ABSTRACT

Yuyut, 2015.“ Teaching Recount Text through Writing Personal Journal at the Eleventh Year of SMA Negeri 1 Malangke Barat”. Thesis, English Study Program of Educational Department of the State Institute for Islamic Studies (IAIN) Palopo. Under supervisors (1) Wisran, S.S., M.Pd (2) Jufriadi, S.S., M.Pd

Key words: Teaching, Writing, Writing Personal Journal, Recount Text

This thesis attempts to discover students’ skill in teaching recount text through writing personal journal at the eleventh year of SMA Negeri 1 Malangke Barat. The problem statement of this thesis is ; ““Is writing personal journal effectively improve the students’ writing skill at the eleventh year of SMA Negeri 1 Malangke Barat”?

This research used pre-experimental method with pre test and post test design. The pre test was given to know basic ability of the students in writing and the post test was given to know the students’ improvement in writing skill after given the treatment, and the researcher used personal journal as a media.

The population of this research was the eleventh year students of SMA Negeri 1 Malangke Barat and the researcher used purposive sampling which taken from class XI IPA II consist of 28 students as the samples that used by researcher.

The result of this research shows that there were significant improvements on students’ writing skill at the eleventh year students of SMA Negeri 1 Malangke Barat after conducting the treatments. The result of data analysis shows that t_{test} (13.690) is higher than t_{table} (2.052). It indicates that writing personal journal is effective to improve students’ skill in teaching recount text at the eleventh year of SMA Negeri Malangke Barat.

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The researcher realizes that the existence of this thesis was by receiving much advice, guidance, encouragements and comments from many people. Therefore, the writer would like to express thankful to:

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. Finally, the writer pray to the God, Allah SWT gives regard to all of the people who have helped the writer. And the writer hopes this thesis can be useful and give postive contribution for the readers and the others.

Palopo, March 27th 2015

The Researcher

Yuyut

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Appendixes I

Lesson Plan

School : SMAN 1 Malangke Barat

Subject : English

Class : XI IPA 2

Language Focus : Writing Skill

Meeting : Pertama (1^{st})

A. Standard of Competency: Respond the meaning in functional written and simple short story in form of text recount for telling their experiences.
B. Basic Competency: Telling their experiences in writing personal journal
C. Indicators:
    - Students understand about definition and types of recount text
    - Students can make a personal journal
D. Material of learning:
    1. Definition of recount text

Recount is a text which retells events or experiences in the past. The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

2. Types of recount text

- Personal recount. Retelling an event that the writer was personally involved in. For example, personal experience, personal letter, diary, journal and postcard. Personal recount is usually written in the first person (*i* and *we*).
- Factual recount. That is concerned with recalling events accurately. It can range from the everyday task such as accidents, science, news recording and police report.
- Imaginative recount. Entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

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Being Late

Last morning, dinar my roommate woke up late and she had to go to campus. When she wanted to take her motorcycle, in fact, she could not move it because there were some motorcycles that blocked up her motorcycle. She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But, she could not do it. Then, she called Adel who had that motorcycle which blocked it up. After that, her friend

who had that motorcycle helped her. Finally, she could move her motorcycle and rode it to go to campus.

E. Steps in Learning
   1. Pre-Activities
      a. Teacher introduces herself to the students
      b. Teacher asks the students' condition
      c. Teacher tells the topic of the lesson
   2. Main Activities
      a. Teacher explains about definition and types of recount text
      b. Teacher gives example of recount text
      c. Teacher asks the students to check some vocabularies they do not know
      d. Teacher asks students to write personal journal with the topic " students' orientation"
   3. Post Activities
      a. Teacher gives conclusion and appreciation
      b. Teacher closes the lesson

F. Source and Media
   - English Book
   - Internet

G. Assessment
   1. Form : Written test
   2. Technique : Students are asked to make paragraph of recount text in personal journal form based on theme
   3. Aspect to be assessed : Content, Organization, Vocabulary, Grammar, Mechanic

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Mahasiswa

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NIM.101630123

Lesson Plan

School : SMAN 1 Malangke Barat

Subject : English

Class : XI IPA 2

Language Focus : Writing Skill

Meeting : Kedua (2nd)

A. Standard of Competency: Respond the meaning in functional written and simple short story in form of text recount for telling their experiences.
B. Basic Competency: Telling their experiences in writing personal journal
C. Indicators:
    - Students understand about using grammar in recount text (simple past)
    - Students can make a personal journal
D. Material of learning:

SIMPLE PAST

Simple past

Pattern :

Verbal:	Nominal:
(+) subject + $verb_2$ + object	(+) subject + was/were + adj/adv/noun
(-) subject + did+ not + $verb_1$ + object	(-) subject + was/were + not + adj/adv/noun
(?) Did + subject + $verb_1$ + object ?	(?) was/were + subject + adj/adv/noun ?

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Being Late

Last morning, dinar my roommate woke up late and she had to go to campus. When she wanted to take her motorcycle, in fact, she could not move it because there were some motorcycles that blocked up her motorcycle. She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But, she could not do it. Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her. Finally, she could move her motorcycle and rode it to go to campus.

E. Steps in Learning
   1. Pre-Activities
   F. Teacher opens the class by greeting
   G. Teacher asks the students' condition
   H. Teacher reviews about previews lesson
   I. Teacher the topic of the lesson
   2. Main Activities
      a. Teacher explains about simple past
      b. Teacher gives chance to students to ask about material
      c. Teacher asks students to write personal journal with the topic " extracurricular"
   3. Post Activities
      a. Teacher gives conclusion and appreciation
      b. Teacher closes the lesson

J. Source and Media
   - English Book
   - Internet

K. Assessment
   1. Form : Written test
   2. Technique : Students are asked to make paragraph of recount text in personal journal form based on theme
   3. Aspect to be assessed : Content, Organization, Vocabulary, Grammar, Mechanic

Mahasiswa

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Lesson Plan

School : SMAN 1 Malangke Barat

Subject : English

Class : XI IPA 2

Language Focus : Writing Skill

Meeting : Ketiga (3rd)

A. Standard of Competency: Respond the meaning in functional written and simple short story in form of text recount for telling their experiences.
B. Basic Competency: Telling their experiences in writing personal journal
C. Indicators
    - Students understand about generic structure of recount text
    - Students can make a personal journal
D. Material of learning:
    1. Orientation
       Orientation tells who was involved, what happened, where the events took place, and when it happened.
    2. Events tell what happened and in what sequence.
    3. Reorientation consists of optional-closure of events/ ending.

Being Late

1. Orientation
   Last morning, dinar my roommate woke up late and she had to go to campus. When she wanted to take her motorcycle, in fact she could not move it because there were some motorcycles that blocked up her motorcycle.
2. Sequences of event
   She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But, she could not do it. Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her.
3. Re-orientation
   Finally, she could move her motorcycle and rode it to go to campus.

E. Steps in Learning
    1. Pre-Activities
        a. Teacher opens the class by greeting
        b. Teacher asks the students' condition

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c. Teacher reviews about preview lesson
d. Teacher tells the topic of the lesson

2. Main Activities
   a. Teacher explains about generic structure of recount text
   b. Teacher gives chance to students to ask about the material
   c. Teacher asks students to write personal journal with the topic " feasting month"
3. Post Activities
   a. Teacher gives conclusion and appreciation
   b. Teacher closes the lesson

F. Source and Media
   - English Book
   - Internet

G. Assessment
   1. Form : Written test
   2. Technique : Students are asked to make paragraph of recount text in personal journal form based on theme
   3. Aspect to be assessed : Content, Organization, Vocabulary, Grammar, Mechanic

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Lesson Plan

School : SMAN 1 Malangke Barat

Subject : English

Class : XI IPA 2

Language Focus : Writing Skill

Meeting : Keempat (4^{th})

A. Standard of Competency: Respond the meaning in functional written and simple short story in form of text recount for telling their experiences.
B. Basic Competency: Telling their experiences in writing personal journal
C. Indicators
    - Students understand about language features of recount text
    - Students can make a personal journal
D. Material of learning:
    - Language Features of Recount
      The common grammatical features of recount text are:
      1. Use of nouns and pronouns to identify people, animals, things involved.
      2. Use of actions verbs to refer to events.
      3. Use of past tense to locate events in relation to speaker's or writer's time
      4. Use of conjunctions and time connectives to sequence of events
      5. Use of adjective to describe nouns

Being Late

1. Orientation
   Last morning, dinar my roommate woke up late and she had to go to campus. When she wanted to take her motorcycle, in fact she could not move it because there were some motorcycles that blocked up her motorcycle.
2. Sequences of event
   She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But, she could not do it. Then, she called Adel who had that motorcycle which blocked it up. After that, her friend who had that motorcycle helped her.
3. Re-orientation
   Finally, she could move her motorcycle and rode it to go to campus.

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E. Steps in Learning
   1. Pre-Activities
      a. Teacher opens the class by greeting
      b. Teacher asks the students' condition
      c. Teacher reviews about preview lesson
      d. Teacher tells the topic of the lesson
   2. Main Activities
      a. Teacher explains about language features of recount text
      b. Teacher gives chance to students to ask about the material
      c. Teacher asks students to write personal journal with the topic " feast day"
   3. Post Activities
      a. Teacher gives conclusion and appreciation
      b. Teacher closes the lesson

F. Source and Media
   - English Book
   - Internet

G. Assessment
   1. Form : Written test
   2. Technique : Students are asked to make paragraph of recount text in personal journal form based on theme
   3. Aspect to be assessed : Content, Organization, Vocabulary, Grammar, Mechanic

Mahasiswa

Yuyut
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Appendixes II

The Pictures During Applying Writing Personal Journal In Teaching Recount Text at The Eleventh Year of SMA Negeri 1 Malangke Barat

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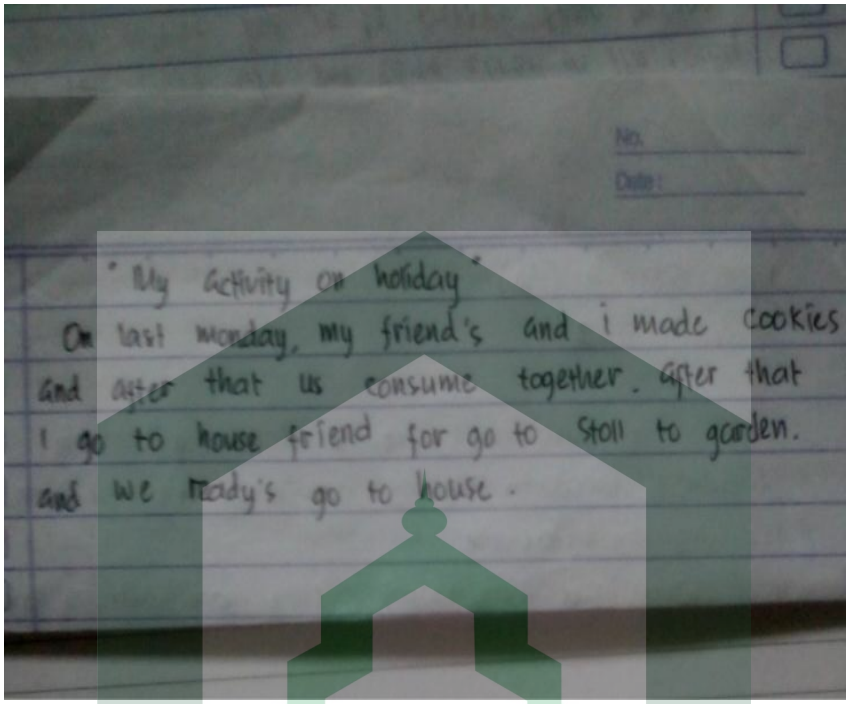
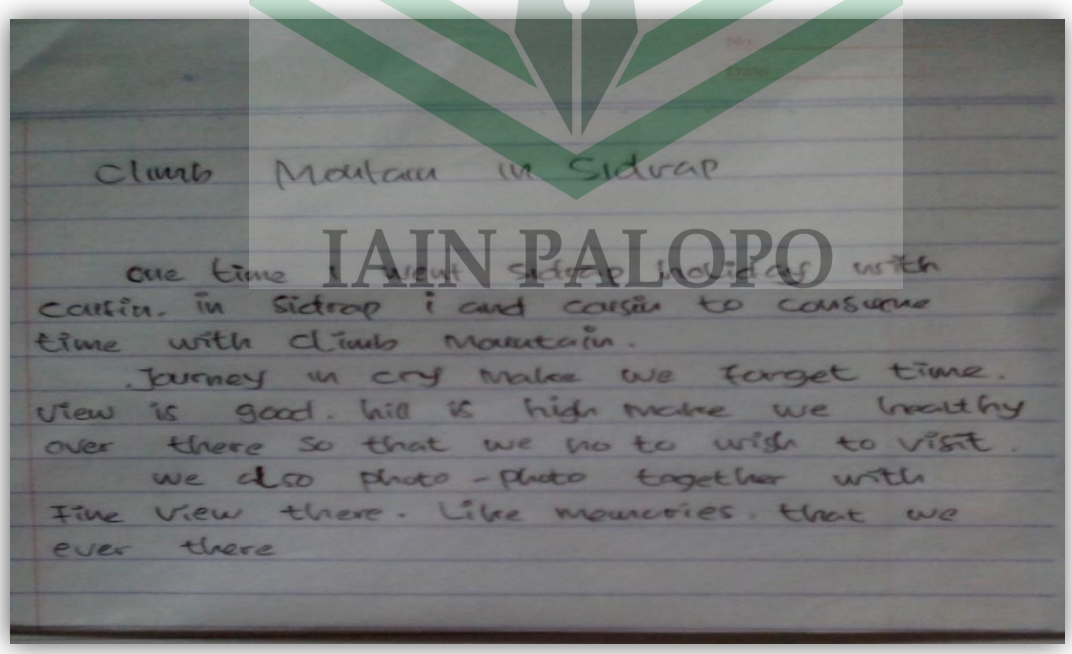
Appendixes III

Respondent's test in pre-test





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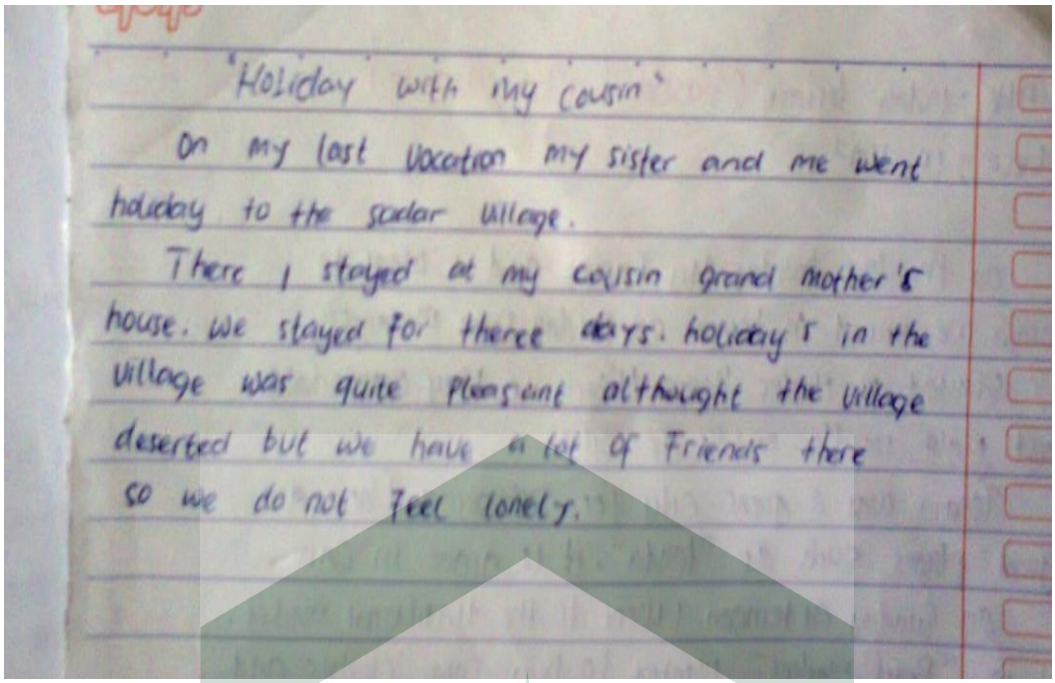
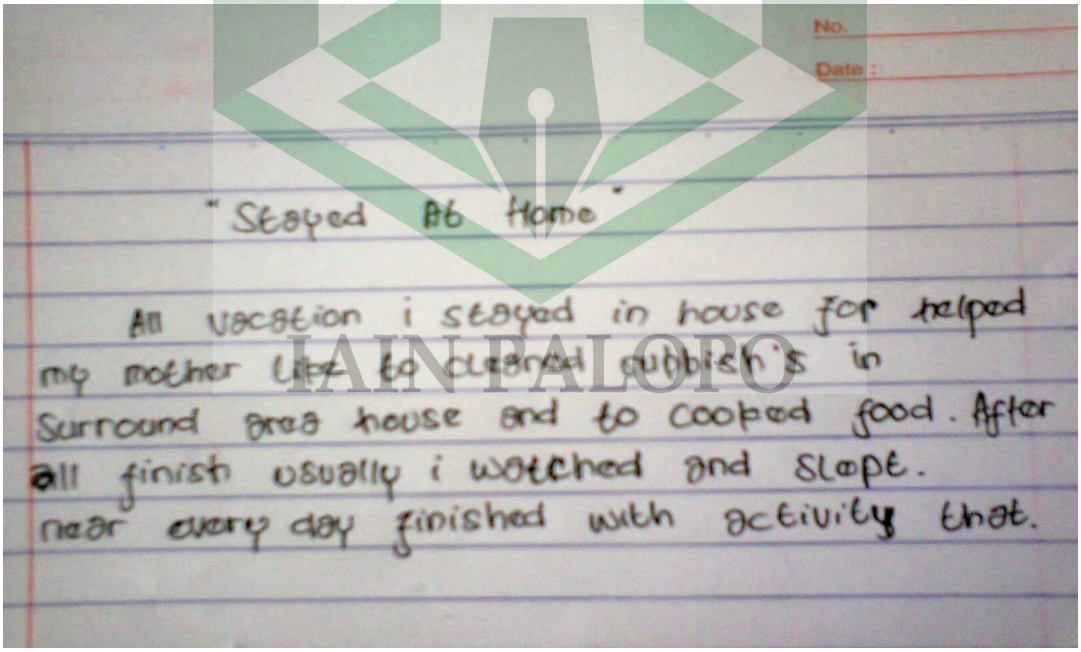


"Holiday with my cousin"

On my last Vacation my sister and me went holiday to the scalar village.

There I stayed at my cousin grand mother's house. We stayed for theree days. holiday's in the village was quite Pleasant although the village deserted but we have a lot of Friends there so we do not feel lonely.



No.
Date :

"Stayed At Home"

All vacation i stayed in house for helped my mother like to cleaned rubbish's in Surround area house and to cooked food. After all finish usually i watched and slope. near every day finished with activity that.

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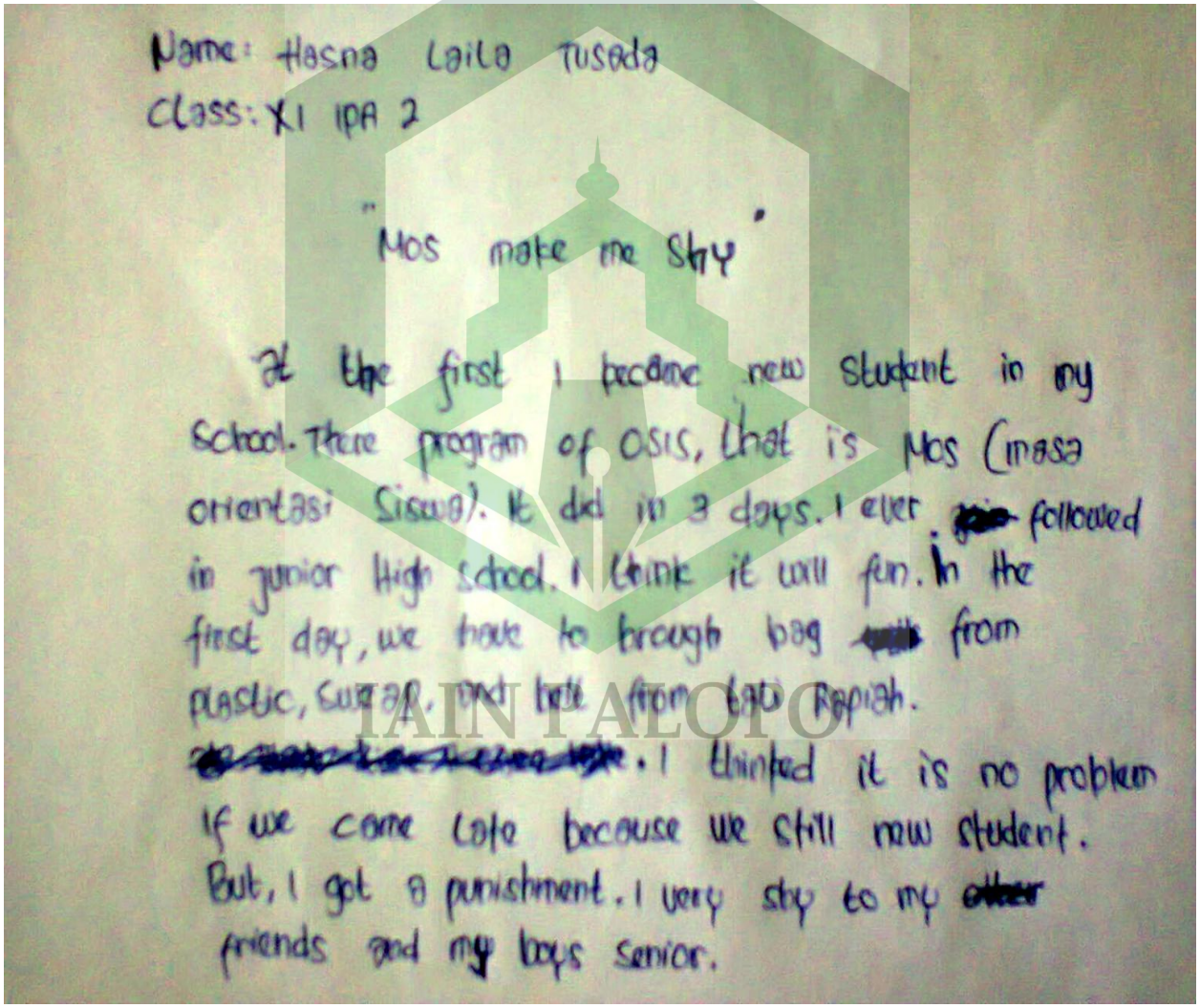
Appendixes IV

Make a text based on the answer of the following question:

1. Did you ever join student's orientation?
2. What activities did you do at that time?
3. How did you feel at that time?



Name: Hasna Laila Tusada
Class: XI IPA 2

"Mos make me Shy"

At the first I became new student in my school. There program of OSIS, that is Mos (masa orientasi Siswa). It did in 3 days. I ever followed in junior High school. I think it will fun. In the first day, we have to brough bag from plastic, sugar, and hate from tofu Bapiah. I thinked it is no problem if we come late because we still new student. But, I got a punishment. I very shy to my friends and my boys senior.

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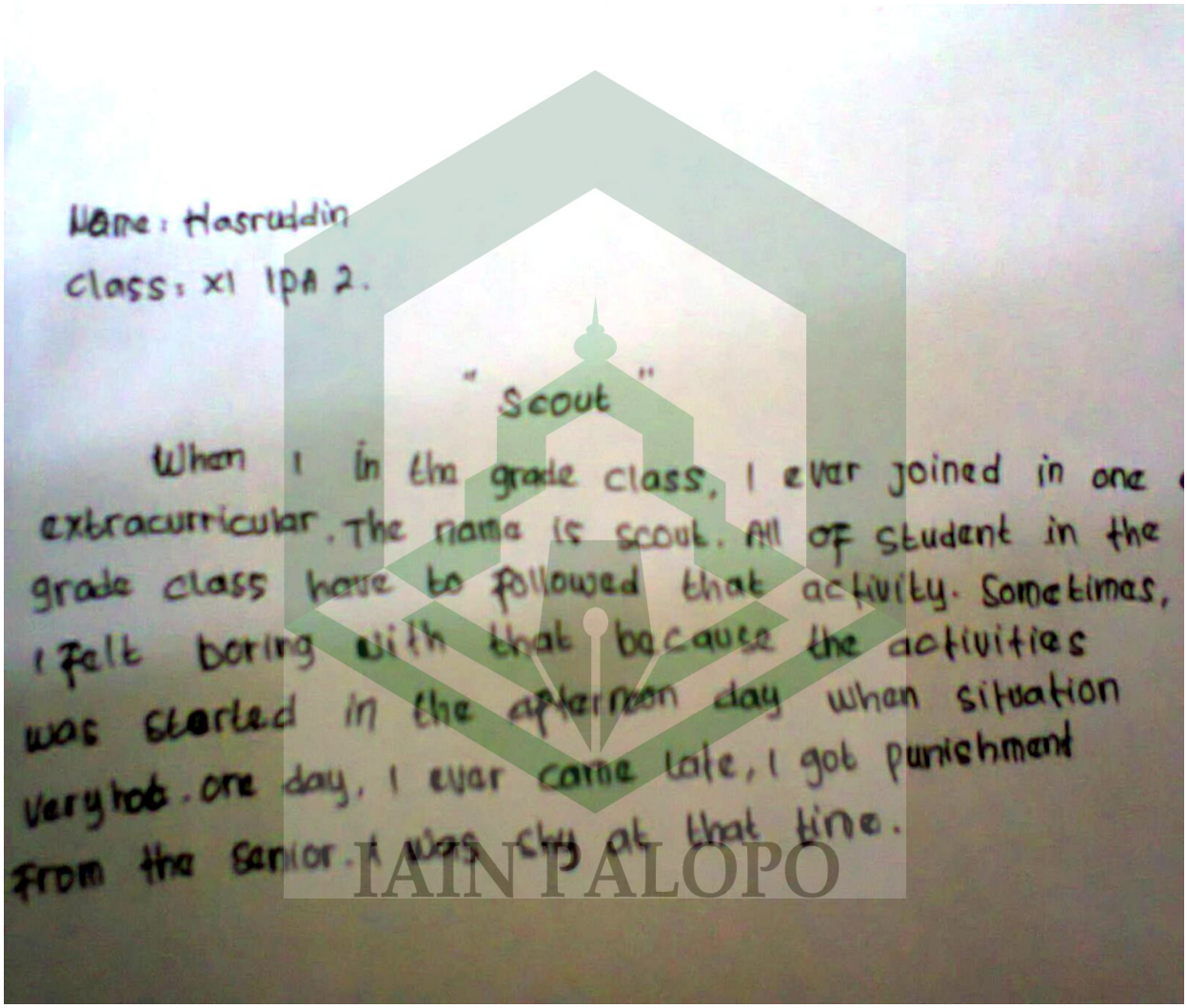
Make a text based on the answer of the following question :

1. Did your school conduct the extracurricular? What were they?
2. Did you ever join in it?
3. What did you feel at that time?



Name : Hasruddin
Class : XI IPA 2.

"Scout"

When I in the grade class, I ever joined in one extracurricular. The name is scout. All of student in the grade class have to followed that activity. Sometimes, I felt boring with that because the activities was started in the afternoon day when situation very hot. one day, I ever come late, I got punishment from the senior. I was cry at that time.

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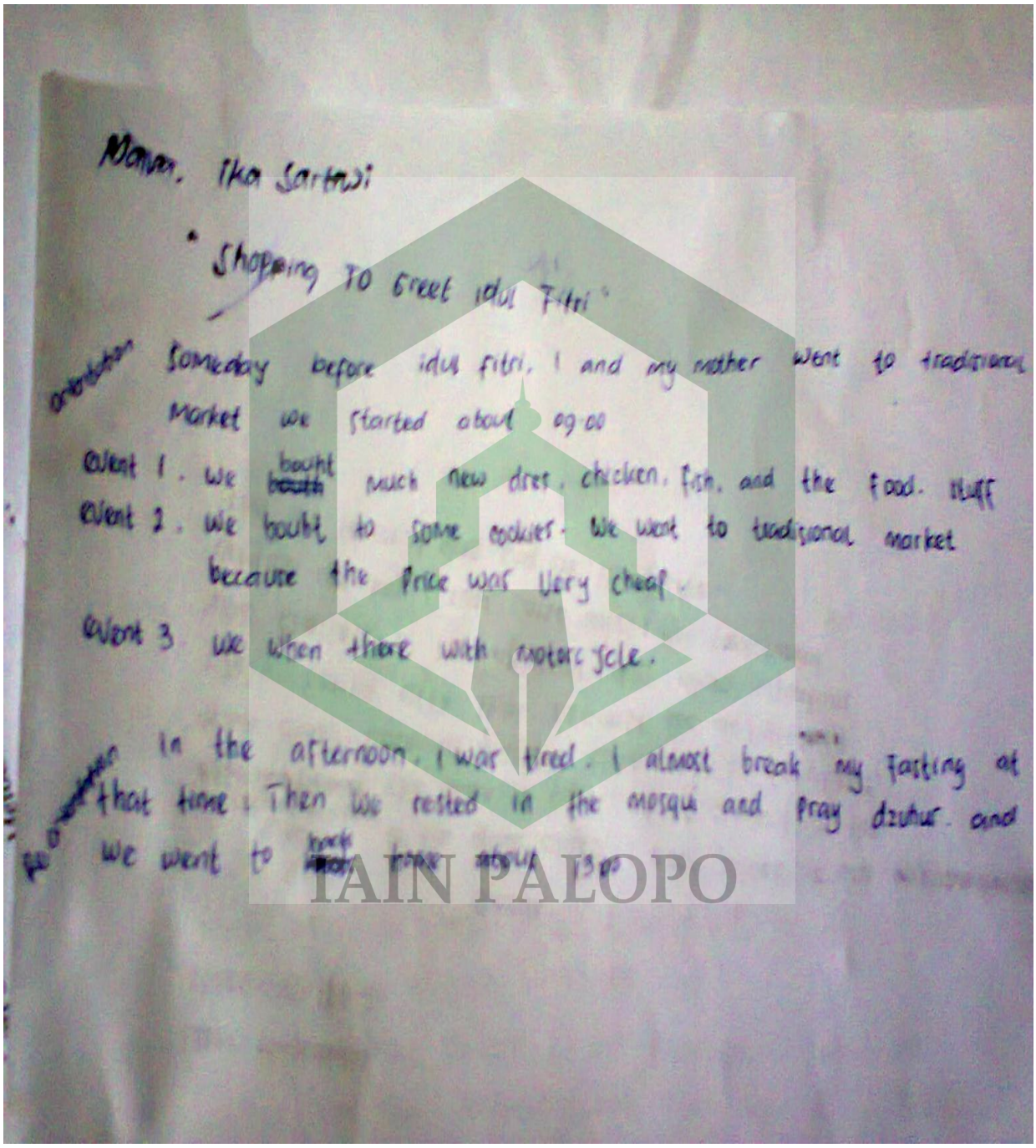
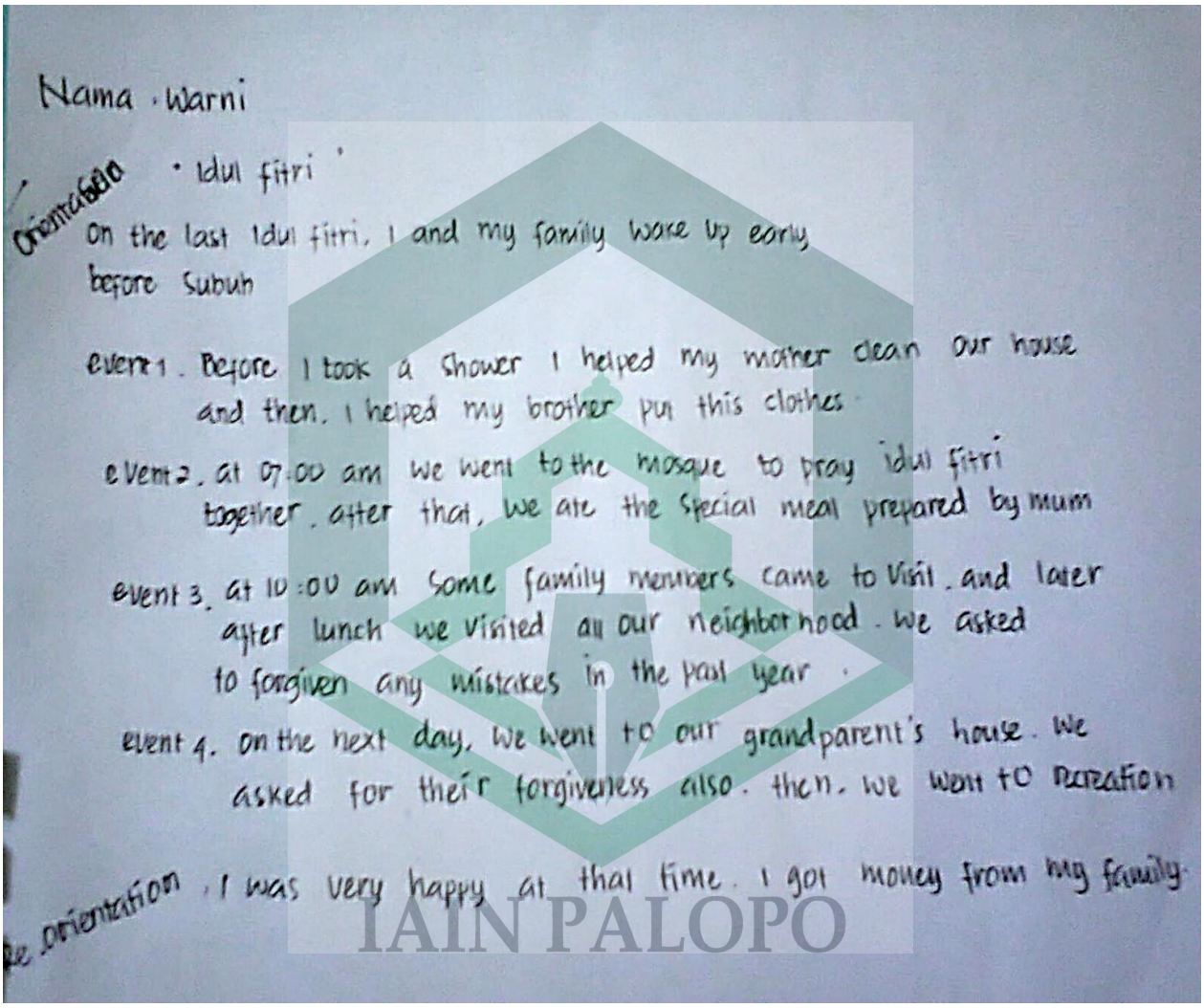
Make a text based on the answer of the following question:

1. What did you do during last ramadhan?
2. What did you feel at that time?
3. Did you ever abrogate your fasting? Why?



Make a text based on the answer of the following question:

1. What did you do before go to take a pray in mosque?
2. What kinds of food did you have in idul fitri?
3. Where was your favorite place that you visit when idul fitri?



Nama : Warni

Orientation : Idul fitri

On the last Idul fitri, I and my family wake up early before Subuh

event 1. Before I took a shower I helped my mother clean our house and then, I helped my brother put this clothes.

event 2. at 07:00 am we went to the mosque to pray idul fitri together. after that, we ate the special meal prepared by mum

event 3. at 10:00 am some family members came to visit. and later after lunch we visited all our neighborhood. we asked to forgiven any mistakes in the past year.

event 4. on the next day, we went to our grandparent's house. We asked for their forgiveness also. then, we went to recreation

Re-orientation : I was very happy at that time. I got money from my family.

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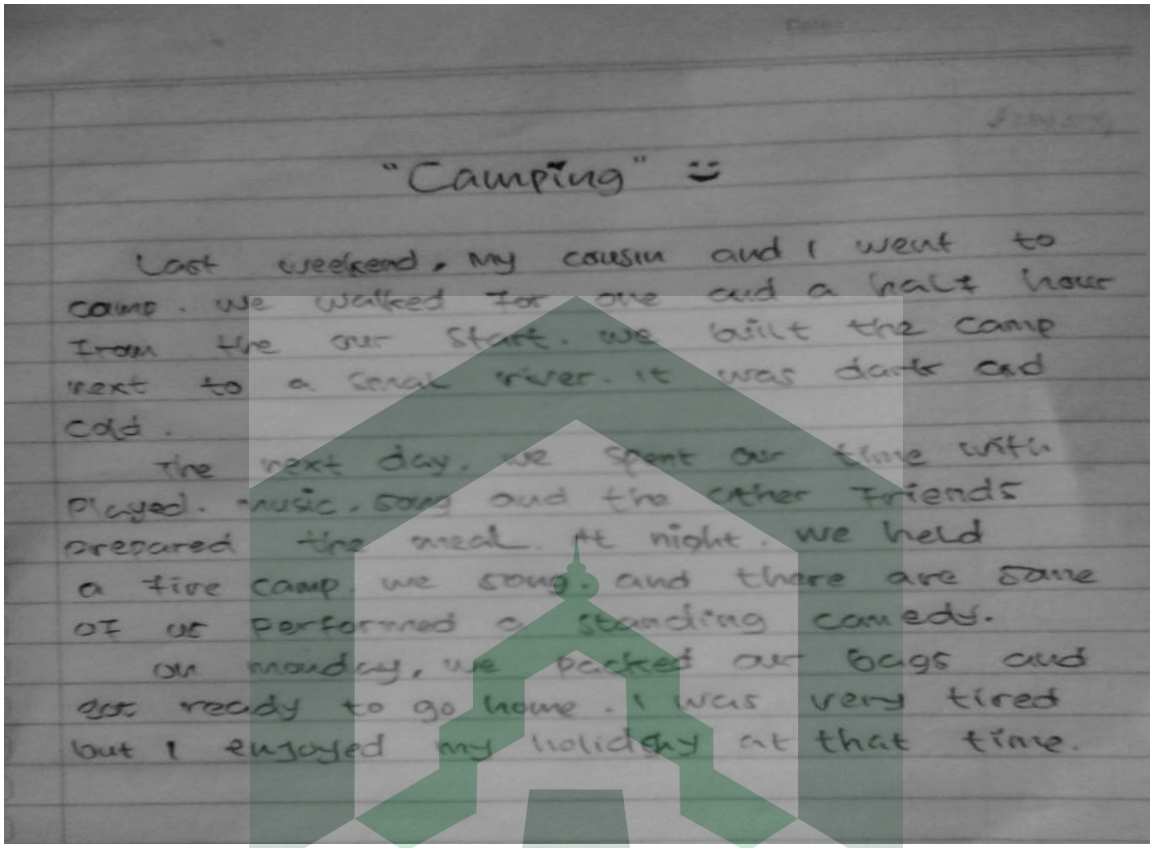
Appendixes V

Respondent's test of post-test

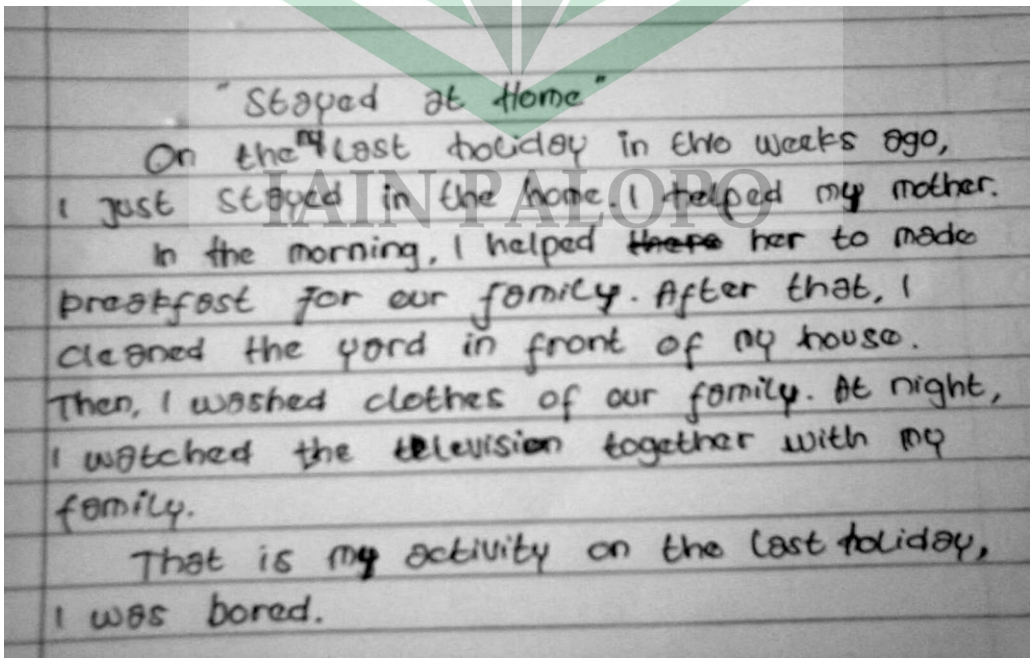


"Camping" ☺

Last weekend, my cousin and I went to camp. We walked for one and a half hour from the our start. We built the camp next to a small river. It was dark and cold.

The next day, we spent our time with played. music, song and the other friends prepared the meal. At night, we held a fire camp. we sang and there are some of us performed a standing comedy.

On monday, we packed our bags and got ready to go home. I was very tired but I enjoyed my holiday at that time.



"Stayed at Home"

On the my last holiday in two weeks ago, I just stayed in the home. I helped my mother.

In the morning, I helped ~~there~~ her to made breakfast for our family. After that, I cleaned the yard in front of my house. Then, I washed clothes of our family. At night, I watched the television together with my family.

That is my activity on the last holiday, I was bored.

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"Vacation in toraja"

On the last holiday, My family and I went to Toraja. We arrived in toraja on Friday from Makanglo we stayed at uncles house. Which is very comfortable and right in the middle of city.

Toraja was a great city for sightseing. There are great Places such as "lonch". It is grave in cave

On sunday afternoon, I went to the traditional market. it is "Bolu market" wanted to buy some clothes and souvenir. That was a wonderfull time.

"Happy New years in Palopo"

On sunday, my friends and went to palopo to celebrate new years 2015. We stayed at Illank's house.

In the next day, we went to play futsal at chimpuk field. And then we went to city market. In wednesday afternoon, we went to harbour to meet my friends that study in SMK 3 palopo.

We spent all tonight to celebrate new years together and I was very happy.

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CHAPTER I

INTRODUCTION

A. Background

Language is the tool of communication that used by people in the world. With language (oral language, written and sign) the person will conduct a communication and social contract. It is also seen as a mirror of one's personality as interpreted as reflecting a sense of language, thought and behaviour.

English has an important role of communication in the world. English as an International language has a very important role as the language of science, technology, and international communication. It is crucial to be mastered lately since any other languages in the world. So it is important that English to be learnt by student.

English as a foreign language consists of four skill namely: writing, listening, reading, and speaking. These four skill are usually considered as integrated system because they suppport each other . The government of Indonesia realize how the English is useful and became a compulsory subject for the students at school. Indonesian government provides a set of curriculum in education; in includes the teaching of as one of the required subject which is taught from junior high school to university.

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In writing English, there are several text types that have to be learnt by the students, which is known by the text genre, one of them is recount text. The students often get the same problem when they learnt it such as: They said that it's difficult to arrange sentences with a good grammar then write in good paragraphs. Then, they often cannot remember well the schematic structures of the text and they are confuse to express their ideas in form written. These problems will badly affect to their writing. They do not know well what the text they have to write, while in writing, the students must have a good structure, the students have to use their imagination and also they must have wide knowledge. As a result, students have no motivation to write, and writing becomes a boring and hard activity for them.

Realized that teaching English especially in writing skill is important to be learnt by students, teacher has to formulate the method/ media and choose to use the good way to help them in teaching writing, the researcher considers that writing personal journal hopefully can help teacher in teaching writing process.

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The problem faced by learners in English language must be solved by English teacher. By using appropriate and interesting technique or method in the process of teaching and learning English at class, it is expected learners will easy in receiving writing materials from the teachers. The researcher in this research is interested to use personal journal as a medium in teaching writing at class especially to write a personal journal in teaching recount text. Recount text is kinds of types text that retell the past event which the purpose is informing or entertaining the reader. By using

personal journal in writing recount text, student will enjoy telling story in written form. It makes them easy in understanding and implementing recount text in writing. That is why in this time the researcher wanted to do a research entitled "Teaching Recount Text through Writing Personal Journal at The Eleventh Year f SMA Negeri 1 Malangke Barat".

B. Problem Statement

Based on the background above, the researcher formulates a research question as follows:

"Is writing personal journal effectively improve the students' writing skill at the eleventh year of SMA Negeri 1 Malangke Barat"?

C. Objective of the Research

The objective of this research was to find out whether or not the use of personal journal in teaching recount text improve students' writing skill at the eleventh year of SMA Negeri 1 Malangke Barat.

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D. Significance of the Research

This research was expected to be useful contribution for:

1. To give information for the English teacher, especially to the English teacher of SMAN 1 Malangke Barat who wants to improve their students' writing skill through writing personal journal.

2. To contribution for the next researcher who conducts the research about writing skill.

*E. **Scope of the Research***

The scope of the research was restricted in teaching recount text through writing personal journal at the eleventh year students' of SMA Negeri 1 Malangke Barat to write personal journal based on the students' experience. The research focused on some components, they are content, organization, vocabulary, grammar, and mechanic that covers in recount text.

*F. **Operational Definition***

In avoiding misunderstanding toward the title have been set, the researcher feels necessary to give the operational definition of the title, they are:

1. Writing as a process of expressing ideas or thoughts in words should be done at our leisure. [1]

2. Journal is a written record of incidents, experiences, and ideas. [2]

3. Recount text is a text that telling the reader about one story, action or activity.[3]

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[1]Alamsyah Pratama, *Improving Students' Writing Skill Through Short Story At Third Year Students Of English Department Of STAIN Palopo,(STAIN PALOPO,2011),p.*6

[2]Richard Nordquist, *Glossary of Grammatical and Rhetorical Terms*, http:// grammar.about.com/od/il/g/journalterm.htm. In accessed on may 28th, 2014

[3] Artono Wardiman,Masduki B. Jahur, M. Sukirman Djusma,*English In Focus For Grade Viii Junior High School (SMP/MTS),(Jakarta : Pusat Perbukuan,2008), p.* 61

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Finding

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 Pesantren As'adiyah Kec. Malangke Barat can improve students' English writing skill at Pondok Pesantren As'adiyah.

2. Triani Soleman (2008), in her thesis which written under the title " Teaching Simple Past Tense Through Writing a Short Story at Eleventh Year Students of SMUN 4 Palopo. She used two kinds of test namely multiple choice and essay test based on narrative text. She said that there was significant development of students' writing skill through writing a short story.

3. Indah Nirmala Said (2013), in her thesis which is written under the title " Developing Students' Writing Skill Through Journal Writing At The Fourth Semester Students Of English Department STAIN Palopo. The instrument that were used to collect data were writing test that each test has different title, self editing worksheet consisted of some question to recognize the students weakness and strengths in writing, and peer editing worksheet was an interactive process of commenting on

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classmate's writing. She said that there was significant development of students' writing skill through journal writing.

B. 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 misunderstanding because readers misinterpreting the text, then the consequences could be fatal. [1] Writing as a process of expressing ideas or thoughts in words should be done at our leisure. [2]

Writing is one of linguistic competence form which is expressed in written, beside in oral. [3]

2. Components of Writing

In improving writing skill, there are five components of writing namely: content, organization, vocabulary, language used, and mechanics. [4]

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[1] Pardiyono, *12 Writing Clues for Better Writing Competence* (Penerbit Andi: 2006), p. 1

[2] Leo Sutanto, *English for Academic Purpose,Essay Writing,* Penerbit Andi, p. 1

[3]Pardiyono, *12 Writing Clues for Better Writing Competence,* Penerbit Andi.

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

a. Content

The content of writing should be clear to readers so that the reader can understand the message conveyed and gain information from it. There at last think that can be measure in connecting with component, the composition should contain one central purpose only should have unity, coherence, continue, and should be adequately developed.

b. Organization

In organization of writing contents with the way he writes arrange and organized the ideas or the messages in the writing the purpose of the organizing materials. In writing involves coherence order of importance general to specific general chronological order of which happened from the beginning to the end.

c. Vocabulary

Vocabulary is one of components of writing to express ideas, we always deal with vocabulary. The luck of vocabulary makes some one fails to compose what they are going to say, because she/ he feels difficult to choose what appropriate will help the writers to compose that writing and also make readers easy to understand.

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d. Grammar

Grammar in writing description and other from writing involves correct language and point of grammar. A adequate grammar should be one that 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 last to parts of mechanic in writing namely function and capitalization. Function is important as they way to clarify meaning. In English writing capital letter have to participles. First they used to distinguish between particular and thing second it use us first word in quotations a formal statements and proper adjectives, etc.

3. Kinds of Writing

There are kinds of writing, that is :

a. Narrative is text that narrate an world events, which can have the character of informative or entertaining.
b. Recount is text that content sequence of activity or events in the past.
c. Description is text that content description an object
d. Exposition is text that content an argument, point of views; a problem or particular thing.
e. Procedure is text that content the way of sequence action to something. [5]

4. Process of Writing

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The writing process as a private activity may be broadly seen as comprising four main stages : planning, drafting, revising, and editing.

a) Planning

Planning is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to

[5] Pardiyono ,M.Pd, *12 Writing Clues for Better Writing Competence*, Penerbit Andi. p. 163

face a blank, page toward generating tentative ideas and gathering information for writing.

b) Drafting

At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. One dimension of good writing is the writer's ability to visualize an audience.

c) Revising

When students revise, they review their texts on the basic of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors (i.e., editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

d) Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, example and the like. Formal editing is deferred till this phase in order that its application not disrupt the free flow of ideas during the drafting and revising stages.[6]

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[6] Jack C. Richards, Willy A. Renandya.*Methodology in Language Teaching,an Anthology of Current Practice,* Cambridge University Press. p. 315

5. Goals of Writing

Lannon in Hanaria (2010 : 7) categorized the writing in college into three major goals. These goals are as follows:

a. Expressing writing

Expressing writing is mostly about the writer himself, contains the writer's feeling, experience, impression, personality, and the like. Its goal is to help readers understand something about the writer's self with his audience.

b. Explanatory writing

Explanatory writing is mostly about the writer's opinion, attitude, observation, or suggestion on the outside subject. The goal is not so much to express emotion. It is to provide the readers with information that explain the writer's viewpoint or position, most or writing has a referential goal.

c. Persuasive Writing

Persuasive writing is mostly about the audience beyond merely inform readers. The goal is motivate the audience to change their thinking or take some action on a controversial issue – persuasive writing is the designed to appeal to the audiences' seasons and something their emotion as well. The focus in each situation of persuasive writing is the audience's way of thinking. [7]

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[7]Hanaria, *Developing Writing Skill of the Eight Class Students of MTS Bajo by Ordering Sentence Activity into a Paragraph,* (STAIN Palopo : 2010). p. 7

C. Strategy for Writing Teaching Process

There are number strategies we need to consider for concentrate on the process of writing, they are:

1) Get students to plan writing

Before getting students to write we can encourage them to think about they are going to write by planning the content and sequence of what they will put down on paper (or type into the computer). There are various ways of doing this. Including, at one end of the scale, brainstorming (where the students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks where the teacher or the course book includes a number of activities which leads students to plan for a forthcoming task. When students are planning we can encourage them to think not just about the content of what they want to say but also about what the purpose of their writing is, and who the audience is they are writing for.

2) Encourage students to draft, reflect and revise writing

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempt and not as finishes product. We may want to train them in using and responding to correction symbols, we may offer them revision checklist to use when looking through what they have written with a view to make revision. One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair of group of students working together on a piece of writing can respond to each other's ideas (both in terms of language and content),

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making suggestion for changes, and so contributing to the success of the finishes product.

3) Respond to students writing

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students' work, in place of making correction to a finished version; they will need, at times, to respond to a work-in-progress. This may involve talking with individual students about a first, second, third, and fourth draft, will other members of the group are working on their own. Alternatively, teachers can read through a draft and then make written suggestions about how the text could be reordered. This is especially appropriate, for example, when the class is working in a computer at a time from a central console. Another possibility is for the teacher to write out their own version of how a section of text might look better. Such reformulation will be beneficial to the student who compares their version with their teachers. It is not just teachers who can respond to the students writing. It is useful to have students look at work done by their colleagues and respond in their own way. Such peer response may provide welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing. [8]

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[8]Jeremy Harmer, *How To Teach Writing.*(England Pearson Education Ltd, 2004). p. 11

D. Principles For Teaching Writing Skill

There are number of specific principles for teaching writing skill, they are : [9]

1. Incorporate practices of "good" writers

This first guideline is sweeping. But as you contemplate devising a technique that has a writing goal in it, consider the various things that efficient writers do, and see if your technique includes some of these practices. For example, good writers focus on a goal or main idea in writing, easily let their first ideas follow onto the paper, follow a general organizational plan as they write.

2. Balance process and product

Because writing is composing process and usually requires multiple drafts before an effective product is created, make sure that students are carefully led through appropriate stages in the process of composing. This includes careful attention to your own role as a guide and as a responder. At the same time, do not get so caught up in the stages leading up to the final product that you lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing. Make sure students see that everything leading up to this final creation was worth the effort.

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[9]H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy Third Edition.(Pearson Longman). p. 402*

3. Account for cultural/literary backgrounds

Make sure that your techniques do not assume that your students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that you are trying to teach, try to help students to understand what it is, exactly, that they are accustomed to and then, by degrees, bring them to the use of acceptable English rhetoric.

4. Connect reading and writing

Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant types of the text, students can gain important insights both about how they should write and about subject matter then may become the topic of their writing.

5. Provide as much authentic writing as possible

Whether writing is real writing or for display, it can still be authentic in that the purposes of writing are clear to the students, the audience is specified overtly, and there is at least some intent to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Publishing a class newsletter, writing letters to people outside of class can be seen as authentic writing.

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6. Frame your techniques in terms of prewriting, drafting, and revising stages.

Process writing approaches tend to be framed in three stages of writing. The prewriting stage encourages the generation of ideas, which can happen in numerous ways, such as brainstorming and free writing. The drafting and revising stages are the

core of process writing. In traditional approaches to writing instruction, students either are given timed in class compositions to write from start to finish within a class hour, or they are given a homework writing assignment. The first option no opportunity for systematic drafting, and the second assumes that if student did any drafting at al, they would simply have to learn the tricks of the trade on their own. In a process approach, drafting is viewed as an important and complex set of strategies, the mastery of which takes time, patience, and trained instruction.

E. Writing Personal Journal

1. Definition of Writing Personal Journal

Writing has a way of healing. When the students write something down that troubles them, it makes space for solutions to come their way. When the students write something down that excites them, it gives them an opportunity to always look back on the event with fondness.

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 be 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 "personal journal".

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Writing personal journal is a written record of incidents, experiences, and ideas. Personal journal will be a great way for me to get in the habit of writing everyday. By putting our thoughts on paper, it will give more respect to our ideas. We will be able to remember joys our experienced when we were younger that we may have forgotten.

A journal is a space where you write out what is going on in your head and your heart and The teachers introduce students to writing personal journal to encourage them to explore their thoughts and ideas. Writing personal journal for students engages them in the process of brainstorming and organizing their ideas. It teaches them to develop writing skill and become articulate, and it encourages them to share their ideas with teachers. Writing personal journal for students is important for their academic and emotional development.

2. Types of Journals

There are several unique types of journals. Different types of journals include:

a. Personal journal

The most common type of journal is a personal journal allows you to write about your day-to-day life and personal feelings. You can discuss your daily life events and how you feel about them. You can tell a funny story about something that happened to you today, etc. Your entries do not have to be long accounts of your day, but simple entries that allow you to express how you feel and then review those entries later for self-growth.

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b. Dream journal

A dream journal is a unique way to inspire recall and record of your dreams. Dreams are a like a window into the human psyche and you can often learn a lot about yourself through journaling. This type of journal should be kept at your bedside so that you can jot down the dream the moment you wake up. A dream journal can be as simple as a spiral notebook; you just need something that is accessible. You also

want to have a writing instrument nearby so that you are able to quickly log your dream. There are also special dream journals that help you to recall your dreams through prompting questions. Dream journals have been useful to people who experience recurring dreams that bother them, or to those people who need help coping with insomnia.

c. Travel journal

A travel journal is another popular form of journal. This is a great way to document your travels across the country or across the world. These journals allow you to document what you saw and how you felt about the place that you traveled to. Most travel journals begin as blank books that end up being filled with numerous accounts, clippings, tokens and photos. They are excellent for written accounts that not only allow you to describe where and what you are doing, but how you felt about it as well. There have been several famous travel journals documented through the movies. A very popular one is that of Lieutenant John Dunbar in Dances with Wolves. This journal was a documentation of his observations of the American Indians. In literature we can find Jack Kerouac's On the Road, which documented his spontaneous road trips with friends across the company. In your own personal travel journal you may want to draw pictures, paste mementos and discuss the good and the bad experiences that you have encountered along your way.[10]

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[10]Danielle Dean, *The Different Types of Journal*, http://www.inboxjournal.com/articles/various-types-of-journals.php, on accessed April 29th 2015

3. The Advantages of Writing personal journal

There are several advantages of writing personal journal in writing.

a. By writing personal journal you get into the habit of writing and writing will become a much more natural expression of yourself.

b. It prevents you from losing an idea. Sometimes someone ever gotten an idea only to lose it later because he/she did not write it down. By writing personal journal you can develop the habit of writing down every idea that comes into your mind as soon as possible.

c. It helps you expand your ideas. When you try to come up with a sentence to express an idea, you are thinking actively about it. Thinking actively helps you connect to you idea to another idea. At the end, you will expand your ideas.

d. By writing personal journal, you will become your own coach. You can really say something to yourself and by writing into your journal. You can put a commitment on yourself. In this way you can literally lead yourself.

e. In writing personal journal, you are not only can write but also you can add something else like pictures of the locations or of the achievements that were important to you.

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4. How To Write personal journal

There are some steps in write a writing personal journal:

1) Using a note book

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

3) 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.

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

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

F. Recount Text

1. Definition of Recount Text

Recount is a text which retells events or experiences in the past. The purpose of a recount is to list and describe past experiences by retelling events in the order in which they happened (chronological order). Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. [11]

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2. Types of recount are:

1. Personal recount. Retelling an event that the writer was personally involved in. For example, personal experience, personal letter, diary, journal and postcard. Personal recount is usually written in the first person (*i* and *we*).

[11]Artono Wardiman, et al. *English in Focus for Junior High School (SMP/MTS)*. Jakarta : Pusat Perbukuan. p. 61

2. Factual recount. That is concerned with recalling events accurately. It can range from the everyday task such as accidents, science, news recording and police report.

3. Imaginative recount. Entertain the reader by recreating the events of an imaginary world as though they are real such as fiction. [12]

3. Generic structure of recount text

1. Orientation: Recount text begins by telling the reader who was involved, what happened, where this event took place, and when it happened.

2. Sequence of Events: Describing series of event that happened. Event is the main important activities or events that occurred in that story. The function is to give more explanation of the orientation.

3. Reorientation: It is a conclusion of the story. Some of recounts have a concluding paragraph; however, this is not always necessary. In other words this is a kind of text that saying about how a thing in the past happens in chronologically and also saying about feeling or expression of that things.

4. Language Features of Recount

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The common grammatical features of recount text are:

1. Use of nouns and pronouns to identify people, animals, things involved.

2. Use of actions verbs to refer to events.

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[12]Ulul Azmi, *A Correlation Between Students' Mastery Of Past Tense And Their Ability In Writing Recount Text at The Eleventh Grade of MA Hasanussiholat in the Academic year 2010/2011*. UIN Syarif Hidayatullah, Jakarta. p. 22

3. Use of past tense to locate events in relation to speaker's or writer's time
4. Use of conjunctions and time connectives to sequence of events
6. Use of adjective to describe nouns[13]

5. Example of Recount Text

This research gave one of example of recount text and the structure.

Our trip to the Mount Bromo

Orientation — On Saturday, I went to mount Bromo. I stayed at Nisa and Ahmads' house at Cemara Lawang, Probolinggo. It has a big garden with lots of colorful flowers and fishpond.

Sequence of — On Sunday, Nisa and I saw batok mount and on the scenic ride on horseback. It was scary. Then, we went to get a closes look at the mountain. We took pictures of the beautiful scenery there.

Re- orientation .[14] — In the afternoon we went home. It was fun.

G. Theoretical Framework

As we know writing English nowadays is not unusual thing, but not all the people can writing English. There are several reason why someone unable to write English. The reality is students now it just several of them can write English and who unable with their own reason, they have their own reason such as like their problem is

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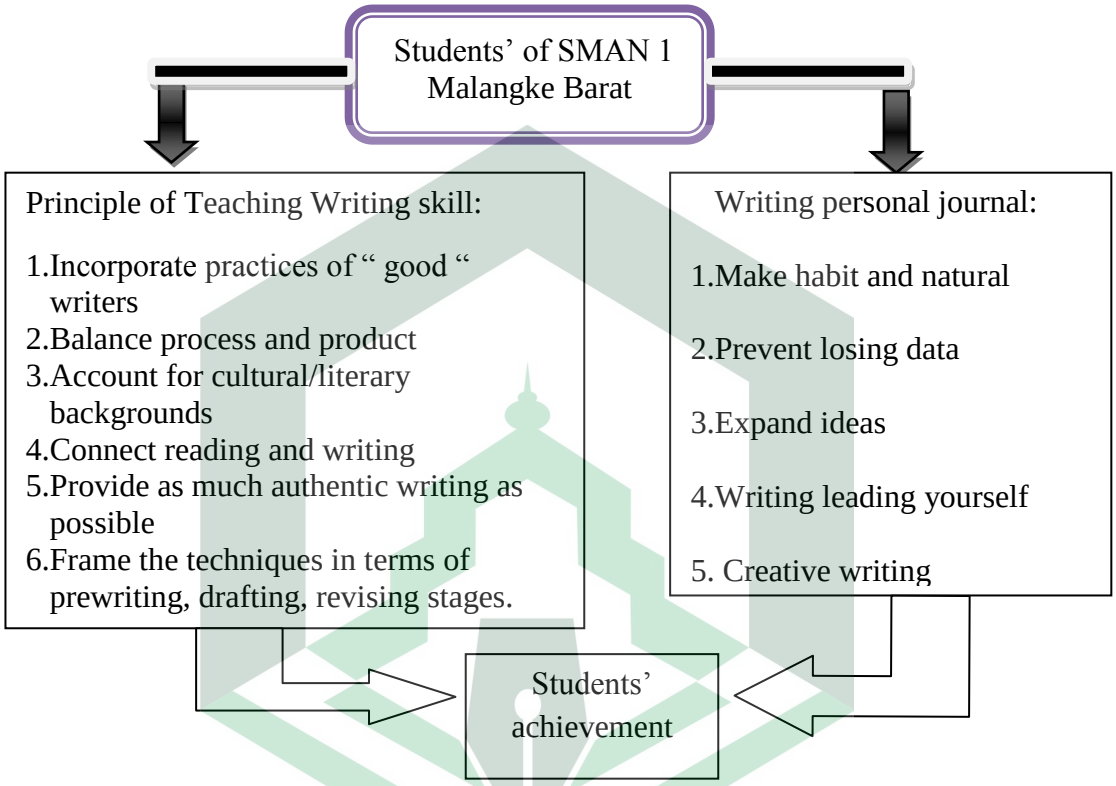
[13] Puji Astuti, *Improving Students' Ability in Writing Recount Text through Picture Sequences at Tenth Grade MA Darul Ma'arif Cipete. UIN Jakarta. p. 14*

[14]English lesson, http://pakpuguh.wordpress.com/2011/08/15/recount-text/. Accessed on February 4th, 2014

difficult to express their feeling in English or we can say it is about their fluency in writing.

The conceptual framework of this research is presented as follows:



From the diagram above, the writer conducted research on students of SMAN Malangke Barat and focused on the writing skill by conducting pre-test at the first meeting, the treatments in four times meeting and in the last meeting the researcher will give the students post test. After conducting the items above, the writer analyzed the students writing achievement.

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H. Hypothesis

There were two hypothesis in this research, they are :

1. Ho : There is no significant development on the writing skill at the eleventh year students of SMAN 1 Malangke Barat after treatment teaching recount text through writing personal journal.
2. H_I : There is significant development on the writing skill at the eleventh year students of SMAN 1 Malangke Barat after treatment teaching recount text through writing personal journal.

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CHAPTER III

RESEARCH METHOD

This chapter describes about the research method, variable and operational definition, population and sample, procedure of collecting data, and technique of data analysis.

A. Method and Design of the Research

1. Method

The research employed pre-experimental method, which aimed at describing the skill in writing by using personal journal as media at eleventh year students of SMAN 1 Malangke Barat academic year 2014/2015.

2. Design

This research involved one group of students with pre-test, treatment, and post test design. The design this research formulized as follows :

PRE-TEST	TREATMENT	POST-TEST
O_1	T	O_2

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Where :

O1 : Pre – test

T : Treatment

O2 : Post – test [1]

[1] Drs .M. Subana ,M.pd, Dasar- dasar Penelitian Ilmiah, (pustaka setia : 2005), p. 99

B. Variable of the Research

In this research there are two kinds of variable, they are dependent variable and independent variable. Independent variable is writing personal journal concept and dependent variable is students' writing skill.

C. Operational Definition

1. Improving comes from "improve" means to become or make something better, or to achieve or produce something of a better standard or quality than something else. It also it also means the action and process of improving or change that improves something. [2]

2. Writing skill is the student's ability in writing to express their idea through writing personal journal.

3. Writing personal journal is one media to write or arrange one or more paragraph based on the topic.

D. Population and Sample

1. Population

The population of this research took the eleventh year students of SMAN 1 Malangke Barat. The population was all IPA class that consists of 3 classes and each class consist of 30 students so the population are 90 students.

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[2] Martin H. Manser, Oxford Learner's Pocket Dictionary: New Edition, (New York: Oxford University Press,1995), p. 209

2. Sample

The researcher used purposive sampling technique from the eleventh year students of SMAN 1 Malangke Barat which consisted one of class with 28 students. Since the research has purpose to improve students' ability through personal writing journal in writing recount text to lower level. The researcher chose one class that has low ability in writing skill.

E. Instrument of the Research

The data was collected by using writing test. The writer used writing test to measure the students ability to write in English before and after giving treatments. Writing test involves five general components.

1. Content is the substance of writing, the idea expressed.
2. Organization is the purpose of organization material in writing which happen from the beginning to the end.
3. Vocabulary is all the word that used by students.
4. Grammar is the correct use of syntactic pattern and structural words.
5. Mechanic is use of graphic convention of the language. [3]

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F. Procedures of Collecting Data

The data was collected by using the procedures as follow:

1. Pre- test

The researcher gave the pre-test to the students to know their previews comprehension in English writing before giving treatment and the researcher did test

[3]J.B Heaton, *Writing English Text* ,(New York: Longman,1998).

to every students to make simple short story with the topic about experience during holiday. It took 45 minutes to get the data of pre-test.

2. Treatment

The researcher conducted treatment to the students for four meeting, the steps as follow :

1. The second meeting, the researcher explained about definition and types recount text and asked the students to make a recount text based on the topic“ student’s orientation”.

2. The third meeting, the researcher explained about using grammar in recount text. In this case writer just explain about simple past and asked the students to make a recount text based on the topic ‘‘extracurricular ‘‘.

3. The fourth meeting, the researcher explained about generic structure of recount text and asked the students to make a recount text based on the topic“ feasting month ‘‘.

4. The fifth meeting, the researcher explained about language features of recount text and asked the students to make a recount text based on the topic“ feast day“.

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3. Post-test

The students were given a test after they had done the treatment. This test intended to know whether the students got different achievement or not in writing after giving them treatment. The researcher asked to the students to make a in simple story in their personal journal about their experience during holiday.

G. Technique of Analyzing Data

After collecting data by conducting the pre-test, treatments, and post-test which involve some instruments, the researcher then focused on the data analysis. To analyzed the data, the research used the program SPSS (Statistic Product Service Solution) version 20. The data that were collected by the researcher, it would be tabulated into mean score, standard deviation, and error deviation. In analyzing the data which had been collected, the researcher had to determining the scoring classification by including of content, organization, grammar, vocabulary, and mechanic. The assessment criteria explained by J.B Heaton as follow:[4]

Table 3.1

Scoring Guidance

a. Content

No	Score	Classification	Criteria
1.	27-30	Very good	Clear, focused and interesting detail, complicate, rich. Well focus, main idea stand out, secondary ideas do not usurp to much attention.
2.	23-26	Good	Clear and focused, event though the overall result may not be especially captivating. Support is attempt but it may be limited or obvious, insubstantial too general.
3.	12-14	Fair	Lack of logical sequencing and development ideas confusing or disconnected, lacking in purpose or theme

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[4] J.B Heaton, *Writing English Text* ,(New York: Longman,1998), p. 146

4.	9-11	Poor	Not fluent, does not communicated, information is very limited, boring
5.	5-8	Very poor	No organization, not enough to evaluate because no meaningful

b. Organization

No.	Score	Classification	Criteria
1.	18-20	Very good	Effective words, choice and usage specific and accurate
2.	14-17	Good	Adequate range occasional error or word /idiom, choice and usage the language communicated but rarely capture the reader imagination the overall meaning.
3.	10-13	Fair	Is quite clear, some word may lack precision. The researcher struggle with eliminated vocabulary, grouping for words
4.	7-9	Poor	Many error of word/idiom, choice and usage, language is so require and abstract. So, redundant, devoid of detail that only the broadest, many repetition, after word simply do not feat the text, verb are weak and view in number is, are, were dominated.
5.	5-6	Very poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

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c. Vocabulary

No.	Score	Classification	Criteria

1.	18-20	Very good	Effective words, choice and usage specific and accurate
2.	15-17	Good	Adequate range occasional error or word /idiom, choice and usage the language communicated but rarely capture the reader imagination the overall meaning.
3.	12-14	Fair	Is quite clear, some word may lack precision. The researcher struggle with eliminated vocabulary, grouping for words
4.	9-11	Poor	Many error of word/idiom, choice and usage, language is so require and abstract. So, redundant, devoid of detail that only the broadest, many repetition, after word simply do not feat the text, verb are weak and view in number is, are, were dominated.
5.	5-8	Very poor	Almost the words used are wrong, colorless, not enough to evaluate, and many wrong spelling.

d. Grammar

No.	Score	Classification	Criteria
1.	23-25	Very good	Effective complex construction, few error of agreement, tense, number, word order / function pronoun, preposition
2.	20-22	Good	Effective but simple construction minor problem in complex construction several error of tense, word order function, pronoun, and preposition but meaning seldom or occurred.
3.	16-19	Fair	Major problem in simple construction, frequent errors of negative, agreement, tense, word order / function, articles, pronoun, preposition, and / or fragment,

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			does not communication.
4.	9-15	Poor	Dominated by errors of grammar, cannot be understand and evaluate
5.	5-8	Very poor	Virtually no mastery of sentence construction rules

e. Mechanics

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, paragraphing, but not observed.
3.	3	Fair	Some errors of spelling, punctuation, capitalization, paragraphing,
4.	2	Poor	Many errors of spelling, punctuation, capitalization, paragraphing.
5.	1	Very poor	Illegible writing

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To measure the quality of the student's writing score on the five components observed, the result of the calculation was classified into classification as follows :

91 – 100 is classification as very good

76 -90 is classification as good

61 – 75 is classification as fair

51 – 60 is classification as poor

0 – 50 is classification as very poor.[5]

To know the value of mean score, standard deviation, standard deviation error t_{table} (t_t) 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

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[5] *ibid*.p. 146

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

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30	1.670	2.042	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

To find out the classifying students' scores in percentage by used formula as follow:

$$\mathbf{P = \frac{F}{N} x\ 100}$$

Where: P = Percentage,

F = The cumulative frequency of subjects,

N = Total number of Sample[6]

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

If = $t_0 \geq t_t$ it means the null hypothesis rejected

If = $t_0 \leq t_t$ it means the null hypothesis is accepted[7]

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[6] L.R Gay, *Educational Research*, (USA, 1981), p.225

[7] Anas sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo, 1995), p.289

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 showed 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 personal journal can improve the students' writing skill. 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.

1. Pre-test

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In this section, the researcher showed the complete score of the students' writing skill in writing recount text (content, organization, vocabulary, grammar, mechanic) in pre-test and the mean score and standard deviation of students. The researcher presented them in the tables and calculated the score by using SPSS 20. For more clearly, at first the researcher would show the complete score of students'

writing skill writing recount text (content, organization, vocabulary, grammar, mechanic) in pre-test. It was tabulated by the following table:

Table 4.1

Students' Score in Content, Organization, Vocabulary, Grammar, Mechanic Assessment of Pre-Test

Respondents	The components of writing					
	Content	Organization	Vocabulary	Grammar	Mechanic	Total
R1	12	6	12	10	4	44
R2	12	6	12	10	3	43
R3	12	6	11	10	3	42
R4	11	7	12	8	4	42
R5	12	6	12	8	3	42
R6	12	5	12	8	3	40
R7	10	5	11	10	3	39
R8	12	6	11	8	4	41
R9	9	6	11	8	2	36
R10	9	6	11	8	2	36
R11	13	7	12	8	3	43
R12	10	6	12	8	4	40
R13	12	6	11	8	4	41
R14	13	6	11	8	2	40
R15	9	5	11	10	4	39
R16	12	7	11	17	4	51
R17	12	5	11	8	2	38
R18	11	6	12	10	2	41
R19	10	5	12	8	3	38
R20	10	5	11	10	2	38
R21	11	6	12	8	4	41
R22	19	5	12	8	3	37
R23	13	7	12	17	4	53
R24	13	6	11	10	3	43
R25	11	6	13	17	4	51
R26	10	6	12	8	4	40
R27	12	7	12	17	4	52
R28	9	6	11	10	4	40
N = 28						∑X=1171

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The table above showed the students' scores of pre-test which consist of five main components of writing assessment namely: content, organization, vocabulary, grammar, and mechanic. The researcher would present and tabulate the score of the students' writing skill by using SPSS 20 one by one. All of those were explained for more clearly by following tables.

a. Content

Table 4.2
The Score of Students' in Content Assessment of Pre-Test

Respondents	Content
R1	12
R2	12
R3	12
R4	11
R5	12
R6	12
R7	10
R8	12
R9	9
R10	9
R11	13
R12	10
R13	12
R14	13
R15	9
R16	12
R17	12
R18	11
R19	10
R20	10
R21	11
R22	9
R23	13
R24	13
R25	11
R26	10
R27	12
R28	9
N= 28	

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To calculate the mean score of students' in content assessment of pre-test, the researcher calculated by using SPSS 20. The result could be presented into the table descriptive statistic as follow:

Table 4.3

The Mean Score of Students' in Content Assessment of Pre-Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Students' score in content assessment of pretest	28	4.00	9.00	13.00	311.00	11.1071	.25891
Valid N (listwise)	28						

Based on the table **4.3,** it showed that the highest score of students was 13 and the lowest score was 9. Despitefully, the score of the students also indicated that the mean score of students' in content assessment of pre-test was 11.1 and the standard deviation error was 0.25891.

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To find out the rate percentage of the students, the researcher took the scoring students of writing test on the criteria of classifying level the students' score and then classification their score into table classification as follows:

Table 4.4

The Rate Percentage of Students' Score in Content Assessment of Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Very good	27-30	-	0%
2.	Good	23-26	-	0%
3.	Fair	12-14	14	50%
4.	Poor	9-11	14	50%
5.	Very poor	5-8	-	0%
Total			28	100%

The table above showed the students' score in the content assessment of pre-test were vary; in which there was none of the students (0%) got "very good" , and none of the students (0%) got "good", there were 14 students (50%) got "fair", there were 14 students (50%) got "poor" , and none of students (0%) got "very poor" classification.

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b. Organization

Table 4.5

The Score of Students' in Organization Assessment of Pre-Test

Respondents	Organization
R1	6
R2	6
R3	6
R4	7
R5	6
R6	5
R7	5
R8	6
R9	6
R10	6
R11	7
R12	6
R13	6
R14	6
R15	5
R16	7
R17	5
R18	6
R19	5
R20	5
R21	6
R22	5
R23	7
R24	6
R25	6
R26	6
R27	7
R28	6
N= 27	

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To calculate the mean score of students' in organization assessment of pre-test, the researcher calculated by using SPSS 20. The result could be presented into the table descriptive statistic as follow:

Table 4.6

The Mean Score of Students' in Organization Assessment of Pre-Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Students' score in organization assessment of pretest	28	2.00	5.00	7.00	166.00	5.9286	.12524
Valid N (listwise)	28						

Based on the table **4.6**, it showed that the highest score of students was 7 and the lowest score was 5. Despitefully, the score of the students in organization assessment of pretest was 5.9 and the standard deviation error was 0.12524.

To find out the rate percentage of the students, the researcher took the scoring students of writing test on the criteria of classifying level the students' score and then classification their score into table classification as follows:

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Table 4.7

The Rate Percentage of Students' Score in Organization Assessment of Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Very good	18-20	-	0%
2.	Good	14-17	-	0%
3.	Fair	10-13	-	0%
4.	Poor	7-9	5	17.9%
5.	Very poor	5-6	23	82.1%
Total			28	100%

The table above showed the students' score in the organization assessment of pre-test were vary; in which there was none of the students (0%) got "very good", and none of the students (0%) got "good", there was none of the students (0%) got "fair", there were 5 students (17.9%) got "poor", and there were 23 of students (82.1%) got "very poor" classification.

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c. Vocabulary

Table 4.8

The Score of Students' in Vocabulary Assessment of Pretest

Respondents	Vocabulary
R1	12
R2	12
R3	11
R4	12
R5	12
R6	12
R7	11
R8	11
R9	11
R10	11
R11	12
R12	12
R13	11
R14	11
R15	11
R16	11
R17	11
R18	12
R19	12
R20	11
R21	12
R22	12
R23	12
R24	11
R25	13
R26	12
R27	12
R28	11
N= 28	

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To calculate the mean score of students' in vocabulary assessment of pre-test, the researcher calculated by using SPSS 20. The result could be presented into the table descriptive statistic as follow:

Table 4.9

The Mean Score of Students' in Vocabulary Assessment of Pretest

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Students' score in vocabulary assessment of pretest	28	2.00	11.00	13.00	324.00	11.5714	.10824
Valid N (listwise)	28						

Based on the table **4.9,** it showed that the highest score of students was 13 and the lowest score was 11. Despitefully, the score of the students also indicated that the mean score of students' in vocabulary assessment of pre-test was 11.59 and the standard deviation error was 0.10824.

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To find out the rate percentage of the students, the researcher took the scoring students of writing test on the criteria of classifying level the students' score and then classification their score into table classification as follows:

Table 4.10

The Rate Percentage of Students' Score in Vocabulary Assessment of Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Very good	18-20	-	0%
2.	good	15-17	-	0%
3.	Fair	12-14	15	53.6%
4.	Poor	9-11	13	46.4%
5.	Very poor	5-8	-	0%
Total			28	100%

The table above showed the students' score in the vocabulary assessment of pre-test were vary; in which there was none of the students (0%) got "very good" , and none of the students (0%) got "good", there were 15 students (53.6%) got "fair", there were 13 students (46.4%) got "poor" , and none of students (0%) got "very poor" classification.

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d. Grammar

Table 4.11

The Score of Students' in Grammar Assessment of Pretest

Respondents	Grammar
R1	10
R2	10
R3	10
R4	8
R5	8
R6	8
R7	10
R8	8
R9	8
R10	8
R11	8
R12	8
R13	8
R14	8
R15	10
R16	17
R17	8
R18	10
R19	8
R20	10
R21	8
R22	8
R23	17
R24	10
R25	17
R26	8
R27	17
R28	10
N= 28	

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To calculate the mean score of students' in grammar assessment of pre-test, the researcher calculated by using SPSS 20. The result could be presented into the table descriptive statistic as follow:

Table 4.12

The Mean Score of the Students' In Grammar Assessment of Pre-Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Students' score in grammar assessment of pretest	28	9.00	8.00	17.00	278.00	9.9286	.58175
Valid N (listwise)	28						

Based on the table **4.12**, it showed that the highest score of students was 17 and the lowest score was 8. Despitefully, the score of the students also indicated that the mean score of the students in grammar assessment of pretest was 9.9 and the standard deviation error was 0.58175.

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To find out the rate percentage of the students, the researcher took the scoring students of writing test on the criteria of classifying level the students' score and then classification their score into table classification as follows:

Table 4.13

The Rate Percentage of Students' Score In Grammar Assessment of Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Very good	23-25	-	0%
2.	good	20-22	-	0%
3.	Fair	16-19	4	14.3%
4.	Poor	9-15	9	32.1%
5.	Very poor	5-8	15	53.6%
Total			28	100%

The table above showed the students' score in the grammar assessment of pre-test were vary; in which there was none of the students (0%) got "very good", and none of the students (0%) got "good", there were 4 students (14.3%) got "fair", there were 9 students (32.1%) got "poor" , and there were 15 of students (53.6%) got "very poor" classification.

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e. Mechanic

Table 4.14

The Score of Students' in Mechanic Assessment of Pre-Test

Respondents	Mechanic
R1	4
R2	3
R3	3
R4	4
R5	3
R6	3
R7	3
R8	4
R9	2
R10	2
R11	3
R12	4
R13	4
R14	2
R15	4
R16	4
R17	2
R18	2
R19	3
R20	2
R21	4
R22	3
R23	4
R24	3
R25	4
R26	4
R27	4
R28	4
N= 28	

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To calculate the mean score of students' in mechanic assessment of pre-test, the researcher calculated by using SPSS 20. The result could be presented into the table descriptive statistic as follow:

Table 4.15

The Mean Score of Students' in Mechanic Assessment of Pre-Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Students' score in mechanic assessment of pretest	28	2.00	2.00	4.00	91.00	3.2500	.15105
Valid N (listwise)	28						

Based on the table **4.15**, it showed that the highest score of students was 4 and the lowest score was 2. Despitefully, the score of the students also indicated that the mean score of students in mechanic assessment of pretest was 3.2 and the standard deviation error was 0.15105.

IAIN PALOPO

To find out the rate percentage of the students, the researcher took the scoring students of writing test on the criteria of classifying level the students' score and then classification their score into table classification as follows:

Table 4.16

The Rate Percentage of Students' Score in Mechanic Assessment of Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Very good	5	-	0%
2.	Good	4	13	46.4%
3.	Fair	3	9	32.2%
4.	Poor	2	6	21.4%
5.	Very poor	1	-	0%
Total			28	100%

The table above showed the students' score in the mechanic assessment of pre-test were vary; in which there was none of the students (0%) got "very good" , and there were 13 of the students (46.4%) got "good", there were 9 students (32.2%) got "fair", there were 6 students (21.4%) got "poor" , and none of students (0%) got "very poor" classification.

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2. Post-test

In this section, the researcher showed the complete score of the students' writing skill in writing recount text (content, organization, vocabulary, grammar, mechanic) in post-test and the mean score and standard deviation of students. The researcher presented them in the tables and calculated the score by using SPSS 20.

For more clearly, at first the researcher would show the complete score of students' writing skill writing recount text (, organization, vocabulary, grammar, mechanic) in post-test. It was tabulated by the following table:

Table 4.17
Students' Score In Content, Organization, Vocabulary, Grammar, Mechanic Assessment in Post-Test

Respondents	The components of writing					Total
	Content	Organization	Vocabulary	Grammar	Mechanic	
R1	23	11	10	17	4	65
R2	23	11	10	15	4	63
R3	23	11	11	13	4	62
R4	23	14	15	20	4	76
R5	13	11	12	13	4	53
R6	13	11	12	15	4	55
R7	13	11	12	19	4	59
R8	13	11	13	15	4	56
R9	23	11	15	17	4	70
R10	23	11	15	17	4	70
R11	14	13	15	20	4	66
R12	14	10	13	10	4	51
R13	14	10	10	15	4	53
R14	23	10	13	19	4	69
R15	14	10	13	13	3	53
R16	23	14	15	20	4	76
R17	23	10	14	20	4	71
R18	14	11	13	12	3	53
R19	23	9	14	17	4	67
R20	14	10	13	10	4	51
R21	23	11	15	17	3	69
R22	13	11	13	15	3	55
R23	23	13	17	20	4	77
R24	14	15	13	15	4	61
R25	13	11	13	15	3	55
R26	14	13	10	19	4	59
R27	23	13	17	21	4	78
R28	13	13	10	20	4	60
N = 28						∑X=1753

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The table above showed the students' scores of post-test which consist of five main components of writing assessment namely: content, organization, vocabulary,

grammar, and mechanic. The researcher would present and tabulate the score of the students' writing skill by using SPSS 20 one by one. All of those were explained for more clearly by following tables.

a. Content

Table 4.18
The Score of Students' In Content Assessment of Posttest

Respondents	Content
R1	23
R2	23
R3	23
R4	23
R5	13
R6	13
R7	13
R8	13
R9	23
R10	23
R11	14
R12	14
R13	14
R14	23
R15	14
R16	23
R17	23
R18	14
R19	23
R20	14
R21	23
R22	13
R23	23
R24	14
R25	13
R26	14
R27	23
R28	13
N= 28	

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To calculate the mean score of students' in content assessment of post-test, the researcher calculated by using SPSS 20. The result could be presented into the table descriptive statistic as follow:

Table 4.19

The Mean Score of Students In Content Assessment of Post-Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Students' score in content assessment of post test	28	10.00	13.00	23.00	502.00	17.9286	.91132
Valid N (listwise)	28						

Based on the table **4.19**, it showed that the highest score of students was 23 and the lowest score was 13. Despitefully, the score of the students also indicated that the mean score of students in content assessment of posttest was 17.9 and the standard deviation error was 0.91132.

IAIN PALOPO

To find out the rate percentage of the students, the researcher took the scoring students of writing test on the criteria of classifying level the students' score and then classification their score into table classification as follows:

Table 4.20

The Rate Percentage of Students' Score In Content Assessment of Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Very good	27-30	-	0%
2.	Good	23-26	13	46.4%
3.	Fair	12-14	15	53.6%
4.	Poor	9-11	-	0%
5.	Very poor	5-8	-	0%
Total			28	100%

The table above showed the students' score in the content assessment of post-test were vary; in which there was none of the students (0%) got "very good" , and there were 13 of the students (46.4%) got "good", there were 15 students (53.6%) got "fair", there was none students (0%) got "poor" , and none of students (0%) got "very poor" classification.

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b. Organization

Table 4.21

The Score of Students' In Organization Assessment of Post-Test

Respondents	Organization
R1	11
R2	11
R3	11
R4	14
R5	11
R6	11
R7	11
R8	11
R9	11
R10	11
R11	13
R12	10
R13	10
R14	10
R15	10
R16	14
R17	10
R18	11
R19	9
R20	10
R21	11
R22	11
R23	13
R24	15
R25	11
R26	13
R27	13
R28	13
N= 28	

IAIN PALOPO

To calculate the mean score of students' in organization assessment of post-test, the researcher calculated by using SPSS 20. The result could be presented into the table descriptive statistic as follow:

Table 4. 22

The Mean Score of Students' In Organization Assessment of Posttest

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Students' score in organization assessment of posttest	28	6.00	9.00	15.00	320.00	11.4286	.27902
Valid N (listwise)	28						

Based on the table **4.22**, it showed that the highest score of students was 15 and the lowest score was 9. Despitefully, the score of the students also indicated that the mean score of students in organization assessment of posttest was 11.4 and the standard deviation error was 0.27902.

IAIN PALOPO

To find out the rate percentage of the students, the researcher took the scoring students of writing test on the criteria of classifying level the students' score and then classification their score into table classification as follows:

Table 4.23

The Rate Percentage of Students' Score In Organization Assessment of Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Very good	18-20	-	0%
2.	Good	14-17	3	10.7%
3.	Fair	10-13	24	85.7%
4.	Poor	7-9	1	3.6%
5.	Very poor	5-6	-	0%
Total			28	100%

The table above showed the students' score in the organization assessment of post-test were vary; in which there was none of the students (0%) got "very good" , and there were 3 of the students (10.7%) got "good", there were 24 students (85.7%) got "fair", there was 1 student (3.6%) got "poor" , and none of students (0%) got "very poor" classification.

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c. Vocabulary

Table 4.24

The Score of Students' In Vocabulary Assessment of Post-Test

Respondents	Vocabulary
R1	10
R2	10
R3	11
R4	15
R5	12
R6	12
R7	12
R8	13
R9	15
R10	15
R11	15
R12	13
R13	10
R14	13
R15	13
R16	15
R17	14
R18	13
R19	14
R20	13
R21	15
R22	13
R23	17
R24	13
R25	13
R26	10
R27	17
R28	10
N= 28	

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To calculate the mean score of students' in vocabulary assessment of post-test, the researcher calculated by using SPSS 20. The result could be presented into the table descriptive statistic as follow:

Table 4.25

The Mean Score of Students In Vocabulary Assessment of Post-Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Students' score in vocabulary assessment of posttest	28	7.00	10.00	17.00	366.00	13.0714	.38120
Valid N (listwise)	28						

Based on the table **4.25**, it showed that the highest score of students was 17 and the lowest score was 10. Despitefully, the score of the students also indicated that the mean score of students in vocabulary assessment of posttest was 13.0 and the standard deviation error was 0.38120.

IAIN PALOPO

To find out the rate percentage of the students, the researcher took the scoring students of writing test on the criteria of classifying level the students' score and then classification their score into table classification as follows:

Table 4.26

The rate percentage of students' score in vocabulary assessment of post-test

No.	Classification	Score	Frequency	Percentage
1.	Very good	18-20	-	0%
2.	Good	15-17	8	28.6%
3.	Fair	12-14	14	50%
4.	Poor	9-11	6	21.4%
5.	Very poor	5-8	-	0%
Total			28	100%

The table above showed the students' score in the vocabulary assessment of posttest were vary; in which there was none of the students (0%) got "very good" , and there were 8 of the students (28.6%) got "good", there were 14 students (50%) got "fair", there were 6 of students (21.4%) got "poor" , and none of students (0%) got "very poor" classification.

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d. Grammar

Table 4.27

The Score of Students' In Grammar Assessment of Posttest

Respondents	Grammar
R1	17
R2	15
R3	13
R4	20
R5	13
R6	15
R7	19
R8	15
R9	17
R10	17
R11	20
R12	10
R13	15
R14	19
R15	13
R16	20
R17	20
R18	12
R19	17
R20	10
R21	17
R22	15
R23	20
R24	15
R25	15
R26	19
R27	21
R28	20
N= 28	

IAIN PALOPO

To calculate the mean score of students' in grammar assessment of post-test, the researcher calculated by using SPSS 20. The result could be presented into the table descriptive statistic as follow:

Table 4.28

The Mean Score of Students' In Grammar Assessment of Posttest

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Students' score in grammar assessment of posttest	28	11.00	10.00	21.00	459.00	16.3929	.59836
Valid N (listwise)	28						

Based on the table **4.28**, it showed that the highest score of students was 21 and the lowest score was 10. Despitefully, the score of the students also indicated that the mean score of students in grammar assessment of posttest was 16.3 and the standard deviation error was 0.59836.

To find out the rate percentage of the students, the researcher took the scoring students of writing test on the criteria of classifying level the students' score and then classification their score into table classification as follows:

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Table 4.29

The Rate Percentage of Students' Score In Grammar Assessment of Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Very good	23-25	-	0%
2.	Good	20-22	7	25%
3.	Fair	16-19	8	28.6%
4.	Poor	9-15	13	46.4%
5.	Very poor	5-8	-	0%
Total			28	100%

The table above showed the students' score in the grammar assessment of post-test were vary; in which there was none of the students (0%) got "very good" , and there were 7 of the students (25%) got "good", there were 8 students (28.6%) got "fair", there were 13 students (46.4%) got "poor" , and none of students (0%) got "very poor" classification.

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e. Mechanic

Table 4.30

The Score of Students' In Mechanic Assessment of Posttest

Respondents	Mechanic
R1	4
R2	4
R3	4
R4	4
R5	4
R6	4
R7	4
R8	4
R9	4
R10	4
R11	4
R12	4
R13	4
R14	4
R15	3
R16	4
R17	4
R18	3
R19	4
R20	4
R21	3
R22	3
R23	4
R24	4
R25	3
R26	4
R27	4
R28	4
N= 28	

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To calculate the mean score of students' in mechanic assessment of post-test, the researcher calculated by using SPSS 20. The result could be presented into the table descriptive statistic as follow:

Table 4.31

The Mean Score of Students' In Mechanic Assessment of Posttest

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Students' score in mechanic assessment of posttest	28	1.00	3.00	4.00	107.00	3.8214	.07371
Valid N (listwise)	28						

Based on the table **4.31**, it showed that the highest score of students was 4 and the lowest score was 3. Despitefully, the score of the students also indicated that the mean score of students in mechanic assessment of posttest was 3.8 and the standard deviation error was 0.07371.

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To find out the rate percentage of the students, the researcher took the scoring students of writing test on the criteria of classifying level the students' score and then classification their score into table classification as follows:

Table 4.32

The Rate Percentage of Students' Score In Mechanic Assessment of Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Very good	5	-	0%
2.	Good	4	23	82.1%
3.	Fair	3	5	17.9%
4.	Poor	2	-	0%
5.	Very poor	1	-	0%
Total			28	100%

The table above showed the students' score in the mechanic assessment of post-test were vary; in which there was none of the students (0%) got "very good" , and there were 23 of the students (82.1%) got "good", there were 5 students (17.9%) got "fair", there was none students (0%) got "poor" , and none of students (0%) got "very poor" classification.

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Besides showing about the mean score of each criteria of component of writing that included content, organization, vocabulary, grammar, and mechanic one by one, this research also presented the total mean score and standard deviation in pretest and posttest, and then this research has compared both of them. The result be presented into the table descriptive statistic as follows:

Table 4.33

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

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	28	36.00	53.00	1171.00	41.8214	4.61923
posttest	28	51.00	78.00	1753.00	62.6071	8.59086
Valid N (listwise)	28					

Based on the table **4.33**, it indicates that the standard deviation in pre-test was 4.61923 and post-test was 8.59086. it also showed that the mean score of students in pre-test was 41.8 and the mean score of students in post-test was 62.6. 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 writing personal journal improved the students writing skill in the subject of recount text.

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:

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Table 4.34

The Paired Samples Statistic of Pre-Test and Post-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttest	62.6071	28	8.59086	1.62352
	Pretest	41.8214	28	4.61923	.87295

The table of the paired samples statistic of pre-test and post-test above indicated that the value of standard deviation in pre-test was 4.61923 and the value of standard deviation in post-test was 8.59086.

In addition, the standard error mean in pre-test was 0.87295 and the standard error mean in post-test was 1.62352. The table **4.34** also showed that the mean score in pre-test was 41.8 and the mean score in post-test was 62.6. It can be concluded that the students' score improved from 41.8 to 62.6.

Table 4.35

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The Paired Samples Correlation of Pre-Test And Post-Test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Posttest and pretest	28	.385	.043

The table **4.35** of the paired samples correlations of pre-test and post-test presented that the correlation of the students' competency before and after treatment was 0.385. It means that there was a significant correlation of students' competency in writing recount text through writing personal journal before and after treatment.

Table 4.36

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

Paired Samples 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	20.78571	8.03399	1.51828	17.67046	23.90097	13.690	27	.000

Based on the table **4.36**, of the paired samples test of pre-test and post-test, the researcher got the data that t_0 (t_{count}) = 13.690 and df (degree of freedom) = 27. Based on the table distribution of t_t = 2.052, it was the standard of significant 0.05 with degree of freedom (df) = 27. Based on the result, the result concluded that t_0 (t_{count}) was higher than t_t (t_{table}),$t_0 > t_t$.

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$$13.690 > 2.052$$

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 writing recount text before and after through personal journal. Because of that, the researcher believed that writing personal journal was effective in teaching recount text at the eleventh year of SMA Neg. 1 MALANGKE BARAT.

B. Discussion

In this section, the researcher presented the result of data analysis in findings. It discussed about teaching recount text through writing personal journal at the eleventh year of SMA Neg. 1 Malangke Barat.

When giving pretest, the researcher found that most of students had difficulties in writing recount text. Based on the component of writing that included content, organization, vocabulary, grammar, and mechanic. The students' writing test in pretest, showed that most of them could not arrange words well. They had difficulty to write appropriate words in the text. It could be seen respondents' writing result.

Respondent's test 1

On last monday, my friend's and i made cookies and after that us consume together.after that i go to house friend for go to stall to garden and ready's go to house.

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For this respondent's test, she does not know to write general structure of recount text. The using of pronoun is not correct. " *my friend's and I* made cookies and after that *us* consume together ". (*my friend and I* made cookies and after that we ate together). In writing recount text, she has to use simple past tense, but her writing text

use infinitive verb, beside that her meaning of sentence is not clear. " I *go* to house friend for *go* to *stall to garden*". (I went to my friend's house and then we went to the hut in the garden). The using of capital letter and punctuation are not correct.

During doing treatment, the research had done it for four times of treatments. In the first treatment, the researcher asked the students expressed their ideas in writing. They developed their sentences better than before treatment. Even though, the researcher still found some students' mistaken in writing. It can be seen in students' writing test (app.IV).

Respondent's test 1

Orientation: Someday before idul fitri, I and my mother went to traditional market. We started about 09.00.

Events: We bouht much new dress, chicken, fish, and the food. We bouht to some cookies. We went to traditional market because the price was very cheap. We when there with motorcycle.

Re-orientation: In the afternoon I was tired……

For this respondent's test, the result test still errors in spelling, grammar, and punctuation. But for the structure of recount text was organized well. " someday before idul fitri, *I and my mother* went to traditional market". (someday before idul fitri, *my mother and I* went to traditional market). " we *bouht to* some cookies". (we *bought* some cookies too.).

In the post-test, the researcher gave a topic to the students in the class. The researcher asked them to make a writing personal journal that related to the topic.

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After giving post-test, the researcher found that there was improvement to the students' text. Most of the students could have a good text. When pre-test, only some students that could write more than several sentence, but after giving treatment, many students could express their idea in writing more than before and used correct grammar. So that most of their text only contained several or a few errors punctuation, spelling or grammar that did not interfere with meaning. The researcher only found several students' mistaken in writing. It can be seen in students' writing test.

On my last vacation my sister and I went holiday to the sadar village.

There i stayed at my cousin grand mother's house. We stayed for there days. holiday's in the village was quite pleasant although the village deserted but we have a lot of friends there so we do not feel lonely.

For this respondent's test, there are some errors in spelling and grammar*, "there i stayed at my cousin grand mother's house (* I stayed at my cousin grand mother's house). The using capital letter and punctuation are not correct. Beside that the using structure of recount text was not organized well.

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According to Indah Nirmala Said " Developing Students' Writing Skill Through Journal Writing at The Fourth Semester Students of English Department, STAIN Palopo. She said that there was significant development of students' writing skill through journal writing. It is shows that writing skill of the fourth semester students of English department, STAIN Palopo after using journal writing is categorized as "good" with the mean 66.30 from the mean 55,30. Not only that, journal writing

could make students felt easy to remember the material. So it is could be conclude that the students' writing skill had developed at the fourth semester of English Department STAIN Palopo. [1]

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} 13.690 > 2.052. It means that there was significance difference between the result of pre-test and post-test.

Jeremy Harmer in his book explain about writing. He states that writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problem which the writing puts into their minds. [2]

Rodrigues in David Nunan of his critique of process writing, claims that:

The unfettered writing process approach has been just as artificial as the traditional high school research paper, writing without structure accomplishes as little as writing a mock structure….[students] need structure, they need models to practice, they need to improve even mechanical skills, and they still need time to think through their ideas, to revise them, and to write for real audiences and real purpose. (Rodrigues 1985: 26-7) [3]

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[1]Indah Nirmala Said (2013), *Developing Students' Writing Skill Through Journal Writing At The Fourth Semester Students Of English Department STAIN Palopo*.

[2] Jeremy Harmer, *How to Teach Writing*, Pearson Longman Education Limited: 2004. p.31

[3] David Nunan, *LANGUAGE TEACHING METHODOLOGY, a Textbook for Teachers, Practice Hall. p.87*

According to John Langan said that writing a journal will help you develop the habit of thinking on paper and show you how ideas can be discovered in the process of writing. A journal can make writing a familiar part of your life and can serve as continuing source of ideas for paper. Keeping a journal will help you develop the habit of thinking on paper and it can help you make writing familiar part of your life.[4] It appears that writing personal journal can encourage the students to express their ideas in writing. The teacher serves only as the motivator and facilitator and also in doing learning.

Hamer explains journal writing involves students in keeping their own "diaries" in which they can write about a range of different topics such as significant recent events in their lives, how they are getting on in class, which language points they are having particular difficulty with, or, indeed, any other area of interest to them. Journals encourages introspection and reflection because students are essentially writing to and for themselves (with an eye, of course, on the teacher's response if one is to be given). Journal writing contributes to a student's general writing improvement in the same way as training enhances an athlete's performance: it makes them fit. [5]

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It indicates that writing personal journal gave positive contribution to English teacher to teach their students especially in improving students' writing skill in recount text. In pre-test students' writing score was still low, but the students' writing

[4]John Langan, *English Skill Seven Edition*. McGraw-Hill Higher Education. p. 13
[5] Jeremy Harmer, *How to Teach Writing*, Pearson Longman Education Limited: 2004. p.125

score become increase in post-test after applying writing personal journal in teaching recount text. Applying writing personal journal as a habit in students' life can make them get fluency to write because they could write many ideas with interesting topics.

In teaching recount text through writing personal journal is one of effective and interesting ways that can be applied in the classroom because writing personal journal is more made the students confident and easier to express their ideas in writing recount text. In addition, writing personal journal gives new solution in developing students' competency in teaching recount text. In this method, the students are expected to contribute their ideas through writing personal journal. The students can freely express and share their ideas through writing recount text.

Based on the result above, it is concluded that writing personal journal works well in teaching recount text at the eleventh year of SMA Negeri 1 Malangke Barat. Writing personal journal give new solution to increase writing competency in writing and enjoying in learning English.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

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 SMA Neg. 1 Malangke on the improving students' skill in writing recount text. The researcher presents conclusions as follow:

1. The using of personal journal as a media is effective to improve students' skill in writing recount text at the eleventh year of SMAN 1 Malangke Barat. Writing personal journal was the media that can make students more interest with the material of writing recount text. Through personal journal, teacher can stimulate the students to write their experience in a journal form. Writing personal journal is an excellent learning aid, the students have to remember their experiences and arrange it in the simple story of recount text. Using a personal journal was interest and motivated students to learn English writing easily.

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B. Suggestions

From the conclusion above, there were some suggestions that are proposed by the writer:

1. For Teacher

a. Teacher may consider the use of writing personal journal in the teaching of recount text, because it can motivate students to write their experience.

b. Teacher should prepare the equipment well. It means that before using personal journal as a medium in the teaching of recount text, it will be better for teacher to prepare some example of writing personal journal. It is important because can help student in writing.

c. Teacher should plan the time well. They should be careful in allocating the duration in the explanation about writing recount text.

2. For Students

a. Students should study more and respond in learning process.

b. Students should be more interested in English study.

c. Students should improve their ability in English.

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d. Writing personal journal can be applied well if the students have many vocabularies that can make them express their ideas that are comprehensible.

Finally, the researcher realizes 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 researcher hopes that the result 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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