

**TEACHING WRITING OF RECOUNT TEXT USING
WRITING ASSIGNMENTS
(A Study at the Eighth Grade of SMPN 11 Semarang
in the Academic Year of 2017/2018)**

A THESIS

**Submitted in Partial Fulfillment of Requirement for Gaining the Degree of
Bachelor in the English Language Education**



by:

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USING WRITING ASSIGNMENTS (A Study at the
Eighth Grade of SMPN 11 Semarang in the Academic
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MOTTO

“Help others, Allah SWT will help you”

-Kirana Devi Kusumaningtyas-

DEDICATION

In the name of Allah, the most beneficent and the merciful, this thesis is dedicated to:

1. My beloved parents (Mr. Sukirno, S.Pd, M.Pd. and Mrs. Noor Khasanah) for all prays, patience, supports and the things they have given to me is so much meaningful. The writer never ever can pay them back at any cost.
2. My beloved brother and sisters (Agus Setiyawan, S.Kom., Nurul Hakim, M.Pd., Kinanti Mustika Ayu Kirana, S.Pd., Nimas Ratri Kirana Anggraeni and Kirana Anjani Swastiningtyas), thank you for always supporting me.
3. My beloved advisor (Dr. Hj. Siti Mariam, M.Pd. and NadiahMa'mun, M.Pd.), thank you so much for guiding me patiently on my thesis.

ABSTRACT

Title : **TEACHING WRITING OF RECOUNT TEXT USING WRITING ASSIGNMENTS (A Study at the Eighth Grade of SMPN 11 Semarang in the Academic Year of 2017/2018)**

Writer : Kirana Devi Kusumaningtyas

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This thesis discussed about teaching writing of recount text using writing assignment. Nowadays, students have very little interest in writing which is so important to fulfill education requirement. Students are not only lack of vocabularies but also lack of ideas and practices. It makes students feel difficult to write. The objectives of this thesis are to explain the implementation of teaching writing of recount text using writing assignments and to identify the supporting and inhabiting factors of teaching writing of recount text using writing assignments. The design of this research is descriptive qualitative. Techniques of collecting data of this thesis are observation, interview and documentation. Technique of data analyzing of this thesis are reducing data, presenting data and drawing conclusions. This thesis was conducted in SMPN 11 Semarang at the eighth grade B in the academic year of 2017/2018. Assignment is one of practicing to improve the students' writing. Diary is one of writing assignments which the teacher uses as strategy to improve the students' ability in writing. Diary is a daily record about experiences, feelings and events. In the implementation of teaching writing of recount text using writing assignment, teacher asked the students to write diary of their personal experiences such as vacation, holiday, etc. After they have written their diary, the teacher introduced recount text in the classroom, and then students were asked to change their diary in the form of recount text. The students can make diary as one of the form of students writing assignment based on their personal experiences. They can write in the form of recount text well.

Keywords: *Diary, Recount Text, Writing Assignments.*

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All praises to Allah, the God all over the world. The God of all human kinds and all creatures. The almighty, the beneficent, the merciful. Shalawat and salam may be granted for the last and final messenger of Allah, prophet Mohammed SAW.

I realize that all the things I have done in this thesis will never ever be done without other helping hands. Many people have given their hands on me during the writing.

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7. All of the researcher's friends from PBI A, B, C for helping me on this research.
8. Last but not least, those who cannot be mentioned one by one who support either material or non-material.

Finally, the researcher realizes that this thesis is still far from being perfect. Therefore, the writer will be happy to accept constructive criticism in order to help the writer to be better in making other projects in the future.

Semarang, 18th January 2019

The researcher,

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CHAPTER I

INTRODUCTION

In this chapter presents about background of the study, reasons for choosing the topic, question of the research, objective of the research, scope of the research and significances of research.

A. Background of the Study

It is known that writing in English as a second language is a difficult skill which usually takes so much time for students to master competently. In hence, it tends to be a boring lesson. The writing difficulty is usually associated with its complex process or activities. It could be said that writing is the most difficult of the four language skills (speaking, listening, reading, and writing). This view is supported by several experts including Nunan, Brown, and Harmer who said that writing is a very complex activity for its complicated components such as the development of ideas, syntax, grammar, organization, vocabulary, content, communication skills, and use of punctuation.¹

Writing is one of language skills and productive skills that will be learnt by students in junior high school. Writing in junior high school should be learned based on genre. The genres are procedure, descriptive, recount, narrative, etc. Writing recount text is one of the genres in writing texts. It is taught by the teacher of junior high school in order to make students know how to retell their experience or event for the purpose of informing or entertaining in a simple way.

The ability to write is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second and foreign language education. The development in transportation and technology allow people from nations

¹ Erikson Togatorop, "Teaching Writing with A Web Based Collaborative Learning", *International Journal of Economics and Financial Issues*, Vol.5, Special Issue, January 2015, page 247.

and cultures throughout the world to internet with each other, communication across languages becomes ever more essential. As a result, the ability to speak and write a second language is becoming widely recognized as an important skill for educational, business, and personal reasons.²

Teaching and learning activity in writing need some skills for students to master. Writing is the difficult skill in language because in writing the students must generate and organize their ideas to solve difficulties in writing. The difficulty of writing includes spelling, punctuation, word choices, grammar and so on. This is one of the difficulties in writing as well. Besides that, writing skill becomes highly complex. The students must plan and organize as well as possible for the spelling, word choice, and punctuation to make a good writing.³

Writing well is really a big challenge for both native and non-native students. In general, it is much bigger with the students of English as a foreign language. Students nowadays have very little interest in writing which is so important to fulfill the education requirements. This may be due to technology progress which has its negative effect on students' skills of writing because of the availability of ready-made assignments. Moreover, teachers have adopted the belief that writing is a kind of communication; this has led them to focus on the subject itself and overlook the incorrect style of writing. Feeling that students have no inclination to writing due to their weakness in it has been the impact us for the researcher to do the current study.⁴

To teach writing, content, organization, mechanic, language use will pay attention to the aspect of writing. It can be supported by the teacher how they teach and give feedback and motivation in learning

² Sara Chusing Weigle, *Assessing Writing*, (New York: Cambridge University press, 2009), page 1.

³ E-Book: Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching, An Anthology of Current Practice*, (New York: Cambridge University Press, 2000), page 303.

⁴ Imam Muwafaq Muslim, "Helping EFL Students Improve Their Writing", *International Journal of Humanities and Science*, Vol.4, No.2, January 2014, page 105.

activities. In short, the students can be a good structure also high motivation to share their ideas that they want to express their voice. To solve this problem, using web blogs creates students' environment to be more active to explore their personal idea and showing into teachers' blogs. That's why most of people can read it.⁵

Al Alaq verse 4

الَّذِي عَلَّمَ بِالْقَلَمِ

“Who teaches (human) with the transmission of kalam”⁶

Surat Al-'Alaq verse 4, then Allah (SWT) teaches people the writing procedure using a pen. It is a great blessing from Him, and as a mediator of mutual understanding among men as well as the ability to give oral expressions. Had there not been a writing culture, there would have been a loss of that knowledge from the face of the earth, no trace left of this religion. Since writing is the binding of all kinds of knowledge and all kinds of knowledge, writing as an intermediary limits and retains information and expressions from the former. Writing is a tool for connecting and relaying knowledge from people to people, generation to generation, time to time, so that knowledge is maintained and protected, then the writing of that knowledge grows and increases according to the will of Allah SWT.

Al Qalam verse 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

“Nun, by kalam and what they write”⁷

Surah Al-Qalam verse 1, Allah SWT has sworn in the name of the pen and what it says. In the verse Nun is ink, while al-qalam is a pen that

⁵ Amri Tandukklangi, Siam & Kartini Tahir, “Using Web Blog to Teach Personal Recount Text”, *International Journal of Science & Research*, Vol. 4, No. 8, August 2015, page 1365.

⁶ TafsirQ, “Surah Al-'Alaq Ayat 4”, <https://tafsirq.com/96-al-alaq/ayat-4>, accessed on May 13, 2018 at 20.22.

⁷ TafsirQ, “Surah Al- Qalam Ayat 1”, <https://tafsirq.com/68-al-qalam/ayat-1>, accessed on May 13, 2018 at 20.25.

is known by man, only the pen that made swear by Allah SWT is a pen created by Allah SWT, then commanded him to walk the whole story of what has been created until the Day of Judgment. In the verse Allah SWT swears in ink that has not been clear of its existence in its entirety, so as if God says: by ink and pen. Oath with this pen shows how great the position of the pen is. On the other hand, the pen has the benefits and that is inability to disclose. Thus writing can be said as something special as well as we know that the pen is one of the tools to write.

So, from both surah, we can conclude that writing is important. We have to learn how to write well. Writing is a tool for connecting and relaying knowledge from people to people, generation to generation, time to time, so that knowledge is maintained and protected.

To write well, students needs to incorporate the purpose or prompt into their own unique approach to writing.⁸ The teachers should have a technique to make students can write easily.

In the teaching of writing to English as a foreign language or English as a second language students have tended to be sidelined in the scrambled for communicative competence.⁹

Nowadays, in this advanced technology era, writing has already become more popular in communication because there are various media that can be used for communication through writing. These media offer a great chance for junior high school students to practice writing. Short message services (SMS), electronic mail (e-mail), blogs, facebook, and twitter are some advanced media through which they can do writing communication. By using these media, they can express their ideas, opinions, or stories through writing.¹⁰

⁸ J. Michael O'Malley & Lorraine Valdez Pierce, *Authentic Assessment For English Language Learners Practical Approaches For Teachers...*, page 136.

⁹ Basturi Hasan, *Refining Sentence Writing Skills for Professional and Academic Purposes*, (Yogyakarta: Graha Ilmu, 2016), page 1.

¹⁰ Vany Mulianda Fitri & Muhd. Al-Hafizh, "Using A Share Writing Strategy in Teaching a Recount Text to Junior High School Students", *Journal of English Language Teaching*, Vol.1, no. 2, March 2013, page 243.

Recount is a type of text that is used to inform or to tell about the past events or past activities. Recount text is written in past simple. Recount can be expressed both in written and spoken. It can be written from the first or the third persons' point of view. First person means if the events happened to the person who writes the recount. The third person is as the writer who tells other persons' experiences. The writer becomes an observer who tells the story. Both of those recounts tell about someone's experience that is called personal recount. We use connectives or sequence markers to tell the recount clearly in chronological orders. The purpose of recount is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

Recount text is the text which retells events or experiences in the past. The generic structures of recount text are orientation, events and reorientation. Orientation is introducing the participants, place and time. Event is describing series of event that happened in the past. Reorientation, it is optional. Stating personal comment of the writer to the story.

Writing to learn postpones the first sentence of the final draft, but it does not eliminate it. After writing has served to generate new ideas, to underline contradictions, and to create new a subject, it becomes the vehicle for demonstrating learning. Insights discovered in a journal and developed in early drafts need to be refined and incorporated in revised and polished final drafts that address assignments such as "A five-page paper kinship relationships among the Yourba is due on Friday" or "Write an essay about your journal education. What have you learned in school and how is this learning different from your out-of-school education?"¹¹

Just as writing to learn occurs in stages and extends over time, so the process of writing to show learning has multiple dimensions. These include a careful examination of the writing assignment to determine exactly it requires; thoughtful consideration of the audience to determine

¹¹ Anne Ruggles Gere, *Writing and Learning*, (United States of America: Macmillan Publishing Company, 1988), page 39.

what expectations and predisposition potential readers may hold; identifying and clarifying the thesis or central idea of the writing; and revising the entire piece to address issues of organization, style, paragraphing, and sentence structure; and editing for language mechanics.¹²

Students' assignment is a topic of study in educational policy that focuses on the processes by which students are allocated into schools and classroom. The aim of students' assignment is to improve students' knowledge, skills, and understanding about the material that they learnt.

Diary is one of the form of students writing assignment which can use as strategy to improve their ability in writing. Diary is a personal record which contains about experiences and events experienced confidential writing style that is not binding (free). The contents of the diary can devote all forms of flavors and experiences in the diary either feeling happy, sad, angry, pity, resentment, love, and others.

Based on the statement above, the researcher found some problems on the students at the eighth grade of SMPN 11 Semarang in writing skill. They have some difficulties when they want to write. They do not know how to write in the form of recount text because the students not only are lack of vocabularies, but also lack of practice and ideas.

This study used their own personal experience to make students write in the form of recount text easily and also develop the main idea into good sentences in every paragraphs of diary.

B. Reasons for Choosing the Topic

There are some reasons why the researcher has chosen the study:

1. Writing is one of English language skills that has important skill to improve idea, knowledge, and experiences for students.

¹² Anne Ruggles Gere, *Writing and Learning*, (United States of America: Macmillan Publishing Company, 1988), page 39.

2. Recount text is one of English subjects at the eighth grade of SMPN 11 Semarang.
3. Diary is one of the students writing assignments that the teacher used to improve writing skill for students.
4. The researcher wants to encourage the students to improve English skill especially in writing.

C. Question of the Research

According to the background of the study, reasons for choosing the topic and limitation of the problem, the research questions can be formulated in this following question:

1. How is the implementation of teaching writing of recount text using writing assignments at the eighth grade of SMPN 11 Semarang in the academic year of 2017 2018?
2. What are supporting and inhabiting factors of teaching writing of recount text using writing assignments at the eighth grade of SMPN 11 Semarang in the academic year of 2017 2018?

D. Objective of the Research

Related to the formulation of the problems, the aims of the studies are:

1. to explain the implementation of teaching writing of recount text using writing assignments at the eighth grade of SMPN 11 Semarang in the academic year of 2017/2018.
2. To identify the supporting and inhabiting factors of teaching writing of recount text using writing assignments at the eighth grade of SMPN 11 Semarang in the academic year of 2017/2018.

E. Scope of the Research

The research is conducted in order to explain the implementation of teaching writing of recount text using writing assignments. The topic is focused on students' writing ability which is taught in the second semester in the academic year of 2017/2018. The text is recount text. Diary is one of the form of writing assignments. The subject of the research is the eighth B students of SMPN 11 Semarang in the academic year of 2017/2018.

F. Significances of the Research

Theoretically, this study may be able to provide a new understanding about teaching writing of recount text using writing assignments. The result of this study also may be able to be used for the teacher as an alternative technique for teaching students about recount text by using writing assignments.

Practically, by conducting this research I expect that the teachers realize the benefits of using writing assignments for teaching writing recount text. Besides, this study may be able to help students to increase their ability in writing.

Pedagogically, the finding of the study may be able to be used as the reference of other researchers who want to conduct any similar research

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter presents about review of previous studies, theoretical review including the definition of writing, nature of writing in school, genres of writing, types of writing performance, micro- and macroskills of writing, purposes of writing, processes of writing, the definition of recount text, generic structure of recount text, grammatical features of recount text, the example of recount text, teacher's task in teaching writing, teaching writing recount text, method of teaching writing, method of teaching writing recount text, students writing assignment, diary, the theory of diary, the importance of diary, the benefits of diary, the purposes of diary, the types of diary, the advantages and disadvantages of diary, and conceptual framework.

A. Review of Previous Studies

A thesis by Lesna Henny Mia Kodoatie (08202244010), English Education Department, Faculty of Languages and Arts, Yogyakarta State University, 2013. Her thesis is about *Improving Students' Skills of Writing Recount Texts by Using Picture Series for The Eighth Grade Students of SMPN 1 Seyegan Yogyakarta in The Academic Year 2012/2013*. Her method of research is the action research which has four stages. They are planning, acting, observing, and reflecting. The instrument of her research are observation checklist, interview guidelines, and test. The data analysis of her research are assembling data, coding the data, comparing the data, building interpretations, and reporting the outcomes. She used qualitative and also supported by quantitative data as the data collection technique.

There are some differences between her thesis and this research. Her thesis is using picture series and this research is using diary as the media. Her method of research is the action research and this thesis is using qualitative descriptive as method of research. The data collection

technique of her thesis is using qualitative and quantitative data, this research only focuses on qualitative.

There are also some similarities between her thesis with this research. Both of them focus on writing recount text. The use of data analysis between her thesis and this research is the same.

The strength of her thesis is the use of using picture series. It is appropriate media in improving students' skills of writing recount text for the eighth grade students of SMPN 11 Sayegan Yogyakarta in the academic year of 2012/2013. The weakness of her thesis is the students need longer time to write diary because less vocabularies.

Based on *Journal of English Language Teaching*, vol. 1 No. 2 on March 2013, series c entitled *Using a shared Writing Strategy in Teaching a Recount Text to Junior High School students* was written by Vany Maulianda Fitri and Muhd. Al-Hafizh. They are the students of Padang State University. They stated that using shared writing strategy enables teachers to make the writing process concrete and visible to students. In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas to the process. By using this strategy, the students will experience the process of writing recount text because this strategy emphasizes on modeling the text. That strategy can be implemented in the classroom to teach writing a recount text to junior high school students. It can be very interesting for the students because they can compose text together on their activity. In addition, it can motivate the students to write and express their idea. They can also share their ideas with their friends in a group. Those are the strengths. The weakness of their thesis is the students not only need longer time to do it but also need more understanding from their friend's writing.

Another thesis was written by Mufrihah Huwaidah (113411007). He was the student of English Language Education Department at Walisongo State Islamic University. Her thesis is about *Improving Students' Ability in Writing Recount text by Using Contextual Teaching*

and Learning Approach at the Grade Eighth D of SMP Muhammadiyah Margasari Tegal in The Academic Year of 2015/2016. She conducted the action research as the method on her thesis, the researcher used qualitative descriptive as the method. She focused on writing skill on recount text, and it is similar to this research. The instrument of data collections of her thesis are observation, test, and documentation. In this research used observation, interview, and documentation as the instrument data collection.

There are some differences between her thesis and this research. Her thesis is using action research and this research is using qualitative descriptive as the method. For the instrument data collection, her thesis used observation, test, and documentation. This research is using observation, interview and documentation as the instrument of data collection. Her thesis using contextual teaching and learning approach and this research using students writing assignment as the media.

There is also similarity between her thesis and this research. Her thesis and this research focus on writing skills. They focus on recount text.

Between her thesis and this research found some difficulties of the students in writing recount text. The students were less vocabulary, less practice, no ideas, could not arrange sentences into paragraph. Her thesis used contextual teaching and learning approach, and this research will use diary as the media. She stated that using contextual teaching and learning approach is interesting for the students at eight grade of SMP Muhamadiyah Margasari Tegal. It can motivate them and improve their ability in writing recount text and that is the strength of her thesis. Even so, the students need longer time to understand it and that is the weakness of her thesis.

B. Theoretical Review

1. The Definition of Writing

Writing as one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. Writing is the activity or occupation of writing, for example books, stories, or articles. We can take more times to think and choose words in order to express our idea, thought, and feeling. We still can make editing or revision if it is not so clear to express what is intended to write. Writing is a progressive activity, it means that when you write something down, you have already been thinking about what you are going to say and how to say it. After you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step actions, it is a process that has several steps. Writing is a discovery process that involves discovering ideas, how to organize them, to put over to you order.

Writing is seen as the product rather than part of the process.¹ Writing can mean product of process. Writing is considered as a complex process because it goes through different stages to reach its final format (i.e., prewriting, writing, editing). Besides, it involves mental processes, thinking and rethinking to produce sentences. Tompkins stated that the writing process actually is a way of looking at writing instruction in which emphasis is on what students think and do as they write. The process includes several elements. They are planning (considering purpose, audience, and the content structure), drafting, editing (reflecting and revising), and producing final version.

¹ Leon Wolff, "Learning through Writing: Reconceptualizing the Research Supervision Process", *International Journal of Teaching and Learning in Higher Education*, Vol.22, No.3, 2010, page 231.

Writing is also defined as products (essays, formal reports, letters, etc.).²

Writing skill is a program of comprehensive writing that performed for beginning, struggling, at-risk for the writers. The students have to know and understand to essential foundation of writing skill such as strategy, technique, and opportunity. Writing skill also gives the special instruction in spelling, handwriting, and key boarding. Beside that, writing skill can build the fluency and confidence for students and provide the variety of strategy and opportunity to apply it in writing skill.

2. Nature of Writing in School

Teacher judgment has always played an important role in the assessment of writing. Teachers ask students to write on any number of topics and then assess the substantive information contained in the message, the clarity of the message conveyed, and the mechanics of the writing (spelling, capitalization, and punctuation). Teachers typically define the topics for writing, establish the criteria for evaluating the writing, and grade the writing themselves. This teacher-centered approach is not surprising given that many teachers have origins in a transmission model isolates content areas in teaching and emphasizes mastery of component skills in sequential order. One by-product of this model has been that students have learned to write in isolation from reading any other activities related to literacy. Another by-product has been that teachers have tended to over-emphasize mechanics (spelling, capitalization, and punctuation) and grammar in their evaluations at the expense of content and meaning in writing.³

² Lina Marza and Muhd. Hafizh, "Teaching Writing Recount Text to Junior High School Students by Using Facebook Peer-Comment", *Journal of English Language Teaching*, Vol.1, No.2, March 2013, page 684.

³ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment For English Language Learners Practical Approaches For Teachers*, (United States of America: Addison-Wesley, 1996), page 136.

Everyone who does not write regularly or professionally is likely to have several incorrect notions about writing and what it involves. Such misconceptions are understandable; most people have little experience with actual writing.⁴ Possibly a few reports at work or research papers for organizations constitute the slim total of isolated and fragmentary writing efforts many persons have made. It is, of course, not easy to understand a process with which we are unfamiliar.⁵

Comparatively, writing is a late development in the process of mankind's savagery to the present day. Therefore, the fact that everyone has difficulty understanding the act of writing is hardly surprising. It is said that the man discovered how to mass-produce alphabetic writing only a little over five hundred years ago. Indeed, the idea that everybody should learn to read and write has been current for only two hundred years and that idea is not universally held.⁶

It now reveals that writing is a relatively new art form, or process, or means of communication about which little is known. Nonetheless, it is all the more important that the opinion we hold about writing should be accurate and helpful. Shaw further asserts that, in general, these four commonly accepted ideas about writing—all of them incorrect—should be carefully examined and discarded.⁷

3. Genres of Writing

According to H. Douglas Brown, there are three genres of writing. They are academic writing, job-related writing, and personal writing.

⁴ Basturi Hasan, *Refining Sentence Writing Skills for Professional and Academic Purposes*, (Yogyakarta: Graha Ilmu, 2016), page 3.

⁵ Basturi Hasan, *Refining Sentence Writing Skills for Professional and Academic Purposes*, (Yogyakarta: Graha Ilmu, 2016), page 3.

⁶ Basturi Hasan, *Refining Sentence Writing Skills for Professional and Academic Purposes*, (Yogyakarta: Graha Ilmu, 2016), page 3.

⁷ Basturi Hasan, *Refining Sentence Writing Skills for Professional and Academic Purposes*, (Yogyakarta: Graha Ilmu, 2016), page 3.

In academic writing, there are papers and general reports, essays, compositions, academically focused journals, short-answer test responses, technical reports (e.g., lab reports), theses, dissertations.

In job-related writing, there are messages (e.g., phone messages), letters/emails, memos (e.g., interoffice), reports (e.g., job evaluations, project reports), schedules, labels, signs, advertisement, announcements, manuals.

The last one is personal writing. There are letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping list, reminders, financial documents (e.g., checks, tax forms, loan applications), forms, questioners, medical reports, immigration documents, diaries, personal journals, fiction (e.g., short stories, poetry).⁸

According to O'Malley and Pierce, they stated that students can use a variety of genres of writing to accomplish writing tasks. Examples of different genres are biographies, essays, stories, journal entries, letters, newspaper reports, manuals, and research papers.⁹

4. Types of Writing Performance

According to H. Douglas Brown, there are four types of writing performance. Four categories of written performance that capture the range of written production are considered here. Each category resembles the categories defined for the other three skills, but these categories, as always, reflect the uniqueness of the skill area.

The first one is imitative. It is to produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category

⁸ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Pearson Education, 2004), page 219.

⁹ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment For English Language Learners Practical Approaches For Teachers*, (United States of America: Addison-Wesley, 1996), page 138.

includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

The second types of writing performance are intensive (controlled). Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are some of importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.¹⁰

The third types of writing performance are responsive. Here, assessment tasks require learners to perform at limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading and interpretations of charts or graphs. Under specific conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

The last one is extensive. Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research

¹⁰ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Pearson Education, 2004), page 219.

project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focusing on grammatical form is limited to occasional editing or proofreading of a draft.¹¹

5. Micro- and macroskills of Writing

We turn once again to taxonomy of micro- and macroskills that will assist you in defining the ultimate criterion of an assessment procedure. The earlier microskills apply more appropriately to imitative and intensive types of writing task, while the macroskills are essential for the successful mastery responsive and extensive writing.¹²

The microskills of writing including: produce graphemes and orthographic patterns of English, produce writing at an efficient rate of speed to suit the purpose, produce an acceptable core of words and use appropriate word order patterns, use acceptable grammatical systems (e.g., tense, agreement, pluralization) patterns and rules, express a particular meaning in different grammatical forms, use cohesive devices in written discourse.

The macroskills of writing including: use the rhetorical forms and conventions of written discourse, appropriately accomplish the communicative functions of written texts according to form and purpose, convey links and connections between events, and communicate such relation as; main idea, supporting idea, new information, given information, generalization, and exemplification. Distinguish between literal and implied meanings when writing. Correctly convey culturally specific references in the context of written

¹¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practice...*, page 220.

¹² H. Douglas Brown, *Language Assessment Principles and Classroom Practice...*, page 220.

text. Develop and use a battery of writing strategies, such as accurately assessing the audiences' interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

6. Purposes of Writing

According to O'Malley and Pierce, there are three purposes of writing based on types of writing in English language learning. They are informative, expressive or narrative, and persuasive.¹³

Informative, it is represented by "informative writing". That is purpose to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

Expressive or Narrative, it is represented by "expressing writing" or "narrative writing". That is purposed to share a persona or imaginative expression. Commonly, it is composed by the writer's story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

Persuasive, it is represented by persuasive writing". That is purposed to persuade the readers to do something. It efforts to influence others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.

An important point to remember is that student writing ability may vary considerably depending on the purpose (Herman 1991). That is, students who write excellent informative essays may not write good

¹³ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners Practical Approaches for Teachers*, (United States of America: Addison-Wesley, 1996), page 138.

expressive essays. Even within a particular purpose, students' writing may vary depending on the topic or prompt, which may match conveniently with prior knowledge in some cases and less so in others. Assessment across a variety of purposes and prompts is therefore necessary to obtain generalized information about student's performance and progress in writing.¹⁴

7. Processes of Writing

In writing process, students are involved in the construction of narratives on topics in which they have a personal interest. Students share their writing with peers, who comment on the piece ask questions or offer comments and encouragement. Student-teacher conferences are also an important form of feedback to edit and revise their work. Writing process marks a shift from exclusive emphasis on the products of writing to emphasis on the process of writing and interactive learning between teachers and students with focus on meaning.

To encourage writing process, teachers can model the selection of topics or the writing process itself. Three stages of writing process are: (1) *prewriting*, or motivation, discussion, and concept development; (2) *writing*, which takes place in classroom or at home so students can rely on both teachers and other students for feedback and support; and (3) *post writing*, in which students share their writing with others, read aloud what they have written, or exchange writing with other students .

In prewriting stage, students might use graphic organizers as an aid to clarify the concept they will use in writing. During the writing process, opportunities should be provided for students to edit and revise their work, share ideas with other students on how to improve

¹⁴ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners Practical Approaches for Teachers...*, page 138.

their writing, or review the criteria against which the work will be evaluated with an eye toward improvement.

An important component of writing process instruction is conferencing, teachers meet student individually and ask questions about the processes they use in writing. The question reflects the stages of writing process and might focus on how the writer selects the topic, plans the writing, composes the written pieces, and edits or revises the product afterwards.¹⁵

8. The Definition of Recount Text

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense was used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. Recount text is important to the readers that want to know the people experience. It is also an expression of people that can be made with written form.

One kind of texts that is learned by junior high school students in recount text. Recount text is one of text types that retells past events. purpose of the text is usually to give the reader a description of event. Besides, it is most common purposes are to inform and to entertain.¹⁶

According to Arifin, recount is a piece of text that retells past events, usually in the order which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.¹⁷

In other word, recount text is one type of texts that retells some events in the past in order to inform and entertain the reader. The

¹⁵ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners Practical Approaches for Teachers*, (United States of America: Addison-Wesley, 1996), page 138-139.

¹⁶ Wikipedia, "Text Types", https://en.wikipedia.org/wiki/Text_types, accessed on September 17, 2018 at 21.12.

¹⁷ M. Arifin Rosyadi, "Teaching Material Development", <https://arifianunnes3.files.wordpress.com/2011/04/recount-text-learning-material.pdf>, accessed on September 17, 2018 at 21.17.

example of recount text is diary which used as one of students writing assignment in this research.

9. Generic Structure of Recount Text

To make an effective recount text needs standard that is used to guide the writer to make a good writing. Recount text has several significant characteristics which the writer may use. According to Hyland, there are three generic structure of recount text. They are orientation, event, and reorientation.

Orientation, provides the setting and produces participants. It provides information about ‘who’, ‘where’, and ‘when’. Introducing the participants, place and time.

Events, tells what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the events. Describing series of event that happened in the past.

Reorientation, it is optional-closure of events. Stating personal comment of the writer to the reader¹⁸

10. Grammatical Features of Recount

According to Arifin, there are five grammatical features in recount text. First is introducing personal participant for example I, my family, etc. second is using chronological connection like then, first, etc. third, is using linking verb such as was, were, saw, heard, etc. fourth is using action verb. The last is using simple past tense.¹⁹

¹⁸ M. Arifin Rosyadi, “*Teaching Material Development*”, <https://arifianunnes3.files.wordpress.com/2011/04/recount-text-learning-material.pdf>, accessed on September 17, 2018 at 21.17.

¹⁹ M. Arifin Rosyadi, “*Teaching Material Development*”, <https://arifianunnes3.files.wordpress.com/2011/04/recount-text-learning-material.pdf>, accessed on September 17, 2018 at 21.17.

11. The Example of Recount Text

MY HOLIDAY IN BALI

Orientation

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days.

Event 1

First day, we visited Sanur beach in the morning. We saw the beautiful sunrise together. It was great scenery. Then, we checked into the hotel. After preparing ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Event 2

Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jet sky, speedboat etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and birds. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

Event 3

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-shirt and souvenirs.

Re-orientation

In the evening, we had to check out from to the hotel. We went back home bringing so many memories of Bali.

12. Teacher's Task in Teaching Writing

Teachers have a number of crucial tasks to perform. This is especially true when students are doing writing activities, where they may be reluctant to express themselves to their satisfaction.

Among the task which teachers have to perform before, during and after students writing are the following:

a. Demonstrating

Teacher should bring students to be aware to perform certain written function. In this case, Harmer states students need to be aware of writing convention and genre constraints in specific types of writing.

b. Motivating and Provoking

Sometimes students feel tired with their result of writing or even to the process of writing. As the researcher has said before, to choose the best word in starting writing is not easy as we think. Furthermore, it is for students. so, the teacher's task is to motivate students with good word that can improve students in starting writing task.

c. Supporting

The closer task of teacher after motivating and provoking students in writing task is supporting. Supporting here means that teachers should be there for students, every time they need them. because students will think that their cares about them and really support them in every single step of improving their writing skill. Teacher also prepares to help students overcome the difficulties.

d. Responding

The way teachers react student writing work can be divided into two main categories, responding, and evaluating. Responding teacher reacts to the content and construction of a piece supportively and often gives suggestion but not grade their work or judge as the finishing writing. This task is done as a part of process rather than a part of an evaluation program.

e. Evaluating

In this part, teachers can score students writing working after checking all component of the writing. Teacher also can indicate where they wrote well of made a mistake.²⁰this is the main purpose of evaluating. Teacher is not only have chance to check students work and score it, but also we will be able to know students more, related to their difficulties problem in writing.

From the definition above, every steps of teacher's task in teaching writing is very important. Teacher must be implemented in the class, related to help students to become better writers.

13. Teaching Writing Recount Text

The teaching writing skill in Indonesia is started from elementary school, junior high school and senior high school. However, since the students are not accustomed to expressing their ideas through a written language especially using English they need to be taught by appropriate teaching writing techniques. Therefore, having a good understanding in teaching writing is necessary for teachers.²¹

There are some reasons why teaching writing to the students of English as a foreign language is necessary. Reinforcement, in teaching writing, the visual demonstrating of language construction is

²⁰ Anne Ruggles Gere, *Writing and Learning*, (United States of America: Macmillan Publishing Company,1988), page 39.

²¹ Ardi Tri Yudianto, " *Improving Students' Writing Abilities in Writing A Recount Text Using Journal Writing*", <http://eprints.uny.ac.id/20408/1/Ardy%20Tri%20Yunianto%2009202241037.pdf>, accessed on October 25, 2018 at 10.24.

invaluable. Language development, in teaching writing, the actual process of writing helps the students to learn more. The mental activity helps the students to construct to the proper written texts. Learning style, in teaching writing, the time to think things through to produce language in a slower way is important and invaluable. Writing as a skill, in teaching writing, the students need to know how to write a text, how to put written reports, how to reply to advertisement and so on.

In teaching writing recount text, there are four steps in teaching writing of recount text. Based on the opinion and experience of Yulianti is the genre used to teach writing skill to the students was recount genre. According to her, there are four steps in teaching recount genre.²²

First, the writer only asked the students to make the recount text based on a topic. Second, the writer gives some pictures asked the students to make the recount text based on the picture. Third, the write also give some pictures and certain vocabulary and asked the students to make the recount text based on the pictures and the vocabulary. The last, the writer gives some pictures, including a certain paragraph in bahasa Indonesia and jumbled sentences in English and asked the students to compose it into a good paragraph.

The best steps should be just in opposite order. Most of the students get some difficulties such as the use of grammatical, vocabulary, and punctuation. During the process, the writing skill of the student especially in writing the recount text is improved. It was proven by looking at the students writing in the end of the meeting.

Moreover, there are third scopes of learning English at Junior High School. First, discourse competence, the ability to understand or create oral written text which is realized within the fourth skills such as

²² Yulianti Dian Pertiwi, "Teaching Writing Recount Text", <http://eprints.ums.ac.id/25105/19/JURNAL.pdf>, accessed on October 25, 2018 at 10.30.

listening, speaking, reading, and writing in order to achieve the functional literacy level. Second, the ability to understand and create various short functional texts, monolog and essay in the form of procedure, descriptive, recount, narrative, and report. Third, supporting competence which is linguistic competence (the use of grammar, vocabulary, pronunciation, spelling and structure), socio cultural competence (the use expression in the text of communication, strategic competence (to overcome problems which arise in the process of communication) and discourse competence (using a developing means).²³

14. Method of Teaching Writing

One if teaching method used in teaching is inquiry method. In dictionary, inquiry is questioning or investigation. Inquiry is a process answer the question and solves the problems based on the knowledge and observation. In this model, students are given concrete materials and questions. In order to the students answer the questions, then they work individually or in small groups to explore, observe, and discover answer. The teacher expand upon the discoveries, in order to the students make to provide explanation of the discovery and instruction.

According to the warner and myers, there are four stages of method in teaching writing.²⁴ First is exploration, this stage imitates guided discovery. The students manipulate the materials, make discoveries, and share their findings with classmates and the teacher. The teacher provides scaffolding by observing, questioning and guiding.

²³ Ardi Tri Yudianto, “ *Improving Students’ Writing Abilities in Writing A Recount Text Using Journal Writing*”, <http://eprints.uny.ac.id/20408/1/Ardy%20Tri%20Yudianto%2009202241037.pdf>, accessed on October 25, 2018 at 10.24.

²⁴ Anna J. Warner and Brian E. Myers, “*Implementing Inquiry-Based Teaching Methods*”, <http://edis.ifas.ufl.edu/pdf/WC/WC07600.pdf>, accessed on October 25, 2018 at 10.44.

Exploration provides concrete experience from which student learning and knowledge can build.

Second is explanation. In this stage teachers invite their students to share their discoveries and explanations. Based on the descriptions provided by the students, teachers introduce relevant concepts, principles, and theories. Teacher should encourage students to make connections to their experiences to describe and explain the phenomenon and answer the initial question.

Third is elaboration. Elaboration allows students to create connections between new concepts, principles, theories, and real world experiences by applying them to a new situation. The application of this new knowledge provides an opportunity for students to move beyond memorization to deeper understanding of what they have learned. Small group and classroom discussions continue to play a vital role in the learning process by allowing students to share and defend their understanding and explanation.

Fourth is evaluation. It provides teachers an opportunity to assess students knowledge and provide feedback on performance. Informal assessments and feedback may be provided throughout the inquiry learning process to reassure, encourage, or direct students. Formal assessments, such as tests or projects, provide the teacher with the feedback and allow them to determine how much the students have learned from the activity. Students should also be encourage to utilize self-assessment throughout the learning process.²⁵

Based on the explanation above, the writer concludes that inquiry focuses on the four phases of exploration, explanation, elaboration and evaluation.

²⁵ Anna J. Warner and Brian E. Myers, “*Implementing Inquiry-Based Teaching Methods*”, <http://edis.ifas.ufl.edu/pdf/WC/WC07600.pdf>, accessed on October 25, 2018 at 10.44.

15. Method of Teaching Writing Recount Text

Based on the opinion, writing in our first language is relatively difficult, while writing in the foreign language is far more difficult. Amy and Steve in winter explain that evidence of the effectiveness of each strategy or technique was compiled from research studies that met several criteria.²⁶

First, a recommendation was not made unless there was a minimum of four studies that showed the effectiveness of a writing intervention.

Second, in each study reviewed the performance of another group of students was compared to the performance of another group of students receiving a different writing intervention or no at all. This permitted conclusions that each intervention listed below resulted in better writing teaching in the classroom.

Third, each study was reviewed to ensure it met standards for research quality and that study result were reliable (reducing the chance that error in assessment contributes to the result).

Fourth, studies were only included if students overall writing quality was assessed post intervention. This criterion was used to identify strategies that had a board impact on writing performance, as opposed to those with a more limited impact on a specific aspect of writing such as spelling or vocabulary.²⁷

Based on the explanation above, the writer concludes that these criteria are potentially useful, and encourage the teacher to use a combination of strategies.

²⁶ Amy Gillespie and Steve Graham, “*The Evidence of The Effectiveness of Writing Strategy and Technique*”, <http://education.jhu.edu/PD/newhorizons/Better/articles/Winter2011.html>, accessed on October 25, 2018 at 11.10.

²⁷ Amy Gillespie and Steve Graham, “*The Evidence of The Effectiveness of Writing Strategy and Technique*”, <http://education.jhu.edu/PD/newhorizons/Better/articles/Winter2011.html>, accessed on October 25, 2018 at 11.10.

16. Students Writing Assignment

A writing prompt defines the task for student writing assignments. The prompt consists of the question or statement students will address in their writing and the conditions under which they will write. The task should specify the amount of time students will have to complete the writing, the resources they will have available (such as a dictionary). If they can plan, write, and revise, and if they will be using paper and pen or pencil, a type writer, or a computer. The teachers are encourage to ensure that writing assignment reflects the content of classroom instruction and to provide ample time for students to complete the writing task. Teachers who use process writing provide students with an opportunity to edit and revise as part of any writing assessment in order for the task to be authentic with regard to classroom instruction.²⁸ An assignment in which students have opportunity to edit and revise is probably a good idea with English language learning students even if the teachers are not using process of writing. With the younger students, the prompt could ask students to write about a shared experience in the classroom or on a field trip.

Should the teacher provide students with a single prompt or should each student have an opportunity to select the topic on which they prefer to write? Common sense would suggest that students perform better when they have the opportunity to select the prompt from a variety of topics. When various topics are presented, students should find one that interests them the most, on which they can write a coherent passage.²⁹

²⁸ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners Practical Approaches for Teachers*, (United States of America: Addison-Wesley, 1996), page 140.

²⁹ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners Practical Approaches for Teachers*, (United States of America: Addison-Wesley, 1996), page 140.

Assignment makes students more understanding about the material that the teacher taught deeply. They can have the time to practice and improve their ability in writing.

According to Niu, there are 4 categories kinds of writing assignment. First is journal writing. When students write in journals, they are not writing to perform, instead they are writing to think on paper about new ideas they are encountering. Journals provide a great opportunity for students to learn by writing, and they encourage students to be reflective. Journals should not be graded expect on the basis of having been done with sufficient care.³⁰

Second is creative writing. Creative invites students to be imaginative and entertain the reader. Although this writing may seem most appropriate for creative writing classes, it can be used in a variety of ways in other courses as well. For instance, in philosophy, students might assume the persona of one philosopher writing to another in a different era in response to having read something. Although the resulting text is literally a letter, it calls on students' powers of imagination and on their knowledge of philosophies of both the hypothetical writer and reader.

Third is academic writing. Almost all writing done in school falls into the category of academic writing which is writing that asks students to assume the role of themselves as students writing to the instructor as the examiner. The direction of formation flow is reserved from typical communication situations in which the writer is instructing the reader. As a result, writers of academic prose are displaying their knowledge; they are being scrutinized by someone who knows more. Typically, academic writing will be a response to an essay exam question, a critical essay, a lab report, or a research (term)

³⁰ Niu, "What Kinds of Writing Assignments?", <https://www.niu.edu/wac/archives/files/assknd.html>, accessed on October 27, 2018 at 09.45.

paper. Students try to display their mastery of subject matter and of the conventions of writing within a discipline.

Fourth is pseudo or real professional writing. Professional writing is writing the genres and in the situation that professionals in the field write in. professional writing assignments are most appropriate in finishing courses, such as senior-level design courses. In order to make these assignments effective, the teacher needs to study the kinds of writing the new professional is likely to encounter on the job and then to set up situations that ask students to try on the persona of a professional. Often assignments can be given in the form of a memo from a supervisor to an employee.³¹

According to Brown, the personal writing includes letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping list, reminders, financial documents (e.g., checks, tax forms, loan applications), forms, questioners, medical reports, immigration documents, diaries, personal journals, fiction (e.g., short stories, poetry).³²

Many people write without any specific requirement that they do so. They write because they are moves to express an idea, to capture an important moment, to convince someone about an issue. The students have probably done some voluntary writing of their own over the years. Commonly, however, people also write in response to an assignment. Assignments take a variety of forms and can be given by teacher in school or an employer at work. Wherever and however they appear, assignments are inescapable obligations to write. They require to start writing and because they usually contain a deadline to stop writing as well.³³

³¹ Niu, "What Kinds of Writing Assignments?", <https://www.niu.edu/wac/archives/files/assknd.html>, accessed on October 27, 2018 at 09.45.

³² H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Pearson Education, 2004), page 219.

³³ Anne Ruggles Gere, *Writing and Learning*, (United States of America: Macmillan Publishing Company, 1988), page 39.

From the statements above we can conclude that diary is one of the forms of students writing assignment which the teacher can use to improve the students ability in writing skill.

17. Diary

The literature on diary studies shows that they can be used for up to sixteen different purposes, which can be categorized into three main groups: pedagogical purposes, course evaluation and basic research. In the first group, diaries can be used as effective channels of communication between teachers or trainee teachers and learners discussing their language learning process or lessons given by the teachers/trainee teachers. This type of diary is written by learners, teachers as learners of a language, or interactively by both teachers/trainee teachers and learners. The general aim of diary-keeping in this context is to help learners to be aware of how they learn. Reflection by teachers can make them reflect on their language learning process or teaching methods/experiences, establish links between theory and practice in the learning and teaching of second languages, and make changes in their teaching methods. Finally, the interactive diaries written by both trainee teachers and learners benefit both parties: providing the trainee teacher with valuable feedback on their teaching that can help them plan effective classes, and giving learners the opportunity to reflect on their learning process.³⁴

A diary is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, and/or thoughts or feelings, including comments on current events outside the writer's direct experience. Someone who keeps a diary is known as a diarist. Diaries undertaken for institutional purposes play a role in many aspects of human civilization, including

³⁴ Jyi-Yeon Yi, "The Use of Diaries as A Qualitative Research Method to Investigate teachers' Perception and Use of Rating Schemes", Pan-pacific Association of Applied Linguistics, Vol.12, No.1, 2008, page 1-2.

government records, business ledgers and military records. In British English, the word may also denote a preprinted journal format.

By extension the term diary is also used to mean a printed publication of a written diary; and may also refer to other terms of journal including electronic formats (e.g. blogs).³⁵

According to Merriam Webster dictionary, diary is a record of events, transactions, or observations kept daily or at frequent intervals.³⁶ We can conclude that diary is a daily record of personal activities, reflections, or feeling.

From the statements above we can conclude that diary is something happened in our life which we write in book. We can express our feeling in diary. We can freely write everything without scared to write ungrammatically. Diary can helps students to develop their ideas and then write their ideas into diary.

18. Theory of Diary

Lejeune argues the diary allows for change and growth. This forms the foundation of Lejeune's attraction to diary writing as he notes, "it is a realm of freedom, whose practitioners can decide for themselves how to behave, and then change the rules as they please". Diarist can, after all, start and stop keeping their journals and they can write whatever they please. They can keep their diaries completely private, share them with friends, aspire to publish, or share them with the world on the Internet. For Lejeune, the only constraint on the diary writer is time: if writers do not date their entries, he argues, they are not keeping diaries. In this way Lejuene recognizes the flow of time that the diarist confronts and the change linked to it. Ultimately, Lejeune argues the open nature of the diary "protects us from the idea at the end, it gives

³⁵ Wikipedia, "*diary*", <https://en.wikipedia.org/wiki/Diary>, accessed on April 20, 2018 at 14.50.

³⁶ Merriam Webster, "*Diary*", <https://www.merriam-webster.com/dictionary/diary>, accessed on April 20, 2018 at 15.35.

us the courage, day after day, to live out the rest of our lives”. For in the end, he continues “you will die, but your diary will not”.

Lejuene has made his own diary practices the subject of his investigation, partly because he believes diaries cannot be treated like literary texts. For one thing, diaries are not written for readers other than, sometimes, the diarist herself, and so they contain much language which is not designed for other readers. Diaries are not literary documents, even though they can have aesthetic merit and are documents of life process rather than finished narratives about a life. As such diaries are only a part of what a life means.

The essential goal of a diarist is to process time. Diaries are meant to capture ordinary actions and place as an ordinary life experiences them. A diary, for many, can be the only record of their life.³⁷

19. The Importance of Diary

According to Abhijith, maintaining a diary has been found as one of the most powerful tool that can be used to change the way students feel about their selves. It helps them overcome their stress, anxiety and allow them to have a peaceful mind. Owning a personal diary within the students possession is an excellent indicator that the students value their life too much and cherish the moments of their everyday life.³⁸

Of course, the students can write about anything. It can be about their day-to-day events, their random thoughts that just cross their mind, or even something that are so passionate about. What really matters is the consistency with which the students approach it.

Write everyday without any hesitation, don't looking at grammatical errors or worry about the literary style of writing and just

³⁷ Diane Kettle, “Talking to Myself: Diary As A Record of Life Process”, *International Journal of Humanities and Social Science*, Vol.2, No.7, April 2012, page 34.

³⁸ Abhijith Padmakumar, “The Importance of Keeping A Diary”, <https://authorabhijith.com/2017/09/10/the-importance-of-writing-a-diary/>, accessed on October 25, 2018 at 15.30 .

write something. The students are writing because they want to share their experiences, there are things that the students can't say out loud, but they want it to be desperately out.

Just be confidence and always trying to keep writing a diary no matter what. Don't worry to make errors in writing a diary. Increase the vocabulary and learn about how to write well, it can improve the students' ability in writing recount text.

20. The Benefits of Diary

Professor James Pennebaker, from the University of Texas in Austin, has carried out numerous experiments in the health benefits of writing expressively and has shown that regular writing can bolster the immune system, help recover from traumatic events more successfully an ease stress and depression. In his research, people who had survived traumatic events who wrote their experiences for twenty minutes per day, three to four times a week, visited the doctor half as much as those who didn't write. The journal writers demonstrated a more vigorous antibody response to bacteria and viruses and produced less cortisol, a stress hormone.³⁹

Everyone has different reasons why they journal. There are many benefits of keeping a journal, but journaling is especially helpful when used as an outlet to create, experiment and manage various parts of life. It gives a place to practice writing techniques, flesh out ideas, as well as just keeping a record of times you never want to forget or thing the students to remember.

According to Penzu, there are eighth reasons why the students should be starting a journal today.⁴⁰ First, improve the writing skills. If

³⁹ Realbuzz.com, "*The Health Benefits of Keeping A Diary*", <https://www.realbuzz.com/articles-interests/health/article/the-health-benefits-of-keeping-a-diary/>, accessed on October 25, 2018 at 19.35.

⁴⁰ Penzu, "*Top 8 Benefits of Keeping A Journal or A Diary*", <https://penzu.com/journaling-benefits>, accessed on October 25, 2018 at 20. 10.

the students have ever wanted to practice or improve their writing, the best thing to do is write. They don't have to have the perfect topic or a specific theme, they just need to start getting their ideas on paper. The more they work through them, the more those ideas will flourish into something more complete.

Second, inspire creativity. Everyone is creative, if the students don't think about it, then maybe they haven't tried. Their journal is a place to write down anything that comes to mind. The crazier idea, the better. Let the imagination wander to the farthest parts of the mind and record the farthest parts of your mind and record the journey. The more you practice experimenting with possibilities and opportunities, the more inspiration will find. Keeping a diary is a great way to help your creativity flourish.

Third, brainstorm ideas more effectively. The benefits of journal writing are that the students are able to keep all of their ideas in one place, no matter how all over the place they may be. Feel free to jot down whatever pops into the head and let the mind wander. Later on, they can come back to these ideas and look for connections and conclusions that may promote even more new and awesome ideas.

Fourth, stay organized. Diaries help keep the students thoughts organized and comprehensible. The students can record daily musings, feelings about a certain experience or the opinions they had about a specific event. Penzu allows them to tag and archive their entries, so whatever they have written can be found in an instant. They can become memory banks of whatever they wish or reminders of anything they want.

By creating diaries that are specific to certain topics, the students can organize and archive their thoughts even more. Journal can take the students back to that year they spent backpacking, the students can remind of business they wanted to start or guide to a happier state of mind. Whatever the students decide to write about, writing in a diary

helps them sift through the clutter in their mind by organizing thoughts into notes, lists, memories, stories and more.

Fifth, reduce stress. Writing down the students feelings act as a release can be very cleansing. If they are able to put their anxieties, frustrations and pains on paper, then they are less likely to harbor them inside, which creates stress. Expressing their selves in a diary is a positive way to free tension them may be internalizing.

Sixth, allow the students to self-reflect. Responsibilities and expectations start to consume us. Journaling is a way to take a step back from all of that and reflect on their selves. The students may begin to see patterns in their behavior, or in the behavior of others. The benefits of diary writing are able to look back at pages they have written and think about how they have changed, discover things they want to change or decide on things they need to change.⁴¹

Seventh, achieve the goals. It is known that the students are more likely to achieve their goals if they write down. By keeping a diary, the students not only can write down a list of combinations and aspirations, they can expand on them. The students can monitor their progress and continue to motivate their selves by documenting new developments and achievements.⁴²

Eighth, improve memory. By writing down ideas and thoughts the students have had throughout the day, their brain is more likely to store that information. If the students learn something new, a diary is a place to store the details, but as they recover those facts and write down, the students' brain will make stronger connections with that information and they will have an easier time recalling it.⁴³

⁴¹ Penzu, "*Top 8 Benefits of Keeping A Journal or A Diary*", <https://penzu.com/journaling-benefits>, accessed on October 25, 2018 at 20. 10.

⁴² Penzu, "*Top 8 Benefits of Keeping A Journal or A Diary*", <https://penzu.com/journaling-benefits>, accessed on October 25, 2018 at 20. 10.

⁴³ Penzu, "*Top 8 Benefits of Keeping A Journal or A Diary*", <https://penzu.com/journaling-benefits>, accessed on October 25, 2018 at 20. 10.

Writing is not as clichéd as we have seen in the movies and all. Maintaining a journal or a diary has many benefits, especially for students. According to Jagran, there are six benefits of writing a diary.⁴⁴

First, evoking mindfulness. Maintain a journal has many benefits for all writing down the students' thoughts put them in a whole different state of thought. After a long frustrating and hectic day. The students are like a bubbling cauldron of emotions just ready to spill over. The students start venting out that frustration in their diary, a sense of calm and peace washes over them. the students feel much more relaxes as id a heavy burden has been lifted off their shoulder. Their mind is ridden free of the state of past frustrations and anxieties of the unknown future. The students become focused on the “here and now”.

The students feel more in control of their emotions and that's very necessary especially when they are away from the comfort of familiar things and making their way through a new phase of life. It can help the students cope with the changes and focus better on important things.

Second, achieving goals. Maintaining a journal is not just about writing down the events of the day. There are many different kinds of journal entries the students can take, like jotting won their dreams and ambitions. It may sure sound like a stupid thing to do but consider constructing a building without having a blueprint of it first. Both are exactly the same without the blueprint they are bound to make mistakes and would have to rework things over and over. Similarly the case with writing down the goals. When the students write things down, their brains tends to remember them as important things. The

⁴⁴ Jagran, “7 Wonderful Benefits of Writing Diary for Students”, <https://www.jagranjosh.com/articles/7-wonderful-benefits-of-writing-diary-for-students-1508485598-1>, accessed on October 25, 2018 at 21.05.

more they write about it and the more detailed they make it. the better are their odds of remaining focused on achieving it.

Third, emotional intelligence. Emotional intelligence is the ability to perceive and manage the students emotions, as well as tat of the others around them. maintaining a journal helps the students to manage their emotions better. It gives them an outlet to let out both the students negative and positive emotions. When the students experience an excessive influx of either of them, the students feel the need of sharing their thoughts with someone. Someone trustworthy, someone who won't let their secret out, what better than sharing them with best friend, diary.

Writing the emotions down helps the students in making a well-informed self-analysis their emotional state. By enough practicing, the students can even understand the emotional state of others allowing them to connect with people at a much deeper level and make friends for life.⁴⁵

Fourth, improve communication skills. When it is comes to communicating, writing is as essential a skill as speaking. So, it can very well say that speaking has a great connection with writing. Imagine, having to speak something on the spot well unless the students are some really great born orator. The students sure would to take a moment to think about the things. Now instead of just thinking over and over in their mind how about, they jot dot some important pointers. It sure comes in handy. Writing helps the students have a clear mind, free of cluttered thoughts. The students are able to think clearly and focus better. Thus, helping the students engage in a more useful conversation.

Fifth, healing. For most of the people who maintain a journal, it's a way of healing themselves of coping with things. There are times when

⁴⁵ Jagran, "7 Wonderful Benefits of Writing Diary for Students", <https://www.jagranjosh.com/articles/7-wonderful-benefits-of-writing-diary-for-students-1508485598-1>, accessed on October 25, 2018 at 21.05.

the students experience or feel something that they can't share with anybody, not their mom, best friends or just about anyone they are close to. There is a great urge to tell it to someone. Hence, the students talk to their only friend who is an expert at keeping secret, the diary.

Sixth, spark the creativity. As mentioned before a person can maintain many different kinds of journal as their need and requirements. Some maintain a dream journal, some log in everyday event, some use it for creative writing like poem, stories, song or the students just maintain a simple idea journal, a book where they maintain a list of all the weird and crazy ideas that pop into their mind. Jotting down the ideas in a place the students can go through whenever they want. Some ideas may not be of any use at that time but who knows they might come in handy sometime later on.⁴⁶

Moreover, when the students consciously focus on creative thoughts your mind opens up to variety of ideas the students never thought they had in it. At times the students come across the best of their ideas when they are hardly thinking about everything. This is because the student's mind is always on the outlook for creative ideas and wherever it sees the slightest possibility of it. It points out to the students irrespective of whether they are driving a car or just enjoying a warm shower.

Maintaining a journal or a diary this is a great thing. It's friend that the students can trust completely and not to mention that many benefits it holds for the student as mentioned above. Whether or not the students are experiencing some kind of emotional surge, journaling can help students in many ways.⁴⁷

⁴⁶ Jagran, "7 Wonderful Benefits of Writing Diary for Students", <https://www.jagranjosh.com/articles/7-wonderful-benefits-of-writing-diary-for-students-1508485598-1>, accessed on October 25, 2018 at 21.05.

⁴⁷ Jagran, "7 Wonderful Benefits of Writing Diary for Students", <https://www.jagranjosh.com/articles/7-wonderful-benefits-of-writing-diary-for-students-1508485598-1>, accessed on October 25, 2018 at 21.05.

So, based on all of the statement above we can conclude that writing a diary have some benefits to the students. By writing diary, the students can relax the situation. Writing can be very therapeutic and it's a great way to relieve stress. If there are any things may be worried about or weighing on mind, getting down on paper is a wonderful way to get these things off chest and off mind.

Keeping a diary is a great way of problem solving. Maybe the students having a trouble with their friends or they are not sure how to move forwards with something. By writing down the grievances, problems and questions, it will be able to read through and think more clearly. With a diary, the students don't have to keep everything bottled up inside. They can express how they are feelings and work through their thoughts and problems with their own words.

According to Penzu, there are eight benefits of writing a diary. They are improving writing skills, inspire creativity, brainstorm ideas more effectively, stay organized, reduce stress, allow to self reflect, achieve the goals and improving memory. According to Jagran, there are six benefits of writing a diary. They are evoking mindfulness, achieving goals, emotional intelligence, improve communication skills, healing and spark the creativity.

21. The Purposes of Diary

Today the term is generally employed for personal diaries, normally intended to remain private or to have a limited circulation amongst friends or relatives. The word "journal" may be sometimes used for "diary", but generally a diary has (or intends to have) daily entries, whereas journal-writing can be less frequent.⁴⁸

Writing a diary is not only have benefits but also have purposes. According to Anne Frank, she has purposes to keep writing a diary.

⁴⁸ Wikipedia, "*Diary*", <https://en.wikipedia.org/wiki/Diary>, accessed on October 25, 2018 at 22.38.

Anne kept her diary because it would be a memory of her life in the war which Anne knew would be really important for the world. It was the only memory of person who had lived through the Second World War. So, it became very important later on. Anne also kept her diary to express her thoughts. Often, there are certain things which one cannot share with others. Anne wrote these thoughts down to herself. If we express our thoughts to our self, through a diary or something, it helps to get rid of depression and sadness. Her diary was also her constant companion in the Secret Annexe. Through her diary, she expressed her feelings about the war, described her life in hiding and all about her love and hatred towards people.⁴⁹

According to Quora, there are some purposes of writing a diary. People write in diaries for many reasons, most of them are probably personal. First, the most common purpose might be as reminders of significant moments in life. Most journal writers include their private reactions to these whether they mean to or not

Second, description of selected places, experiences, etc. the students may choose to write just about their trips, holidays or daily activity. As a place more to record their thoughts or feelings as opposed to the events that triggered them.

Third, a diary is to express feelings and thoughts through writing. Write the emotions that keep bothering and that will lessen the burden to keep. The students also write in a diary to remember happy moments that they want to reminisce someday.

⁴⁹ Academia, “*What Was Anne’s Purposes for Writing Her Diary*”, https://www.academia.edu/9716580/What_was_Annes_purpose_for_writing_her_diary#, accessed on October 25, 2018 at 23.45.

Fourth, to develop ideas, inspiration that pop up may prove important in countless ways. So, the students can develop their ideas and inspiration to write their diary.⁵⁰

There are some purposes of writing diary. Writing diary is to keep a record of one's thoughts and feelings about a subject or a person, to keep a record of one's life to reflect back upon in later years to ward off the feeling of having never truly lived, to remember funny events and precious childhood moments, to reduce stress and increase feelings of gratitude thus a promoting a sense of calm and serenity, to serves as a memory resource for later recall, to record ideas, projects, items, inspirations and invention, to leave a legacy of one's life and wisdom to family and etc, to teach future generation, to provide one's perspective on current events for future historians to study, to practice and refine a writing skill and for the fun of it.⁵¹

According to Pears, diaries serve many purposes and some are unique to the individual, but he thinks the main ones are as follow. First is a person in the future will want to know what happened in the past. Second, there is too much going on in my brain. Third, it is practical and the last is reflection.⁵²

The statements above are explained about the purposes of writing diary according to Quora, Anne and Pears which is important to know by the students. if the students feel so lazy to write diary, they should pay attention to the purposes of writing diary. By knowing the purposes of writing a diary, students can cultivate the willingness of the students to write a diary.

⁵⁰ Academia, "*What Was Anne's Purposes for Writing Her Diary*", https://www.academia.edu/9716580/What_was_Annes_purpose_for_writing_her_diary#, accessed on October 25, 2018 at 23.45.

⁵¹ Academia, "*What Was Anne's Purposes for Writing Her Diary*", https://www.academia.edu/9716580/What_was_Annes_purpose_for_writing_her_diary#, accessed on October 25, 2018 at 23.45.

⁵² Christian Pears, "*The Purpose of Writing A Diary*", <https://christianpears.wordpress.com/2015/03/26/619/>, accessed on October 26, 2018 at 03.27.

22. The Types of Diary

A journal is a space where the students can write freely, whether they are tracking their food intake or remarking on their own feelings. People use journals for a variety of purposes, but a journal is always a private space where they can be honest with their selves. It can also serve as a useful stress reliever.⁵³

According to Penzu, there are some types of journals or diaries. They are academic diary, food diary, health diary, school diary, secret diary, wedding diary, work diary, travel diary, bible diary and five year diary.

For those wondering what an academic diary is, understand that these journals are designed to help students such as those attending a university record everything from thesis ideas and calculus formulas to test dates and paper requirements.

Academic journals can be reflective and it can use the space to write about the feelings and thoughts on a particular topic that the students are studying. Academic diaries are also useful for managing time, keeping track of homework, and creating test study guides. So, by maintaining an academic diary, it will never again forget about a reading assignment for history class or a worksheet for finance class. It will be better able to keep a homework schedule and thus won't procrastinate until the last minute. Having to pull an all-nighter is never fun, isn't it? get an academic diary and it will be motivated to finish that work earlier.

A diary can also help with recording ideas for certain classes. For instance, imagine that the students have to write an essay on a famous poet. While eating lunch, an idea for writing pops into their head. If the

⁵³ Penzu, "Types of Journals", <https://penzu.com/journal-types>, accessed on October 26, 2018 at 03.45.

students have their academic diary with them, that idea can be written down and it won't slip away.⁵⁴

A food diary is a record of foods that we eat on a meal by meal daily or weekly basis. We can include nutritional or other dietary information, organize and track foods by food group, and so on. This lets us monitor what, when, and how often we eat as well as where our nutrition needs lie. There are four benefits of keeping a food journal. First, it keeps us accountable for our calorie consumption. Second, it helps us zero-in on our nutritional needs. Third, it helps us identify our eating habits and correct them if necessary. Fourth, it works well together with other types of health diaries.⁵⁵ So, food diary is to control what we consume every day.

A health journal is not just a list of medical readings and calorie counts. It is a way to record feelings, goals, activities, surrounding events and results for any particular area of health. Like any diary, it is private so the diarist can be honest about thoughts and the feelings. We can record personal physical information, motivational quotes, what others say about our reaction and behaviors related to health. It feels so good to be completely honest with ourselves.⁵⁶

School diaries are nothing new, although back then, school diaries lacked creativity and were basically notebooks with blank covers. They also attracted snoop little brother and sisters to open them and take a peek. At this point students are probably saying “ew” and “wow” and they are right to do so. How boring right?

Luckily, the students are living in a more technologically advanced time, and paper is well kind of phasing out. Everything is done on tablets, smart phones and laptops. Think about it.

⁵⁴ Penzu, “*Academic Diaries*”, <https://penzu.com/academic-diary>, accessed on October 26, 2018 at 05.25.

⁵⁵ Penzu, “*Food Diary Guide: Get Started with Tips, Ideas and Examples*”, <https://penzu.com/food-diary>, accessed on October 26, 2018 at 05.30.

⁵⁶ Penzu, “*Health Diary*”, <https://penzu.com/health-diary>, accessed on October 26, 05.45.

When was the last time you looked at your computer or smart device today? Chances are you're looking at one right now to read this, and if you are, that's a good thing. If not, you're reading our thoughts and that's kind of cool! Anyway, back to diaries. If you're new to the school diary world, you may want to know how they look or what you can put in them.⁵⁷

A standard template for a school diary post will usually date of entry, term or semester number, a place for school name, post title or topic, plenty of writing space, and tasks to take care of in the future.

Everybody has certain things they don't wish to share with other. That's why a secret diary is so important to many people. It gives a safe place to go where we can write about anything for romances to future dreams. Since secret journals are intensely intimate. It is important that privacy is protected. Keeping a diary in a physical notebook does not offer the security need, as it can be lost, stolen, or damage. Fortunately the digital age has made having such a diary much easier, though as journal can be protected with passwords, security questions, and more.⁵⁸

If you're like most brides, you are equal parts excited and overwhelmed at the thought of organizing a wedding. There are so many moving parts involved in your big day that it's easy to lose sleep. The good news? There is a way to organize your wedding, all while tracking your excitement as the date approaches.⁵⁹

A wedding planning diary is a private way to make organized lists, track progress, and take notes about the milestones along the journey. One day, it can look at its online wedding journal and relieve the excitement of planning wedding day. A wedding diary planner is an efficient, secure way to plan the biggest party that will ever throw.⁶⁰

Work is something none of us can escape. We can only hope that we love the work that we do. Whether you work normal hours or

⁵⁷ Penzu, "School Diaries", <https://penzu.com/school-diary>, accessed on October 26, 2018 at 07.25.

⁵⁸ Penzu, "Secret Diary", <https://penzu.com/secret-diary>, accessed on October 26, 2018 at 07.30.

⁵⁹ Penzu, "Wedding Diary", <https://penzu.com/wedding-diary>, accessed on October 26, 2018 at 07.40.

⁶⁰ Penzu, "Wedding Diary", <https://penzu.com/wedding-diary>, accessed on October 26, 2018 at 08.10.

conventional ones, you spend a very large portion of your time pursuing a career, so why not write about it? just as you have a personal diary where you record private thoughts and feelings, you can also have a work diary where you can record similar, work-related ideas and opinions.⁶¹

A work diary is a journal where we can reflect on our professional life by writing about our experiences in a private and secure place. It is where we can write new ideas, complaints, praises, goals and more. A daily work diary is a great tool for outlining a career, setting milestones and achieving goals.⁶²

All types of diaries can be really useful and valuable. A work experience journal is a great way to keep what we've learned, experienced and skills organized. By writing down day to day tasks, successes and failures, it will begin to compose a strong snapshot of what its have accomplished and new skill that have gained

Along with documenting the efforts, keeping a daily work journal gives a place to solve problems and brainstorm new ideas. By writing things down, we are able to process things differently than we would by just working things out in our head. This allows us to be able to come up with conclusions we may not have necessarily met if everything wasn't laid out in front of you. Since work diaries are private, we can feel free to jot down anything we desire and lets our creativity run free because the words are for no one else's eyes. It becomes a personal account of a part of our life that is usually kept public.⁶³

Travelling has the potential to wildly fulfilling. It exposes to new cultures, different perspectives and unique experiences. The further we travel the more we are pushed out of our comfort zone an the more we

⁶¹ Penzu, "Free Work Diary Software by Penzu", <https://penzu.com/work-diary>, accessed on October 26, 2018 at 08.20.

⁶² Penzu, "Free Work Diary Software by Penzu", <https://penzu.com/work-diary>, accessed on October 26, 2018 at 08.20.

⁶³ Penzu, "Free Work Diary Software by Penzu", <https://penzu.com/work-diary>, accessed on October 26, 2018 at 08.20.

are pushed out of our comfort zone, the more we learn about ourselves and the world around you.

One of the most popular types of journals is a travel journal. By having a travel diary, it can keep all these new experiences and knowledge in one place where can reflect on them.⁶⁴

Travel journals are a place where the students can write about the trips they have taken, what they learned during and the experiences they had. It is a collection of adventures, stories, memories and discovery. It doesn't matter where they're going or who they're travelling with, an online trip journal can come anywhere.⁶⁵

There are many benefits of keeping a journal when travelling, but here are a few to start with: remember more, by writing down the things that want to do on trip and the things that have done during it, it won't forget the reasons that wanted to go and will remember more. Learn more, when travelling somewhere new, it will learn a lot about that place's culture, customs and people, by having a place to write down observations, it will absorb more of surroundings. Reflect more, a journal is a place to record new things that have discovered while exploring various places which visit. By having all these new findings in one place, it will be able to look back and reflect on what that learned and apply to other parts of life.⁶⁶

Throughout our lives, we sometimes encounter situations that are difficult to overcome and often what we should do in those situations isn't immediately apparent. There are many sources of advice that people turn during these trying times, and one of them is the bible. Those who choose to do so may consider writing a bible journal. As you study the passages of the bible and relate their

⁶⁴ Penzu, "Travel Journal: Ideas, Tips, and How To Write A Travel Diary", <https://penzu.com/travel-journal-guide>, accessed on October 26, 2018 at 08.38.

⁶⁵ Penzu, "Travel Journal: Ideas, Tips, and How To Write A Travel Diary", <https://penzu.com/travel-journal-guide>, accessed on October 26, 2018 at 08.38.

⁶⁶ Penzu, "Travel Journal: Ideas, Tips, and How To Write A Travel Diary", <https://penzu.com/travel-journal-guide>, accessed on October 26, 2018 at 08.38.

messages to what you're going through in life, you just might find the inspiration you need to get through the toughest of days.⁶⁷

A bible journal is a hybrid where the students keep both notes on their study of the bible and a record of things that happen in their everyday life. Over time, as we analyze and study the bible, we can apply what we have learned to our life experiences, which may make it easier to overcome difficult situations.⁶⁸

A bible diary is a type of reflective journal where its use to study of bible as a guide to make sense of why certain things that encounter in life happen the way that someone do. Doing so many prompts to change actions or perspectives.⁶⁹

There are three big benefits to get motivated and writing. First, it improves focus, memory, analytical skills when studying the bible. One of the big parts of bible study is simply reading a passage from bible and then getting on with the daily activities, instead of stopping to reflect on what that passage actually means. To act of writing in a bible journal slows down the reading speed, and allows focusing on particular bible passages. This helps to be better remember them and more effectively contemplate their meanings. It also helps hone the focus, memory, and analytical skills in general. Second, it helps to connect the faith in everyday life. Keeping a journal of daily experiences alongside notes on study of bible can help more easily relate the lessons of the scriptures to what should do in life. Making a habit of this can help prepare to be better for the rough patches in life. Third, it streamlines the prayers. Prayers are a reflection of what we want, and who we want to be in life, so getting the most out of them requires actually knowing what we want at any given point in our life. That's where a bible journal can come in handy. As we relate the

⁶⁷ Penzu, "Bible Journal Guide: Tips, Prompts, Ideas, and Examples", <https://penzu.com/bible-journal>, accessed on October 26, 2018 at 09.10

⁶⁸ Penzu, "Bible Journal Guide: Tips, Prompts, Ideas, and Examples", <https://penzu.com/bible-journal>, accessed on October 26, 2018 at 09.10

⁶⁹ Penzu, "Bible Journal Guide: Tips, Prompts, Ideas, and Examples", <https://penzu.com/bible-journal>, accessed on October 26, 2018 at 09.10

passages of the bible to our life experiences, we can more clearly articulate what we need and what we are already thankful for, in our prayers. That's why it's helpful to keep a bible journal alongside a prayer journal and vice versa.⁷⁰

Much more than a simple list of what we do every day, a journal can help us remember the people and events that matter to us. Whether it's a reflective journal, a work diary or a health diary, diaries are extremely useful to help us understand who we are, where we are going and how to get there.⁷¹

There are three good benefits of 5-year journal that will help us. First, capture the things that matter to us. A good journal captures both the important images of our life now and the things that we want later in our journey. Second, keep a running photographic record of ourselves and the people we care about. Third, understand about the goals. This is important to know about the goals that we should write 5-year journal. Start by using some of these 5-year journal writing ideas are:⁷²

1. What do you really need to become a happier person and make life easier?
2. What good habits would you like to start?
3. How can you improve your financial security in the next five years?
4. Which new, fun activities would you love to do at least once?
5. Would you like to start or prepare for a family? Do you want to spend more time with your extended family?
6. What is the most important priority in your life now, and would you like that to change?

⁷⁰ Penzu, "Bible Journal Guide: Tips, Prompts, Ideas, and Examples", <https://penzu.com/bible-journal>, accessed on October 26, 2018 at 09.10

⁷¹ Penzu, "5-Year Journals and Diaries", <https://penzu.com/five-year-journal>, accessed on October 26, 2018 at 09.30.

⁷² Penzu, "Bible Journal Guide: Tips, Prompts, Ideas, and Examples", <https://penzu.com/bible-journal>, accessed on October 26, 2018 at 09.10

7. How can you improve your health?
8. Is there any new skill you've always wanted to learn?
9. Would you like to move somewhere else in the next five years?
10. Can you break these goals down into focusing on one paper per year for the next five years?⁷³

Have an honest “Q and A” session with ourselves so that we can deeply inspire ourselves with a five-year diary. It's important to choose goals that we feel passionate about, because we will need a lot of enthusiasm to stay focused on making our goals a reality.⁷⁴

From the statements above, according to Penzu, there are ten types of diary. They are academic diary, food diary, health diary, school diary, secret diary, wedding diary, work diary, travel diary, bible diary and five year diary. The students of SMPN 11 Semarang at the eight grade B was choose to write about travel diary. They stated that write about travel, trips, or experience to go somewhere is more interesting.

23. The Advantages and Disadvantages of Diary

Write about diaries are not only have some advantages but also have some disadvantages. In here, we will discuss about the advantages and disadvantages of writing a diary.

According to Quora, there are some advantages of writing a diary. Based on Mustafa, there are ten advantages of writing a diary. First, the students will communicate with clarity. Unlike talking, when the students write, they looking for more sophisticated words and expressions to describe what they have in mind. This help them build a

⁷³ Penzu, “5-Year Journals and Diaries”, <https://penzu.com/five-year-journal>, accessed on October 26, 2018 at 09.30.

⁷⁴ Penzu, “5-Year Journals and Diaries”, <https://penzu.com/five-year-journal>, accessed on October 26, 2018 at 09.30.

structure that will allow them to express their selves better and communicate complex ideas in a much more effective way.⁷⁵

Second, the students will eliminate stress. By capturing everything that comes to mind, in order to eliminate the stress that causes having many things hitting the head, writing and developing ideas produces an amplified effect since not only take them out of mind but also the whole process of rationalization that otherwise would abstractly stay in there.

Third, the students will be more productive. Writing activities the neurons in their brains and gets it ready to overcome the rest of the tasks (the students can use it as a kind of warm up the beginning of the day). In addition, writing down the tasks with the appropriate words, prepares the students to carry them out properly. Finally, it's demonstrated that setting the goals in writing to increase significantly the possibilities of achieving them.

Fourth, the students will learn more. Writing in their own words the information that they receive help for assimilating and consolidating knowledge that otherwise they would forget soon.

Fifth, the students will gain awareness of their reality. If the students write down what they have in mind each day, what they expect to achieve and how they feel according to this, the students' won't need a psychologist to explain them who they are. The students will realize their selves.⁷⁶

Sixth, the students will make better decisions. When writing, the students clear up their thoughts and obviously a clearer thinking allow them to make better choices.

⁷⁵ Quora, "*What Are The Advantages and Disadvantages of Writing A diary?*", <https://www.quora.com/What-are-the-advantages-and-disadvantages-of-writing-a-diary-1>, accessed on October 26, 2018 at 13.10.

⁷⁶ Quora, "*What Are The Advantages and Disadvantages of Writing A diary?*", <https://www.quora.com/What-are-the-advantages-and-disadvantages-of-writing-a-diary-1>, accessed on October 26, 2018 at 13.10.

Seventh, the students will be happier. It's an immediate consequence of the two previous points. There is no need to write a public blog, a sort of personal journal is perfectly valid.

Eighth, the students will live more focused. If they constantly write about their thoughts they will never get out of sight what they want to achieve which their dreams are.

Ninth, the students will overcome tough moments faster. There is some research that suggests that those who write about what is happening overcome tough moments quicker than those who don't.

Tenth, the students will have a lot of written memories. If they write each day, they will have a historical record of their thoughts, probably something much more interesting than a simple photo album, and who knows, maybe the students end up publishing a book.⁷⁷

If the students look at it as a "task" (say, the students write it forcibly), then it may sometimes be a pain to write it regularly. Someday, maybe they just aren't in the frame of mind to write it, yet for some reason they are forced to write.

By writing everything about their life in a diary, be sure that isn't accessible by others without the permission. If somebody does happen to find it and read it all, they may not really like the consequences. A diary by itself doesn't judge us, but anyone who reads it is most likely to judge us at least to an extent. So, do not write stuff that we don't want others to read or make sure our diary is safe at all times.⁷⁸

So, keeping a diary has both good and bad sides. It can be helpful but it is also a little bit risky. All depends on an individual choice,

⁷⁷ Quora, "What Are The Advantages and Disadvantages of Writing A diary?", <https://www.quora.com/What-are-the-advantages-and-disadvantages-of-writing-a-diary-1>, accessed on October 26, 2018 at 13.10.

⁷⁸ Quora, "What Are The Advantages and Disadvantages of Writing A diary?", <https://www.quora.com/What-are-the-advantages-and-disadvantages-of-writing-a-diary-1>, accessed on October 26, 2018 at 13.10.

whether they want to save their memories in writing or if it is enough for them to keep it in mind.⁷⁹

C. Conceptual Framework

The students' ability in writing recount text in SMPN 11 Semarang is still low. The researcher finds some problems on the students at the eighth grade of SMPN 11 Semarang in writing skill. They have some difficulties when they want to write. They do not know how to write in the form of recount text because the students not only lack of vocabularies, but also lack of practice and ideas. Beside that, the teacher only focuses on the product of writing process. As a result, they could not produce a coherent and an understandable text.

As stated above, media are the important things in the process of teaching and learning. Media can help the learners who have the lack of experiences to be able to connect the learners out of the environment and can improve their motivation. Diary is one of media which can help the students to learn English especially in writing skills.

With those reasons, the researcher thinks that diary is the best medium to help the students write recount text because it has many benefits in teaching and learning process. First, diary can help the students to retell their experiences in a good sequence. Second, diary can stimulate the students' ideas and develop it in chronological order. Third, by using diary, students are engaged in the writing process. Diary based on their experience can also improve the students' writing skills such as vocabularies and language use.

⁷⁹ Natalia, "*Advantages and Disadvantages of Writing A Diary/A Blog*", <https://www.ang.pl/forum/pomoc-jezykowa-sprawdzenie/249299>, accessed on October 26, 2018 at 13.30.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents about time and place of research, method of research, focus of the research, technique of data collecting, technique of data analyzing, and research procedure.

A. Time and Place of Research

The research took place at SMPN 11 Semarang that is located on Karangrejo Tengah, Karangrejo, Gajahmungkur, Semarang, Central Java 50234. This research conducted on 23rd May 2018 until 23rd June 2018.

B. Method of Research

Qualitative research methods are defined as social science research methods that collect and analyze data in the form of words (oral and written) and the actions of humans and researchers do not attempt to calculate or quantify the qualitative data that have been obtained and thus do not analyze the numbers.¹

Qualitative data is data in the form of sentence, word or picture.²

In this research, the researcher used descriptive qualitative. The subject of this research is the students of the eighth B grade of SMPN 11 Semarang in the academic year of 2017/2018. The researcher described all of the steps of research. Starting from observation until writing down the result of interview.

C. Focus of Research

The researcher designed the research at eighth grade of SMPN 11 Semarang in the academic year of 2017/2018 and all of the students at eighth B grade as focus of the research.

¹Afrizal, *Metode Penelitian Kualitatif: Sebuah Upaya Mendukung Penggunaan Penelitian Kualitatif Dalam Berbagai Disiplin Ilmu*, (Jakarta: PT. RajaGrafindo Persada, 2016), page 13.

²Sugiyono, *Statiska Untuk Penelitian*, (Bandung: CV. Alfabeta, 2016), page 23.

D. Technique of Data Collecting

Research instruments are the tools required or used to collect the data.³ The researcher applied observation, interview and documentation as the technique in collecting data.

To collect data from information sources (informants), the researcher or interviewer as the main instrument of research requires aid instruments. There are two kinds of aid instruments for researchers or interviewers that are commonly used:

1. Observation is the method of collecting data by observing an object that is examined either directly or indirectly to obtain data that must be collected in the study. Direct observation in this study is useful to find out the existence of objects, situations, contexts and meanings in research data collection efforts. Observation is the systematic observation and recording of symptoms that appear on the object of study. So, observation is a way to collect data with the visual observation and recording of phenomena were investigated. Observation based on experience directly. Direct experience is a good tool to test the truth, if the data obtained are less convincing. The researcher usually will ask the subject, but because he/she wanted to gain confidence in the validity of the data path taken is observing itself which means an immediate events.

The researcher conducted the observation at SMPN 11 Semarang. First, the condition of students at the eighth grade of SMPN 11 Semarang and the teacher who teaches in that class. Second, the researcher observed in the class which the teacher taught the students about teaching writing recount text by using diary as one of the form of students writing assignments. Third, the students' response about teaching writing recount text by using diary as one of the form of students writing assignments. Fourth, investigating about the supporting and inhibiting factors in teaching writing recount text by using diary as one of the form of students

³Afrizal, *Metode Penelitian Kualitatif: Sebuah Upaya Mendukung Penggunaan Penelitian Kualitatif Dalam Berbagai Disiplin Ilmu...*, page 134.

writing assignments. The last, the appropriate of the use diary as one of the form of students writing assignment in teaching writing recount text.

2. In-depth interview guides or guidelines. This is a short article that contains a list of information that will need to be collected. This list can also be completed with questions to be asked to extract information from informants. Commonly common questions that require long answers, not yes or no answers. Spradley calls these questions descriptive and structural questions. Descriptive questions usually begin with a question word, who, when and how, while structural questions usually begin with the word Ask why or why. Interview is a means of collecting data by asking a number of questions orally to the informant to be answered orally as well.

3. Documentation is a record of past events. Document can be in the form of writing, pictures, or monumental works from someone. Documents in the form of writing such as diaries, life history, stories, biographies, regulations, policies. Document in the form of images for example, photos, live images, sketches, and so on. Document is also means a technique of data collection by gathering and analyzing documents, whether written documents and pictures. It is done to obtain the written data, such as note, transcript, newspaper, magazine, etc. the researcher used this method to obtain a document which is related to this research and also to support the collecting data.

E. Technique of Data Analysis

The definition of data analysis in qualitative research formulated by Miles and Huberman. According to them, qualitative data analysis is reducing data, presenting data and drawing conclusions. Reducing the data they interpret as important data selection activities and not important from the data that has been collected. Presentation of their data is interpreted as the presentation of organized information. The conclusion of their data

interpreted as interpretation or interpretation of the data that has been presented.

According to the outline, Miles and Huberman share data analysis in qualitative research into three stages, namely data codification, data presentation, and conclusion/verification. The data codification stage is the data coding stage. What they mean by coding the data is giving a name or naming of research findings. The results of the first phase of the activity is the acquisition of themes or classification of the research results. The themes or classifications that have been experienced by the researchers. The data presentation stage is an advanced stage of analysis where the researcher presents the research findings in the form of categories or groupings. Miles and Huberman recommend using a matrix with a diagram to present the results of the study, which is a research finding.⁴

The stage of conclusion or verification is an advanced stage where at this stage the researchers draw conclusions from the findings of the data. This is the researchers' interpretation of the findings of an interview or a document. After the conclusion is taken, then the researcher checked again the correctness of interpretation by checking the coding process and presenting the data to make sure no mistakes have been done. After three stages this is done, the researcher already has research findings based on an analysis of data that has been carried out on an interview or a document results.

F. RESEARCH PROCEDURE

Before doing some stages in this research, first of all the researcher conducted the observation at eighth B grade of SMPN 11 Semarang to find out about the atmosphere in the class, how the way teacher teaches the students, the students' difficulties, motivations and so on. The researcher conducted the observation when the teacher taught writing to his students and observed their writing. After that, the researcher applied an interview to the teacher about teaching writing recount text by using diary and also

⁴ Afrizal, *Metode Penelitian Kualitatif: Sebuah Upaya Mendukung Penggunaan Penelitian Kualitatif Dalam Berbagai Disiplin Ilmu*, (Jakarta: PT. RajaGrafindo Persada, 2016), page 135-180.

to the students about writing recount text. The researcher also applied recording when interview with them to support the data collection have. The researcher took some documentations when conducted the research as an authentic evidence.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the researcher presents about the overview of SMPN 11 Semarang which there are the history and geographical location of SMPN 11 Semarang, research findings which there are the implementation, supporting and inhibiting factors of teaching writing of recount text using writing assignment, and analysis data about both of them.

A. Research Finding

1. The Implementation of Teaching Writing of Recount Text Using Writing Assignments

The main purpose of teaching writing of recount text using writing assignment at the eight grade of SMPN 11 Semarang in the academic year of 2017/2018 is to explain about the implementation of teaching writing recount text in the classroom.

From the observation, the researcher did not only get information from an English teacher and the students at the eighth grade B, but also from the headmaster as supervisor. The researcher observed about how the way the teacher to teach writing recount text by using diary as one of the form of writing assignments, students' response, students' writing recount text using diary as one of the form of writing assignments, supporting and inhibiting factors and the appropriateness the use of diary as one of the form of writing assignments in teaching writing of recount text.

According to interview with an English teacher in the eighth grade B of SMPN 11 Semarang, he says:

Before writing recount text, students are invited to write diaries about their personal experiences such as vacation. When they have made the diary, we introduce the recount text. Then students are invited to change diaries about personal experiences such as their vacation in the form of correct recount text.

In teaching writing of recount text using diary as one of writing assignments, the teacher finds out some difficulties on the students in learning process. Students are not only lack of vocabularies, but also lack of ideas and practices. The teacher not only has to make the students understand about the material, but also make the students be able to write diary in the form of recount text easily. The teacher should make the teaching writing of recount text using diary as one of the form of writing assignments interesting for the students. So, the students can understand about the material well.

All of the students know about diary, but some of them are not always write diary. This is the things that make them difficult to write diary in English. They are lack of practices. At the first time, some of the students do not know about what the recount text is and how to write it well. So, the teacher uses diary as one of the form of writing assignments to make the students practice writing more.

After the students get the treatment to always write their diary such as vacation, holiday, and their personal experiences, the students understand about writing diary.

Then, the teacher runs to explain about teaching writing recount text using diary as one of the form of writing assignments. The table below is showed about observation of the students' writing recount text using diary as one of the form of writing assignments.

Table 4.1 The result of the observation was the courage of students in their ability to write recount text in the eighth grade of SMPN 11 Semarang

No	Name	Enthusi astic	Motiv ation	Interest	Curio sity
1	Marselino B. E	B	A	B	A
2	M. Maldini	A	A	A	A
3	Ismail Jevon	A	A	A	A
4	M. Akbar	A	A	A	A
5	M. Ramadhan	A	A	B	A
6	M. Surya	A	A	A	A

7	Micha Nabila	A	A	A	A
8	Farizki Bagus	A	B	A	B
9	Anastasia	A	B	B	B
10	Salma A. S	B	A	A	B
11	Mevira Ika	A	A	B	A
12	Linova M	A	A	A	A
13	Dimas H	A	A	A	A
14	Ardi P	A	A	A	B
15	Amelia R	A	A	A	A
16	Amaliza S	A	A	A	A
17	Bagas Endra	A	A	A	A
18	Ardhana R	A	A	A	A
19	Ardhena	A	A	A	A
20	R. jvirgiawan	A	A	A	A
21	Wahyu A	A	A	A	A
22	Qolbin A	A	A	A	A
23	Aziz Muslim	A	A	A	A
24	Narayandya	A	A	A	A
25	Nurul Imam	A	A	A	A
26	Krismahayana	A	A	A	A
27	Najwa A	A	A	A	A
28	Radita H	A	A	A	A
29	Andi L	A	A	A	A
30	Reyna M	A	A	A	A
31	Dzira	A	A	A	A
32	Thalia I	A	B	A	A
33	Imelsa	A	A	A	A
34	Wahyu Yusuf	B	B	B	A
35	Fikri A	A	A	A	A
36	M. Ulin Nuha	A	A	A	B
37	M. Sholeh	A	A	A	A
38	Brigita N	A	A	A	A
39	Ayu Pratiwi	A	A	A	A
40	Aliffia C	A	A	A	A
Total Number		3536	3402	3042	3407
Mean		88.4	85.05	85.05	85.17

Criteria :

A : Very Good 86-100

B : Good 76-85

C : Enough 66-75

D : Less 55-65

According to the table above, the table shows that the students' very enthusiastic in teaching writing of recount text using diary as one of the form of writing assignments. Their motivation, interest and curiosity in teaching writing of recount text using diary as one of the form of writing assignments are also good.

Based on the method of teaching writing a recount text using a diary as one of the form of writing assignments, the researcher gets results that show result above the average. As for the results of the data including:

Table 4.2 The Result of Teaching Writing of Recount Text Using Diary as One of the Form of Writing Assignments

No	Name	Exercise			Average
		1	2	3	
1	Marselino B. E	70	82	85	79
2	M. Maldini	85	85	89	86.3
3	Ismail Jevon	82	85	87	84.6
4	M. Akbar	80	87	88	85
5	M. Ramadhan	90	92	95	92.3
6	M. Surya	83	84	85	84
7	Micha Nabila	87	87	90	88
8	Farizki Bagus	78	80	89	82.3
9	Anastasia	89	90	95	91.3
10	Salma A. S	85	87	90	87.3
11	Mevira Ika	90	90	94	90
12	Linova M	90	92	94	92
13	Dimas H	90	90	92	90.6
14	Ardi P	70	70	75	71.5

15	Amelia R	80	83	85	82.3
16	Amaliza S	86	87	90	87.6
17	Bagas Endra	88	89	90	89
18	Ardhana R	90	92	94	92
19	Ardhena	90	92	95	92.3
20	R. jvirgiawan	90	93	95	92.6
21	Wahyu A	90	90	92	90.6
22	Qolbin A	70	72	75	72.3
23	Aziz Muslim	86	85	87	86
24	Narayandya	85	87	88	86.6
25	Nurul Imam	85	80	89	84.6
26	Krismahayana	79	80	85	84.6
27	Najwa A	87	80	90	85.6
28	Radita H	78	80	85	81
29	Andi L	76	80	85	80.3
30	Reyna M	85	85	89	86.3
31	Dzira	87	88	90	88
32	Thalia I	88	88	89	88.3
33	Imelsa	88	85	90	87.6
34	Wahyu Yusuf	90	89	92	90.3
35	Fikri A	80	85	87	84
36	M. Ulin Nuha	79	80	85	81.3
37	M. Sholeh	90	87	92	89.6
38	Brigita N	90	92	95	92.3

39	Ayu Pratiwi	87	88	90	88.3
40	Aliffia C	87	89	90	88.6
Total Number		3464	3512	3544	3551. 1
Mean		84.4	85.6	86.4	86.6

The table above showed that writing recount text using diary as one of the form of writing assignments from the students is eighty six point six percent. It shows that writing recount to students using diary as one of the form of writing assignments is in very good criteria. This can be seen from the increase in scores in each writing exercise. The students do need to practice continuously to hone their writing skills. So, they can write easily.

2. The Supporting and Inhibiting Factors in Teaching Writing of Recount Text Using Writing Assignments

In this study, the researcher not only tried to observe about the use of writing diary to teach writing recount text, but also the supporting and inhibiting factors from toward the teaching writing of Diary as one of the form of writing assignments. In collecting the data, the researcher distributed interview with the headmaster, an English teacher and the students at the eighth grade B of SMPN 11 Semarang there were some information that the researcher gets from them.

The first supporting factor is the use of the diary itself as one form of writing tasks. The students not only know what is diary, but also some of them who often write diaries. The thing that makes students interested is that they have to write a diary in English and that is something new for them.

Second, the students are not only interested in writing diaries in English, but also interested in the explanation from the teacher explaining about the material. In teaching writing text recounts using diary, the teacher presents the material using media such as power points, pictures and examples taken from vacation activities in general. It also makes students more interested in the material and makes students more able to accept the material easily.

Beside the supporting factors described above, there are also factors that inhibit in teaching writing of recount text using diary as a form of writing assignments. The first is students' lack of vocabularies in English. This certainly greatly inhibits students from writing diary in English. So, students need to add vocabulary to their memory and it is able to write in English easily.

The second is that students' lack of ideas. This is because students are not sharpening their minds, so when they are told to write in English, they have difficulties. They do not know what they should write.

The third is that students lack training. this is what students need to pay attention to if they want to be able to write in English easily. Accustomed to writing, students become easier in writing in English.

So in each learning process there must be supporting and inhibiting factors. This is what must be considered how to react so that the teaching and learning process becomes smooth, interesting and easy to understand.

B. Data Analysis

1. Analysis of The Implementation of Teaching Writing of Recount Text Using Writing Assignments

Writing is one of four language skills is considered as a difficult skill because the writer should make some aspects in writing such as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. Writing is also considered as a complex process because it goes through different stages to reach its final format (i.e., prewriting, writing, editing). It is not something easy and also not really difficult, but it needs a process of habituation writing.

The implementation of teaching writing recount text by using diary as one of the form of writing assignment at the eighth grade of SMPN 11 Semarang in the academic year of 2017/2018 is discussed in this chapter. The teacher explained that before write recount text, the students are persuaded to write diary of their personal experiences such as vacation. When they have written their diary, the teacher

introduced recount text, and then students are persuaded to change their diary in the form of recount text well.

So, first of all, the teacher starts the class by reciting al fatihah together. After that, the teacher checked the attendant list of student. The teacher showed some example of personal experience of someone. The teacher asked students that they ever went to somewhere or wrote everything that they felt. Some students answered yes, and some of them are rarely or never to wrote everything that they felt.

Then, all of the students were persuaded to make or write their own personal experience such as vacation. The teacher gave their instruction to make a diary as one of the form of students writing assignment. Then, after they have written it, the teacher asked students is there any difficulties or no. Then, the teacher introduced what is recount text and shows the generic structure and language features of recount text. The teacher also gave some examples of recount text like My Holiday at Bali, Unforgettable Moment in Muria Mountain, etc. Then, the students are persuaded to change their diary about their daily activity into recount text. After the students received that treatment, the teacher instructed them to make recount text by using diary as one of writing assignment based on their own personal experience.

After the students did it, they collected it to the teacher. The teacher corrected their writing assignment and gives it back to the students. So, the students knew where their faults in writing recount text. The teacher carried out for about four meetings. At the first time, the students can not make it well, they have written in using present tense, they were lack of vocabularies, ideas and practices. But, after they tried to practice write everything which happens in their life, they can make recount text easily.

According to the teacher, the use of diary as one of the students writing assignment in teaching writing recount text is appropriate enough. He says, "It could be said that appropriate enough, but for the application, the students have to understand the concept of present tense and past tense first". So, the use diary as one of writing assignment is an effective way in writing recount text, but all of the students should understand the basic tense in writing recount text.

In the last meeting, the teacher evaluated the students writing of recount text using writing assignment. The students' development in writing recount text by using diary as one of the form of writing assignment, they can arrange recount text easily, they are very helped. It due to the students are trained to write diary as one of the form of students writing recount text everyday. Even though they cannot write it at the first time. Keep practicing is the key if the students want to write easily.

By using diary as one of the students writing assignment in teaching writing recount text is developing the students writing ability. In order to write diary every day, the students can improve their writing skills. The more they practice to write diary, their writing skills are better.

There is a supporting factor, the students which have become accustomed to write diary is more interested to do the teachers' instruction. If the students rare or never write diary, it becomes inhibiting factor.

In teaching writing recount text by using diary as one of students writing assignment, the teacher hopes that the students indirectly mastering and implementing two tenses, present and past tense. So, they can really mastering in writing recount text.

All of the students know about diary as one of the form of students writing assignment. Each of them knows what diary is. They stated what is diary based on their mind. Some of them state that diary is a

note which we ever performed every day, story about what we performed today, a note which we write about unforgettable moment, a note or story about what we felt and happened today. Some of them also state that diary is story which we write about personal experience, something happened in the past time and something important in life.

Just a few of them who always write diary, some of them are rare and never write diary. That is what makes them difficult to write recount text. They are very lack of practices. Some of them says that they write diary third in a week, twice in a month, only once in a year or even they just write diary if they want to write it. It's hard to make them write recount text. So, the teacher gave instruction that the students should write diary everyday. It's hard for the first time, but if we habituate to practice write diary, we can arrange recount text easily.

Some students get difficulty when they write diary in English. It was because of not only they lack of vocabulary, practice, idea but also they are not accustomed to write in English. So, how is the way they solve that problems? Each of them has a different way to solve it. There are the ways how they solve it. Almost the students open dictionary, using Alfablink, read a lot about the example of how is the way write diary or write in a form of recount text, study hard, and keep practicing. Most of them are using Google translate to change their diary in English. But, they have to check their result after translated it from Google translate, is it right or no. Because the result of Google translate sometimes is not right.

The students stated that the use of diary is helping them in writing recount text. Most of them stated that is right, because when they write diary, it is same with the form of recount text. They more write diary, so they can write recount text easily.

There are some hopes of the students in writing recount text by using diary as one of students writing assignment. They hope that they

can improve their writing skills, vocabulary, express their ideas, write recount text easily, and mastering that material well.

The researcher not only gets some general information from the headmaster about the English teacher who teach in eight grade B but also the students in the eighth grade B.

The conditions of students of eighth grade B at SMPN 11 Semarang are quite easy to condition, competitive, and quite high curiosity among the 8A-H class. While the English teacher who teaches 8B class is quite assertive, competent, and uses the media in every teaching and learning activity.

The performance of English teacher who teaches in eighth grade B at SMPN 11 Semarang is very good. The teacher is very competent, not only uses the media for teaching and learning activities but also motivates students and make students confidence to be able to master every material.

The supporting factors are students interested in the media used during teaching and learning activities and something new because they write diaries using English. While, the inhibiting factor is that students not only lack of vocabularies in English but also lack of ideas and practices. Based on the teaching and learning activities, the use of diary as one of the students writing assignment is appropriate enough in writing recount text.

The students are very enthusiastic in teaching and learning recount text using diary as one of the students writing assignment. They can express their ideas and improve their writing skills in English

The headmaster hopes the students can improve their writing skills, express their ideas and increase vocabularies in English, so they are easy to write in English.

2. Analysis of The Supporting and Inhibiting Factors in Teaching Writing of Recount Text Using Writing Assignments

A factor is an element that influences something, like many factors that contribute to global warming. Two factor means to consider something relevant when making a decision or conclusion such as factoring the weather and traffic when figuring out how long the drive will be.

The supporting factors are things that influence something to develop, advance, add and become more than before. The inhibiting factors are things that have little effect or even stop things from becoming more than before.

The successful of a learning process is inseparable from supporting and inhibiting factors. It has become something very natural, when a learning activity must have supporting and inhibiting factors that come from students and other circumstances such as learning moods, classroom atmosphere, etc. this is a challenge for teachers to deliver the material well. The students' understanding about the material taught with the background of students' abilities which different is certainly not an easy things. For students whose understanding is above average it will be very easy to receive and understand the material very well, but it will be different with students who have less ability, they need special attention and treatment so that they can also understand the material well. Generally, this is one of the things that lie behind the supporting and inhibiting factors in learning process. In teaching writing of recount text using diary as one of the form of students writing assignment in the eighth grade B at SMPN 11 Semarang also have several supporting and inhibiting factors.

There are some supporting factors in teaching writing of recount text using diary as one of the form of students writing assignment in the eighth grade B at SMPN 11 Semarang. According to the students, the use of diary is interesting. They are familiar with it, so that is not

something strange for them. They think that writing in diary can express what they feel. By always writing a diary, it can improve their ability in writing skills. This is a good step for them because they continue to practice, honed their writing skills, so they become accustomed and easy to write. They also realized that writing using a diary would make it easier for bands to write in recount text. They know that writing diary is the same as writing in recount text. Recount text retells about what happened in the past and of course this is the same as writing diary. The use of diary as one of the form of students writing assignment helps students to write recount text easily.

Beside that, the students are interested to the teacher's instruction in teaching writing of recount text by using diary as one of the form of writing assignments. The teacher explains about the material clearly, he uses media and gives some examples of recount text. It was made students easier to receive and understand about the material.

In addition to the supporting factors which described above, there are also inhibiting factors in teaching writing of recount text using diary as one of the form of students writing assignment. This inhibiting factor is a cause which will disrupt a process of teaching and learning activities. It can be caused by internal and external factors. The internal factor usually comes from students and the external factor comes from the classroom environment itself. So, there are several inhibiting factors that influence writing of recount text teaching and learning activities in the eighth grade B at SMPN 11 Semarang.

The inhibiting factors in teaching writing of recount text using diary as one of students writing assignment are the students should write diary in English. Of course, that is not really easy for students who have limit vocabulary. This certainly makes it difficult for students to write diaries in English. They have to add to their memorization, of course. Like it or not, the students have to memorize

vocabulary and keep practicing writing in English. so, students will get used to and easy to write in English.

This is certainly not an easy thing to write in English, especially for students who use English as a second language. Besides mastering the lack of vocabulary, the students also admitted that they had difficulty finding ideas to write. Then, the use of this diary really helps students get ideas to write. With diary, students can write down what they have experienced and what they feel. It is indeed not easy at the beginning of writing, but if they keep on trying and continuing to be trained, students will be able to get used to it.

The students are not only lack of vocabularies and ideas, but also lack of practices of writing. This is certainly a concern, writing must be accustomed. The students really have to practice writing other than to make it easier for them. It can also improve their writing skills especially in writing recount text.

So, the statements above is about the inhibiting factors in teaching writing of recount text in the eighth grade B of SMPN 11 Semarang. The students needs more time to learn and practice.

CHAPTER V

CONCLUSION AND SUGGESTION

The previous chapters have already discussed the implementation of teaching writing of recount text as one of the form of writing assignments, the supporting and inhibiting factors about it and analyzed the findings of the research. This chapter serving as the conclusion of the whole research, then it will cover summaries of the major findings and pedagogical suggestions for teacher and students in teaching writing of recount text as one of the form of writing assignments in SMPN 11 Semarang.

A. Conclusion

Based on the result of the study which is discussed in chapter IV and to answer the question of the research in teaching writing of recount text as one of the form of writing assignments in SMPN 11 Semarang, the findings from primary data were summarized as follow:

1. The implementation of teaching writing of recount text used diary as one of the form of writing assignments in the eighth grade of SMPN 11 Semarang which as the task to the students about writing recount text. So, the students in accordance with the standardization of the core competence and basic competence which have been set by the teacher. The teacher explained diary before writing recount text, the students were persuaded to write diary of their personal experiences such as vacation. When they have written their diary, the teacher introduced recount text, and then students were persuaded to change their diary in the form of recount text well.
2. There are some supporting factors in teaching writing of recount text using diary as one of the form of writing assignments in the eighth grade B at SMPN 11 Semarang.

According to the students, the use of diary is interesting. They are familiar with it, so that is not something strange for them. They think that writing in diary can express what they feel and also the students are interested to the teacher's instruction in teaching writing of recount text by using diary as one of the form of writing assignments. There are also some inhibiting factors in teaching writing of recount text using diary as one of the form of writing assignments in the eighth grade B at SMPN 11 Semarang. The students are not only lack of vocabularies but also lack of ideas and practices.

B. Suggestion

The teacher should give more examples and practices for students to write diary. If the students have become accustomed to write diary, it makes the students arrange recount text easily.

The students should improve their vocabulary by looking for in dictionary and then remember it, after that they apply it into their practice on writing. They have to write everyday if they want to write well. The more practice, so they can write easily.

Never giving up in studying everything. Study hard will make us stronger and more understanding about what we learnt. Keep practicing to improve our skills.

C. Closing

There is no word I can say except *Alhamdulillah robbil aalamin*. The writer admits that there are many mistakes in this thesis, therefore, constructive suggestions and advices are really hoped for better creation. Finally, the writer hopes may this thesis can be useful for many people.

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Appendix 1

Documentation

1. Geographical location of SMPN 11 Semarang
2. Vision and mission of SMPN 11 Semarang
3. The condition of teacher and students at the eighth B grade of SMPN 11 Semarang

Appendix 2

Observation Guideline

1. How the way the teacher teach using diary as one of forms of writing assignments in teaching writing of recount text at SMPN 11 Semarang
2. Students' response in teaching writing of recount text using diary as one of forms of writing assignments at SMPN 11 Semarang
3. To identify the supporting and inhabiting factors in teaching writing of recount text using diary as one of forms of writing assignments at SMPN 11 Semarang
4. The suitability of using diary as one of forms of writing assignments in teaching writing of recount text at SMPN 11 Semarang

Appendix 3

Interview Guideline

Interview Dengan Kepala Sekolah SMPN 11 Semarang

1. Bagaimanakah keadaan siswa dan guru bahasa Inggris kelas 8 B di SMPN 11 Semarang?
2. Bagaimanakah kinerja guru bahasa Inggris kelas 8 B di SMPN 11 Semarang?
3. Apakah faktor pendukung dan penghambat dalam pembelajaran bahasa Inggris di SMPN 11 Semarang ini?
4. Apakah penggunaan diary sebagai metode pada pembelajaran tersebut sesuai dengan materi menulis recount text?
5. Bagaimanakah antusias dan perkembangan siswa dengan digunakannya diary sebagai media dalam pembelajaran menulis recount text?
6. Apakah harapan untuk para siswa dengan digunakannya digunakannya diary sebagai media dalam pembelajaran menulis recount text?

Interview Dengan Guru Bahasa Inggris Kelas 8 B di SMPN 11 Semarang

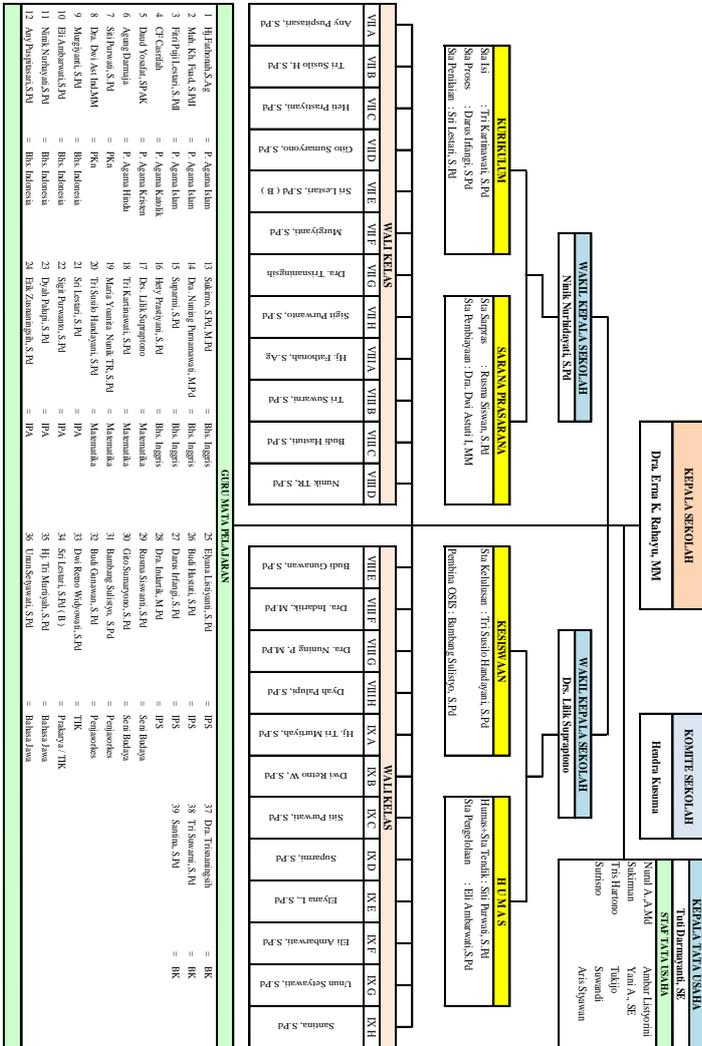
1. Bagaimanakah proses penggunaan / implementasi metode diary dalam pengajaran menulis recount text ?
2. Dengan digunakannya metode tersebut, bagaimanakah perkembangan siswa dalam menulis recount text?
3. Menurut bapak, apakah penggunaan diary sebagai metode itu sesuai dalam pengajaran menulis recount text? Mengapa demikian?
4. Adakah peningkatan pada siswa dalam pembelajaran menulis recount text setelah menggunakan diary sebagai salah satu bentuk tugas menulis untuk siswa?
5. Apakah ada faktor pendukung dan penghambat dalam pengajaran menulis recount text menggunakan diary? Apa saja?
6. Apa harapan bapak untuk para siswa dalam pembelajaran menulis recount text dengan menggunakan diary?

Interview Dengan Siswa Kelas 8 B di SMPN 11 Semarang

1. Apakah yang anda ketahui tentang diary?
2. Apakah anda pernah menulis diary?
3. Seberapa sering anda menulis diary?
4. Apakah anda mengalami kesulitan menulis diary dalam bahasa Inggris?
5. Apakah yang menjadi penyebab kesulitan dalam menulis diary dalam bahasa Inggris?
6. Bagaimana upaya anda dalam menanggulangi kesulitan tersebut?
7. Apakah penggunaan diary pada pembelajaran tersebut memudahkan anda dalam menulis recount text?
8. Apa harapan anda dalam pembelajaran menulis recount text dengan menggunakan diary?

Appendix 4

The Organization Structure of SMPN 11 Semarang



Appendix 5

The Overview of SMPN 11 Semarang

1. The History of SMPN 11 Semarang

SMP Negeri 11 Semarang established since 1976 which is a transition from ST Negeri 4 (School of Engineering) located on Dr. Cipto 93 Semarang based on SK Mendikbud RI No. 0278 / U / 1976 dated 19 November 1976 became SMP 11 T (Transition) and based on the decision of Education Minister no. 030 / U / 1979 dated, 17 February 1979 was classified from SMP 11 T (Transition) to SMP Negeri 11 Semarang. The current condition is very limited both educators, education personnel, infrastructure, and environment. From year to year SMP Negeri 11 Semarang began to develop and develop to accelerate in order to be synchronized with the national standard schools (SSN).

SMP Negeri 11 Semarang is one of junior high school located in District Gajahmungkur with an area of ± 6.959 m² with a land area of approximately 3,631.2 m². The location of a strategic school close to several school dormitories is in great demand by prospective students. At the time of Acceptance Learners (PPD) Year 2016/2017 the number of applicants reached 465 prospective students with a capacity of only 287 students.

Head of School after Integration with others: Mr. Soedibyo, HS, successively Mr. BY Suparno, Mr. Soedibyo HS, Mr. Anang Atjil, BA, Mrs. Ida Achsyahadah, Drs. Kardi, Drs. Pudjikan, Arief Basuki, S.Pd., MM, Sutrisno, S.Pd.MM, Arief Basuki, S.Pd, MM, Endang Sarwo Sri, S.Pd, M.Pd, Drs.H.Widodo, M.Pd , L. Yekti Setyawati, M.Pd, Drs. H.Widodo, M.Pd and Mukayat, S.Pd, and now is Dra. Erna K. Rahayu, MM.

2. The Geographical Location of SMPN 11 Semarang

SMPN 11 Semarang that is located on Karangrejo Tengah, Karangrejo, Gajahmungkur, Semarang, Central Java 50234. It is near with Jatidiri Stadion.

3. The Vision and Mission of SMPN 11 Semarang

The vision is Superior in science and highly recommended faith and taqwa.

There are nine missions of SMPN 11 Semarang. First, embody the graduation standards which are smart, skilled, competitive, loves country, faith and taqwa. Second, Embody the standard of contents of KTSP document and learning device in school. Third, representing effective and efficient study of learning process with ICT-based CTL selectors. Fourth, Embody the standard of educators which are able and strong. Fifth, Embody the standards of facilities of education which is relevant and performance. Sixth, Making the standards of educational management based sustainable school. Seventh, Making an educational financing standard which is fair. Eighth, Embody a standard of educational assessment. Ninth, Making a good cultural quality and school environment (security, orderliness, cleanliness, beauty and knowledge).

4. The Organization Structure of SMPN 11 Semarang

The organization structure is on appendix 4.

5. The Data of Teachers in SMPN 11 Semarang

There are thirty nine teachers in SMPN 11 Semarang. There are four English teachers.

No	Name of Teacher	Subject
1	Hj. Fathonah, S.Ag	P. Agama Islam

2	Muh. KH. Fuad, S.Pd.I	P. Agama Islam
3	Fitri Puji Lestari, S.Pd.I	P. Agama Islam
4	CF Casrifah	P. Agama Katolik
5	Daud Yosafat, SPAK	P. Agama Kristen
6	Agung Darmaja	P. Agama Hindu
7	Siti Purwati, S.Pd	PKN
8	Dra. Dwi Astuti Ind,MM	PKN
9	Murgiyanti, S.Pd	Bhs. Indonesia
10	Eli Ambarwati, S.Pd	Bhs. Indonesia
11	Ninik Nurhayati, S.Pd	Bhs. Indonesia
12	Any Puspitasari, S.Pd	Bhs. Indonesia
13	Sukirno, S.Pd, M.Pd	Bhs. Inggris
14	Dra.Nuning Purnamawati, M.Pd	Bhs. Inggris
15	Suparmi, M.Pd	Bhs. Inggris
16	Hety Prastiyani, S.Pd	Bhs. Inggris
17	Drs. Lilik Suprpto	Matematika
18	Tri Kartinawati, S.Pd	Matematika
19	Maria Yoanita Nunik TR, S.Pd	Matematika
20	Tri Susilo Handayani, S.Pd	Matematika
21	Sri Lestari, S.Pd	IPA
22	Sigit Purwanto, S.Pd	IPA
23	Dyah Palupi, S.Pd	IPA
24	Etik Zusnaningsih, S.Pd	IPA
25	Elyana Listiyanti, S.Pd	IPS
26	Budi Hastuti, S.Pd	IPS
27	Darus Irfangi, S.Pd	IPS
28	Dra. Indartik, M.Pd	IPS

29	Rusma Siswanti, S.Pd	Seni Budaya
30	Gito Sumaryono, S.Pd	Seni Budaya
31	Bambang Sulisty, S.Pd	Penjasorkes
32	Budi Gunawan, S.Pd	Penjasorkes
33	Dwi Retno Widyowati, S.Pd	TIK
34	Sri Lestari, S.Pd (B)	Prakarya / TIK
35	Hj. Tri Murtiyah, S.Pd	Bahasa Jawa
36	Unun Setyawati, S.Pd	Bahasa Jawa
37	Dra. Trisnaningsih	BK
38	Tri Suwarni, S.Pd	BK
39	Santina, S.Pd	BK

6. The Data of Students in SMPN 11 Semarang

Academic Year	Grade 7	Grade 8	Grade 9	Total of Students
2013/2014	254	264	225	743
2014/2015	256	252	256	764
2016/2017	287	263	268	818
2017/2018	288	298	275	861

First, in the academic year of 2013/2014 there are seven hundred forty three students from grade seven until nine. Second, in the academic year of 2014/2015 there is increasing students from grade seven until nine and the total of students is seven hundred sixty four. Third, the total of students in the academic year of 2016/2017 is eight hundred eighteen, two hundred eighty seven students from grade seven, two hundred sixty three students from grade eight and two hundred sixty eight students from grade nine. The last, there is also increasing the total of students in the academic year of 2017/2018, eight hundred sixty one students including two hundred eighty eight

students of grade seven, two hundred ninety eight students of grade eight and two hundred seventy five students of grade nine.

Appendix 6

Data from Interview

Hasil Wawancara 1

P : Assalamualaikum, selamat pagi bu

N : Waalaikumsalam, selamat pagi

P : Apakah kita bisa mulai wawancaranya bu?

N : Baik, langsung saja

P : Baik bu, Bagaimanakah keadaan siswa dan guru bahasa Inggris kelas 8 B di SMPN 11 Semarang?

N : Keadaan siswa kelas 8B di SMPN 11 Semarang ini cukup mudah dikondisikan, kompetitif, dan rasa ingin tahu yang cukup tinggi diantara kelas 8A-H. Sedangkan guru bahasa Inggris yang mengajar dikelas 8B cukup tegas, berkompetensi, dan menggunakan media dalam setiap kegiatan belajar mengajar.

P : Lalu, Bagaimanakah kinerja guru bahasa Inggris kelas 8 B di SMPN 11 Semarang ini bu?

N : Kinerja guru bahasa Inggris kelas 8 B di SMPN 11 Semarang ini sangat baik. Guru sangat berkompetensi, tidak hanya menggunakan media untuk kegiatan belajar mengajar tetapi juga memotivasi siswa dan menumbuhkan rasa percaya diri pada siswa untuk bisa menguasai setiap materi.

P : Apakah faktor pendukung dan penghambat dalam pembelajaran bahasa Inggris di SMPN 11 Semarnag ini?

N : Faktor pendukungnya adalah siswa tertarik pada media yang digunakan saat kegiatan belajar mengajar dan sesuatu yang baru karena menulis diary menggunakan bahasa Inggris. Sedangkan factor penghambatnya adalah siswa tidak hanya kurang kosakata dalam bahasa Inggris tetapi juga kurang ide dan latihan.

P : Apakah penggunaan diary sebagai metode pada pembelajaran tersebut sesuai dengan materi menulis recount text?

N : Ya, sesuai. Berdasarkan dari kegiatan belajar mengajar tersebut, cara penulisan diary itu sama halnya dengan menulis recount text.

P : Bagaimanakah antusias dan perkembangan siswa dengan digunakannya diary sebagai media dalam pembelajaran menulis recount text?

N : Siswa sangat antusias dalam kegiatan belajar mengajar recount text menggunakan diary. Mereka dapat mengekspresikan ide mereka dan meningkatkan kemampuan menulis dalam bahasa Inggris

P : Lalu, Apakah harapan untuk para siswa dengan digunakannya digunakannya diary sebagai media dalam pembelajaran menulis recount text?

N : Saya berharap para siswa dapat meningkatkan skill menulis mereka, mengekspresikan ide-ide mereka dan memperbanyak kosa kata dalam bahasa Inggris, sehingga mereka mudah menuliskan dalam bahasa Inggris.

P : Baik bu, terimakasih atas waktunya.

N : Ya, mbak. Sama-sama.

Hasil Wawancara 2

P : Assalamualaikum, selamat pagi pak

N : Waalaikumsalam, selamat pagi

P : Apakah bisa kita mulai wawancaranya pak?

N : Iya bisa, langsung kita mulai saja

P : Baik, yang pertama ingin saya tanyakan adalah bagaimanakah proses penggunaan atau implementasi metode diary dalam pengajaran menulis recount text?

N : Sebelum menulis teks recount, siswa diajak menulis diary tentang pengalaman pribadimereka seperti liburan. Ketika sudah membuat diary tersebut, baru kita perkenalkan teks recount. Kemudian siswa diajak mengubah diary tentang pengalaman pribadi seperti liburan mereka ke dalam bentuk teks recount yang benar.

P : Lalu dengan digunakannya metode tersebut, bagaimanakah perkembangan siswa dalam menulis teks recount?

N : Dengan merujuk pada diary tersebut, para siswa menjadi lebih mudah menyusun teks recount, siswa sangat terbantu.

P : Menurut bapak, apakah penggunaan diary sebagai metode itu sesuai dalam pengajaran menulis recount text? Mengapa demikian?

N : Boleh dibilang sesuai, tetapi aplikasinya siswa harus sudah lebih dulu memahami konsep present tense dan past tense

P : Adakah peningkatan pada siswa dalam pembelajaran menulis recount text setelah menggunakan diary sebagai metode pembelajaran?

N : Ada

P : Adakah factor dan penghambat dalam pengajaran menulis recount text menggunakan diary? Apa saja pak?

N : Faktor pendukungnya adalah anak-anak yang sudah terbiasa membuat diary akan lebih tertarik untuk melakukan instruksi guru. Tetapi jika siswa jarang atau bahkan tidak pernah membuat diary ya malah jadi penghambat.

P : Apa harapan bapak untuk para siswa dalam pembelajaran menulis recount text menggunakan diary?

N : Harapan saya pembelajaran menulis teks recount dengan menggunakan diary adalah siswa secara tak langsung menguasai dan mengaplikasikan 2 tenses yaitu present dan past tense, sehingga mereka akan benar-benar pembuatan teks recount.

P : Ok, bapak. Terimakasih atas waktunya. Wassalamualaikum , pak

N : Iya sama-sama, waalaikumsalam.

Hasil Wawancara 3

P : Assalamualaikum, dek

N : Waalaikumsalam Miss

P : Ok, apa bisa kita mulai interviewnya?

N : Bisa

P : Ok, langsung saja ya. Nomer 1, apa yang anda ketahui tentang diary?

N : Diary itu adalah catatan tentang kejadian-kejadian yang telah kita lalui dalam kehidupan sehari-hari.

P : Baik. Apakah anda pernah menulis diary?

N : Pernah

P : Seberapa sering anda menulis diary?

N : Ya kalo lagi mood. Minimal sebulan 3 kali

P : Apakah anda mengalami kesulitan menulis diary dalam bahasa Inggris?

N : Lumayan

P : Apakah yang menjadi penyebab kesulitan dalam menulis diary dalam bahasa Inggris?

N : Itu Kata kerja dan kosakatanya.

P : Bagaimana upaya anda dalam menanggulangi kesulitan tersebut?

N : Ya sering latihan, membuka kamus dan translate google.

P : Apakah penggunaan diary pada pembelajaran tersebut memudahkan anda dalam menulis recount text?

N : Ya, Karena kita sudah latihan dari diary tersebut yaitu tentang masa lampau

P : Apa harapan anda dalam pembelajaran menulis recount text dengan menggunakan diary?

N : Bisa mengembangkan skill menulis, lebih semangat belajar bahasa Inggris lagi, dan bisa menguasai materi-materi yang bersangkutan (salah satunya recount text).

P : Baik, terimakasih atas waktunya ya dek.

N : Sama-sama Miss

Hasil Wawancara 4

P : Baik, langsung saja kita lakukan interview ya dek

N : Iya Miss

P : Apakah yang anda ketahui tentang diary

N : Diary adalah ceritan tentang kelakuan sehari-hari

P : Apakah anda pernah menulis diary?

N : Pernah

P : Seberapa sering anda menulis diary?

N : Kalo lagi mood, 2 bulan sekali

P : Oh yaya, apakah anda mengalami kesulitan menulis diary dalam bahasa Inggris?

N : Luamayan

P : Lalu, apakah yang menjadi penyebab kesulitan dalam menulis diary dalam bahasa Inggris?

N : Belum terbiasa dan kosakatanya.

P : Oh ya, bagaimana upaya anda dalam menanggulangi kesulitan tersebut?

N : Sering latihan, buka kamus dan searching

P : Oh bagus, apakah penggunaan diary pada pembelajaran tersebut memudahkan anda dalam menulis recount text?

N : Ya, karena recount text itu berdasarkan masa lalu

P : Oh seperti itu. Apa harapan anda dalam pembelajaran menulis recount text dengan menggunakan diary?

N : Bisa menambahkan menulis recount text dari diary, semangat buat belajar

P : Ok, Bagus. Terimakasih

N : Sama-sama

Hasil Wawancara 5

P : Baik, selamat pagi dek

N : Selamat pagi Miss

P : Ok, langsung saja ya

N : Ya

P : Apakah yang anda ketahui tentang diary?

N : Yang saya ketahui tentang diary, diary adalah catatan yang pernah saya lakukan sehari-hari

P : Ok, apakah anda pernah menulis diary?

N : Pernah

P : Seberapa sering?

N : 2 kali seminggu

P : Ok, apakah anda mengalami kesulitan dalam menulis diary dalam bahasa Inggris?

N : Heheee, lumayan

P : Apakah yang menjadi penyebab kesulitan tersebut?

N : Adanya sedikit kosakata yang terlalu rumit.

P : Adalagi?

N : Ndak, itu aja

P : Lalu bagaimana upaya anda dalam menganggunangi kesulitan tersebut?

N : Mempelajarinya lebih dalam

P : Apakah penggunaan diary pada pembelajaran tersebut memudahkan anda dalam menulis recount text?

N : Ya, karena recount text itu berdasarkan tentang masa lalu

P : Apa harapan anda dalam pembelajaran menulis recount text dengan menggunakan diary?

N : Ingin tau lebih dan menjadi lebih mudah jika recount text menggunakan diary, dan bisa mempelajari bahasa Inggris lebih dalam

P : Ok, terimakasih

N : Sama-sama Miss

Hasil Wawancara 6

P : Langsung saja ya dek

N : Iya Miss

P : Apa yang ada ketahui tentang diary?

N : Diary adalah buku yang kita tulis tentang pengalaman sehari-hari

P : Seberapa sering menulis diary?

N : Tergantung mood, jika ada pengalaman yang penting, 2 kali sehari

P : Apakah anda mengalami kesulitan menulis diary dalam bahasa Inggris?

N : Terkadang

P : Apakah yang menjadi penyebab kesulitan tersebut?

N : Kosakata yang tidak tau arti Inggrisnya

P : Bagaimana upaya anda dalam menanggulangi kesulitan tersebut?

N : Menggoogle translate, hehe

P : Ok, apakah penggunaan diary pada pembelajaran tersebut memudahkan anda dalam menulis recount text?

N : Ya, karena berdasarkan masa lalu seperti isi diary

P : Ok, apa harapan anda dalam pembelajaran menulis recount text dengan menggunakan diary?

N : Bisa mengembangkan skill dan vocabulary

P : Ok, udah itu aja?

N : Iya Miss

P : Ok terimakasih

N : Sama-sama

Hasil Wawancara 7

P : Langsung saja ya dek

N : Iya Miss

P : Apakah yang anda ketahui tentang diary?

N : Diary adalah catatan keseharian atau catatan tentang pengalaman yang pernah terjadi

P : Ok, apakah anda pernah menulis diary?

N : Pernah

P : Ok, seberapa sering anda menulis diary?

N : Sangat jarang sekali, 1 kali selama 3 tahun

P : Apakah anda mengalami kesulitan menulis diary dalam bahasa Inggris?

N : Mungkin iya

P : Apakah yang menjadi penyebab kesulitan dalam menulis diary dalam bahasa Inggris?

N : Saya tidak terbiasa menggunakan bahasa Inggris

P : Ok, bagaimana upaya anda dalam menanggulangi kesulitan tersebut?

N : Banyak belajar bahasa Inggris, buka kamus

P : Apakah penggunaan diary pada pembelajaran tersebut memudahkan anda dalam menulis recount text?

N : Ya, karena kita dapat mengetahui banyak kosakata bahasa Inggris

P : Baik, apa harapan anda dalam pembelajaran menulis recount text dengan menggunakan diary?

N : Dapat mempermudah saya dalam belajar recount text

P : Terimakasih

N : Yak sama-sama

Hasil Wawancara 8

P : Langsung aja ya

N : Iya

P : Apakah yang anda ketahui tentang diary?

N : Diary adalah catatan tentang pengalaman yang telah kita lalui

P : Ok, apakah anda pernah menulis diary?

N : Pernah

P : Seberapa sering?

N : Beberapa kali, jarang. 2 kali seminggu atau 1 tahun sekali

P : Apakah anda mengalami kesulitan dalam menulis diary dalam bahasa Inggris?

N : Ya

P : Apakah yang menjadi penyebab kesulitan dalam menulis diary dalam bahasa Inggris?

N : Tidak terbiasa dan sulit mengartikan kosakatanya

P : Ok, bagaimana cara anda dalam menanggulangi kesulitan tersebut?

N : Searching google, buka kamus dan sering latihan

P: Ok, bagus. Apakah penggunaan diary pada pembelajaran tersebut memudahkan anda dalam menulis recount text?

N : Iya, karena kita dapat lebih banyak mengerti kotakata dalam bahasa Inggris

P : Ok, lalu apa harapan anda dalam pembelajaran menulis recount text dengan menggunakan diary?

N : Dapat mempermudah dalam belajar recount text

P : Ok, terimakasih

N : Ya, sama-sama

Hasil Wawancara 9

P : Bisa dimulai?

N : Bisa

P : Yak, apakah yang anda ketahui tentang diary?

N : Diary adalah sebuah buku catatan tentang pengalaman yang pernah terjadi atau dialami

P : Apakah anda pernah menulis diary?

N : Pernah

P : Seberapa sering?

N : Kadang-kadang, kalo mau aja

P : Ok, berapa kali frekuensinya? Seminggu sekali, sebulan sekali, atau setahun sekali?

N : Sebulan Sekali

P : Lalu apakah anda mengalami kesulitan menulis diary dalam bahasa Inggris?

N : Iya

P : Apakah yang menjadi penyebabnya?

N : Susah mengartikan kosakata dan tidak terbiasa

P : Ok, bagaimana upaya anda dalam menanggulangi kesulitan tersebut?

N : Menggunakan kamus, search google translate, minta ajari teman

P : Ok, bagus. Apakah penggunaan diary pada pembelajaran tersebut memudahkan anda dalam menulis recount text?

N : Ya, karena harus dan menggunakan kosakata dalam masa lalu

P : Lalu, apa harapan anda dalam pembelajaran menulis recount text dengan menggunakan diary?

N : Meningkatkan skill menulis, pengetahuan dan memudahkan belajar recount text

P : Ok, terimakasih

N : Ya, sama-sama

Hasil Wawancara 10

P : Bisa kita mulai dek?

N : Bisa Miss

P : Apakah yang anda ketahui tentang diary

N : Cerita tentang apa yang saya lalui hari ini atau kemarin

P : Ok, bagus. Apakah anda pernah menulis diary?

N : Pernah

P : Seberapa sering?

N : Satu tahun sekali

P : Apakah anda mengalami kesulitan menulis diary berbahasa Inggris?

N : Tidak, mhh iya

P : Apakah yang menjadi penyebab kesulitannya?

N : Tidak punya ide

P : Lalu bagaimana upaya anda dalam menanggulangi kesulitan tersebut?

N : Buka google translate, jalan-jalan, komunikasi dengan teman untuk dapat ide

P : Apakah penggunaan diary pada pembelajaran tersebut memudahkan anda dalam menulis recount text?

N : Ya, karena menggunakan kosakata

P : Apa harapan anda dalam pembelajaran menulis recount text dengan menggunakan diary?

N : Bisa mengembangkan skill menulis

P : Ok, terimakasih

N : Sama-sama

Appendix 7

Students' Writing of Recount Text Using Students Writing Assignments

 KOPSIS MANDIRI SMP 11 JL. KARANGREJO TENGAH TELP. (024) 8311762 SEMARANG		
Mata Pelajaran :	Nama : <u>Naranydyia D.P.S</u>	Nilai :
	No. : <u>29</u> Kelas : <u>VIII B</u>	Pengarang Teks / Widi :
	Hari : <u>Selasa</u> Tgl : <u>15-5-2018</u>	

MY HOLIDAY

When the year-end holidays I really did not plan to go anywhere but suddenly on the day of the 24th of December a friend of my father called, he wanted to take my family on the road to Tembaron, Bandungan.

After arriving there we stopped at a restaurant in that place we ordered some food such as grilled fish, fried fish and others. After finished our meal directly to the hot water bath, located not far from the restaurant.

There my family and I was quite carefull because the hot water mixed with sulfur. Time continued to spin immediately take a bath and change clothes. Due to fear of our experience soon go home to SMG.

My vacation was not as beautiful as my friend's but that's the best time I can get together with my beloved family.

 KOPSIS MANDIRI SMP 11 JL. KARANGREJO TENGAH TELP. (024) 8311762 SEMARANG		
Mata Pelajaran :	Nama : <u>Nurul Imam Solechah</u>	Nilai :
<u>DHS INGBRIS</u>	No. : <u>30</u> Kelas : <u>VIII B</u>	Pengarang Teks / Widi :
	Hari : <u>Selasa</u> Tgl : <u>15-5-2018</u>	

To To The Village

That day I went to the village with my family on a motorbike. During the trip I was happy to be able to see the view. A few minutes later we rest first. During the break I ate the snack that have been brought from home. After that we continued the journey again. Three then I and my family have arrived at my first home, after an hour later I went to my second brother's house. After until I get ready to changed clother to slept.

The next day I was get ready to went for a visit, after finished the street I get ready to went to the third house to settle down. Three days later I went to my grandmother's house, after that I went go back home. I was very happy to the village.



KOPSIS MANDIRI SMP 11

JL. KARANGREJO TENGAH TELP. (024) 8311762 SEMARANG

Mata Pelajaran :
B. Inggris

Nama : M. Akbar Maulana
No. : 25 Kelas : 8B
Hari : Selasa Tgl : 15-5-18

Nilai :
Paraf Orang Tua / Wali

Parangtritis Beach

This week my family went to Parangtritis Beach. When we arrived, we were surprised when we saw a big anchor in front of the beach entrance. The big anchor was an anchor of Parangtritis Beach. We took photos there and then started to enjoy the view. We were sitting at the beach and fishing in Parangtritis Beach. We were totally interested and we wanted to spend our next holiday there.



KOPSIS MANDIRI SMP 11

JL. KARANGREJO TENGAH TELP. (024) 8311762 SEMARANG

Mata Pelajaran :
B. Inggris

Nama : Ismail Jevon S
No. : 6 Kelas : VIII
Hari : Tgl :

Nilai :
Paraf Orang Tua / Wali

On holiday, my family and I went to grandmother's house. We went by car. In here I and my sister went to grandmother's garden. In here I saw very much flower. I and my sister went to river on the behind grandmother's house. ~~to the~~

Nama : Marselino B-E
NIS : 0111 B

New Year's Holiday

The last school holiday, I spent the time with my family just at home. Last holiday was my worst holiday because I did not go anywhere. I just stayed in my home. In the morning I woke up and had a breakfast. After that, I played laptop. In the afternoon I had a lunch. After that I played laptop again. In the evening I watched television until I felt boring and I slept until morning.



KOPSIS MANDIRI SMP 11

JL. KARANGREJO TENGAH TELP. (024) 8311762 SEMARANG

Mata Pelajaran :

Day

Nama : ANA LINDA JH

No. : 4 Kelas : VIII B

Hari : Tgl :

Nilai :

Paraf Orang Tua / Wali

New Year Holiday

Welcome 2018! New years holiday this time, its so much fun! We didnt celebrate it masovely but we got time together with my family happily.

We vacationed to my grandma's house, ~~me and my family~~ at Ungaran, we gather there. Besides gathering at my grandma's house, me and my family also go to Transmart, I met Aulia Zahra and Damiesh there, I played rollercoaster there, then I also tried ontong-anting rides, etc.

After that, on the 2nd floor, me and my mom were shopping for groceries that we would cook that night. ; as I remember, we bought edamame, catfish, salmon, tuna, potatoes, seaweeds, and more.

Then we went to my grandma's house in the afternoon, We showered, ate, and prepared the grocery we had bought. In the evening we cooked the foods, and served it for others. There ^{are} grilled salmon, mashed potato with mozzarella on top tuna sushi, grilled catfish, boiled edamame and grilled sausage.

My resolution in 2018, can be better than before. So that's my holiday story.



KOPSIS MANDIRI SMP 11

JL. KARANGREJO TENGAH TELP. (024) 8311762 SEMARANG

Mata Pelajaran :

B. Inggris

Nama : Najwa Anisah

No. : 28 Kelas : VIII B

Hari : Jum'at Tgl : 6 April 2018

Nilai :

Paraf Orang Tua / Wali

- SCHOOL HOLIDAY -

Last years holiday, my mother and i planned to go to grandma's house. But the plain was failed because my moms ~~have~~ many activities. So we both did not go to grandma's house. Therefore i just vacation around the Semarang City.

Although only holiday in Semarang, i'm very happy. Because my brother went back to Semarang. A little surprise. Because my brother did not tell my mother he was going home. He gave news only after arriving in Semarang.

As long as my brother is at home, i went with him to watch the cinema. My brother and i watched a movie Jumangji. The movie is very interesting. Because the movie is funny, so i laughed to loud.

After the cinema was over, i went home to take a taxi online. When i got home i went to take a shower. Because it was already very late. So, i immediately went to bath.

When i was done bathing, i changed my clothes. Then i listen to songs and read comics. Comics that i read are very entertaining. So the comic made me laugh again.

That's my activity during school holidays yesterday. It's only in Semarang but i'm still happy. Plus the arrival my brother also made me happy. So i'm not lonely when i'm at home.

Appendix 8

Documentation

The Researcher Conducted the Observation in the Class



Interview with the Headmaster of SMPN 11 Semarang



Interview with the English teacher on the eighth B grade of SMPN 11 Semarang



The Teacher Taught about Recount Text by using Students Writing Assignments



The Learning Process About Recount Text by Using Student Writing Assignments





The Students Make Writing Assignments Based on Their Personal Experience



Interview with the Students

