 indicated that the criteria and percentage of the students' vocabulary in post-test that there was none of them obtained "very good". There were 11 students (55%) got "good" score, 9 students (45%) got "fair" score, none student (0%) got "poor" score, and none student (0%) got "very poor" score.

4. Grammar

Table 16

The criteria and percentage of the students' grammar in post-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	23-25	-	0%
2.	Good	20-22	9	45%
3.	Fair	16-19	8	40%
4.	Poor	9-15	3	15%
5.	Very Poor	5-8	-	0%
	Total		20	100%

Table 16 indicated that the criteria and percentage of the students' grammar in post-test that there was none of them obtained "very good". There were 9 student (45%) got "good" score, 8 students (40%) got "fair" score, 3 student (15%) got "poor" score, and there was no student (0%) got "very poor" score.

5. Mechanic

Table 17

The criteria and percentage of the students' mechanic in post-test

No	Classification	Score	Frequency	Percentage
1.	Very Good	5	-	0%
2.	Good	4	13	65%
3.	Fair	3	7	35%
4.	Poor	2	-	0%
5.	Very Poor	1	-	0%
	Total		20	100%

Table 17 indicated that the criteria and percentage of the students' mechanic in pre-test that there was none of them obtained "very good". There were 11 students (55%) got "good" score, 9 students (45%) got "fair" score, no student (0%) got "poor" score, and there was no student (0%) got "very poor" score.

c. The mean score of component of writing

Table 18

The Mean Score of components in Pre-Test and Post-Test

Component	Pre-Test	Post-Test	Development
Content	13,05	15,75	2,7
Organization	12,3	14,8	2,5
Vocabulary	11,6	13,75	2,15
Grammar	16,1	18,35	2,25
Mechanic	2,25	3,85	1,4

The table above indicated that the mean score of content in pre-test was 13,05 while the mean score in post-test was 15,75 with the value of development was 2,7. It means that there was significance development after applying journal writing.

The mean score of organization in pre-test was 12,3 while the mean score in post-test was 14,8 with the value of development was 2,5. It means that there was significance development after applying journal writing.

The mean score of vocabulary in pre-test was 11,6 while the mean score in post-test was 13,75 with the value of development was 2,15. It means that there was significance development after applying journal writing.

The mean score of grammar in pre-test was 16,1 while the mean score in post-test was 18,35 with the value of development was 2,25. It means that there was significance development after applying journal writing.

The mean score of mechanic in pre-test was 2,25 while the mean score in post-test was 3,65 with the value of development was 1,4. It means that there was no significance development after applying journal writing.

d. The development of all components of writing

Table 19
The Development of All Components

	Components				
	Content	**Organization**	**Vocabulary**	**Grammar**	**Mechanics**
Development	2,7	2,5	2,15	2,25	1,4

The table above indicated that the highest development of those components was content 2,7 then followed by organization 2,5 while grammar 2,25, and vocabulary 2,15. The lowest score was mechanic 1,4.

e. Looking for difference (d) between pre-test and post-test

Table 20
Difference (d) Between Pre-Test and Post-Test

Subject	Pre-Test (X_1)	Post-Test (X_2)	Difference (d) (X_2-X_1)
1	50	65	15
2	41	43	2
3	46	51	5
4	62	77	15
5	49	56	7
6	56	60	4
7	46	52	6
8	53	63	10
9	58	81	23

10	58	72	14
11	64	74	10
12	58	61	3
13	47	64	17
14	51	55	4
15	57	79	22
16	52	66	14
17	59	69	10
18	70	84	14
19	54	68	14
20	75	86	11
	X_1=1106	**X_2=1326**	**∑d=220**
	X_1=55,30	**X_2=66,30**	

Table 20 showed that the total number of sample (N) was sum of score in pre-test (X1) was 11,06, the mean score in pre-test was 55,30. The sum of score in post-test (X2) was 1326, the mean score was 66,30 and the sum score between pre-test and post-test (∑d) was 220. The total number of students who got minimum score was 1 student (5%). The difference which ranged +2 up to +20, it means that there was development in students' content, organization, vocabulary, grammar, and mechanic. The total number of students who got maximum score were 19 (95%).

To know whether or not there was development in students' content, organization, vocabulary, grammar, and mechanic, the researcher calculated the mean score of the pre-test (X_1) and post-test (X_2) as follows:

$$X_1 = \frac{\Sigma x1}{N}$$

$$= \frac{1106}{20}$$

$$= 55,30$$

$$X_2 = \frac{\Sigma x2}{N}$$

$$= \frac{1326}{20}$$

$$= 66,30$$

f. The difference means between pre-test and post-test

$$Md = \frac{\Sigma d}{N}$$

$$= \frac{220}{20}$$

$$= 11,00$$

From data analysis above showed that the mean score of students'writing skill in post-test (X_2 = 66,30) was greater than mean score of students' writing skill in pre-test (X_1 = 55,30). It means that generally students' writing skill has developed in continuation of t_{count} the researcher used the level of significance or standard

significance (α = 0,05)[1] to find out the acceptability hypothesis. The degree of freedom (df) = N-1. The result of t_{test} = 8,151 was analyzed by testing criteria t_{test}. (see on appendix).

Testing "t" table (t_{table})

Standard significance α = 0,05

Degree of freedom (df) = N-1

$$= 20\text{-}1$$

$$= 19$$

t_{table} = 5,28

t_{table} = t (1-½α) (df)

$$= t (1- \frac{1}{2}.0,05) (19)$$

$$= t (1- 0,025) (19)$$

$$= (0,975) (19)$$

$$= 2,09 \text{ (to find out in } t_{table})$$

The calculation above that t_{test} (8,151) was bigger than t_{table} (2,09) . When t_{test} is bigger than t_{table} (t_{test}> t_{table}) the students' writing skill has developed.

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[1] Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta), p.372

g. The mean score and result of "t" test

Table 21
Mean Score of t$_{test}$

Type of test	Mean score
Pre-Test	55,30
Post-Test	66,30

Table 22
The Result of t$_{test}$

Type of test	Mean score
t$_{test}$	8,151
t$_{table}$	2,09

From table 21 showed that the mean score of post-test was greater than the mean score of pre test (66,30>55,30), table 22 showed that the result of t$_{test}$ was greater than the result of t$_{table}$ (8,151>2,09). The data indicated that the students' writing skill in STAIN Palopo at the fourth semester has developed.

To know whether the pre-test and post-test significantly difference, the researcher used t$_{test}$ analysis. The result of t$_{test}$ was (8,151). To find out the degree of freedom (df) the researcher used the following formula:

Df = N-1

= 20-1

= 19

Criteria of hypothesis acceptability

1. $t_{test} < t_{table}$ = reject null hypothesis

2. $t_{test} > t_{table}$ = receive null hypothesis

It indicated that t_{test} = 8,151 > t_{table} = 2,09.[2] Therefore, the researcher concluded that the null hypothesis was rejected and while alternative hypothesis was received. It means that the use of journal writing in developing students' writing skill at the fourth semester students of English Department STAIN Palopo was effective.

B. Disscussion

Based on the data above indicated that the result of most students' writing in pre-test, actually the students wanted to write many ideas but they did not know what words were appropriate with the title. So that, they only wrote the main points without any details. In addition, there were many error grammars. Some of students also did not notice about the right use of capital letters. For example, they often wrote subject *I* in lower case. Furthermore, they always did not put a period in the end of the sentence.

During the treatment, some students started to organize their writing well. There were topic sentence, supporting sentences, and conclusion eventhough sometimes they still had some error grammars. For example, the story was about event which was happened in the past but the students often used infinitive verb. But,

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[2] Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta), p. 122

they pay more attention to use capital letter, and punctuation correctly. For example, when students wrote pronoun *I*, the name of days, the name of specific places, etc they have always used capital letter. Moreover, they could know about their weakness and strength of their writing and they could avoid the same mistakes for the next writing.

In post-test, most paragraph of students' writing has been structured well. For example, all explanations in the whole paragraph were in accordance with the title. They also used signal phrases to distinguish which one is supporting sentences or conclusion. They could develop their ideas in writing and used correct grammar. Moreover, by reading some comments from their classmate through peer editing worksheet, their mistakes has reduced. Most of the requirements of academic writing has been fulfilled.

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} 8,151>2,09 (see table 22). It means that there was significance difference between the result of pre-test and post-test.

It indicated that journal writing method gave positive contribution to English teacher to teach their students especially in developing students' writing skill. In pre-test students writing score was still low, but the students' writing score become increase in post-test after applying journal writing in learning process. Applying journal writing as a habit in students' life can make them get fluency to write because they could write many ideas with interesting topics.

John Langan also explained that one excellent way to get practice in writing is to keep a daily or almost daily journal writing. Writing in a journal will help students develop the habit of thinking on paper and will show to them how ideas can be discovered in the process of writing. A journal writing can make writing a familiar part of student's life and can serve as a continuing source of ideas of the papers.[3]

In journal writing, people can write about topics that are interesting and relevant to their life. They practice to express their idea and feelings in their journal.[4] In addition, after students wrote the researcher also could measure whether students had understood about the rules in academic writing by using self editing worksheet and peer editing worksheet. So that in the next meeting the researcher could explain again about the materials that students still did not understand. It could make students felt easy to remember the materials. Furthermore, the students also could know about what were the mistakes in students' writing in order that the students did not do the same mistakes in writing.

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[3] Langan John, *College Writing Skills with Readings* (New York: McGraw-Hill, 2008),p. 16

[4] Oshima Alice and Hogue Ann, *Introduction To Academic Writing* (New York: Pearson Longman, 2007), p. 181

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings, data analysis in the previous chapter the researcher concluded that after conducting the treatments by applying journal writing method was found that journal writing method was effective in developing the students' writing skill at the fourth semester of English Department STAIN Palopo. The development was proved by calculating the difference of both test (pre-test and post-test) by using t-test analysis. The result was t_{test} 8,151 was bigger than t_{table} 2,09 (t_{test} > t_{table}). In addition, it was also proved by the mean score of the students in post-test 66,30 was greater than pre-test 55,30 (66,30 > 55,30). So that the researcher can concluded that the students' writing skill had developed at the fourth semester of English Department STAIN Palopo.

B. Suggestion

Based on the conclusion above, the researcher had some suggestions for those who have read this thesis that :

1. An English teacher or lecturer in English teaching can use an appropriate method to the students like journal writing because in journal writing the students only write about the interesting topic that usually relevant in students' life. It will make the students easier to get many ideas in writing. In addition, by using self editing and peer editing worksheets, the students also can know about their weakness and strength in writing.

2. The teacher or lecturer was suggested to utilize soft instrumental music in the practicing of writing.

Finally the researcher realize that this thesis is still not perfect. However, the researcher really hopes that this thesis can be meaningful for contribution for English teacher as well as students.

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