

**IMPROVING STUDENT'S ABILITY THROUGHT PERSONAL
JOURNAL TECHNIQUE AT VIII GRADE STUDENT
OF MTS RAUDHATUL ULUM**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
in partial fulfillment of the requirements to obtain
the bachelor's degree of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ

J E M B E R

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**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
APRIL 2023**

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The Board of Examiners

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MOTTO

﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾ فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

For indeed, with hardship [will be] ease.(5) Indeed, with hardship [will be] ease.(6)¹



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¹ Terjemahan Makna Surah Surah AL-Insyirah - Terjemahan Berbahasa Inggris - Sahih Internasional - Ensiklopedia Alquran Alkarim," accessed June 16, 2023, https://quranenc.com/id/browse/english_saheeh/16#78/#78.

DEDICATION

I proudly dedicate this undergraduate thesis to:

1. My Beloved Family, I would like to show my warmest gratitude to my precious parents, Mr. Marwat and Mrs.Siti Umroh , and my only one younger sister Falikha , who has already given her abundance of love, grace, faithfulness, support, and motivation in doing the research. I am immensely grateful for having cherished family in my life journey.

2. My Ineffable classmates It's probably hard saying thanks to all of my friends in TBI 3 "Ineffable Class" who have deserved so much more than words. I will never be able to repay for all of the experience, friendships, and relationships we had in this university.



ACKNOWLEDGEMENT

Firstly, the researcher express gratitude to Almighty Allah SWT for giving the blessing, mercy, health, opportunity, and inspiration to finish my thesis. Secondly, Sholawat and Salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness and brought us from the stupidity era to the lightness era.

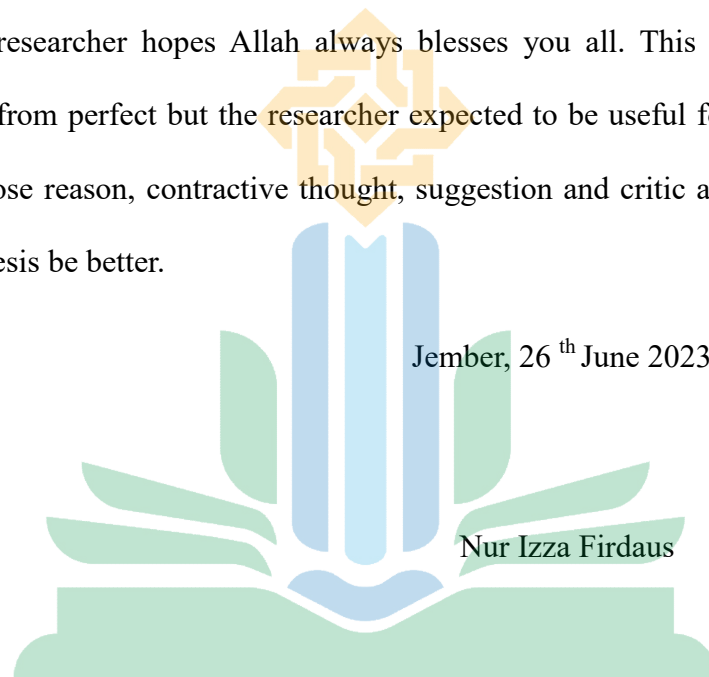
The researcher is aware that this thesis would not finish without help and guidance from other people during the process of writing. Therefore, the researcher would like to express her special gratitude to honorable people who gave their help, encouragement and countless contributions. The researcher would like to express special thanks to:

1. Prof. Dr. H. Babun Soeharto, SE. MM, as a Rector of State Islamic University of KH. Achmad Siddiq Jember.
2. Prof. Dr. Hj. Mukni'ah, M.Pd.I as the Dekan of the Faculty of Tarbiyah and Teacher Training State Islamic University of KH. Achmad Siddiq Jember.
3. Dr. Rif'an Humaidi, M.Pd.I as the head of Islamic Studies and Language Education Program.
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5. Dr. Ninuk Indrayani, M.Pd. as the advisor who helped, guided, and supported the researcher during the writing of the thesis.
6. Ahmad Bashori, S, Pd as the principal of MTS Raudlatul Ulum, Rian Ardiansyah, S. Pd as the English teacher of eight grade at MTS Raudlatul U

Lum and all of the students of VIII who helped the researcher during the research.

7. Last but not least, whose names cannot be mentioned for their contribution and motivation during the researcher finishing this thesis which has challenges and difficulties in doing the thesis.

The researcher hopes Allah always blesses you all. This undergraduate thesis is far from perfect but the researcher expected to be useful for the readers. Thus, for those reason, contractive thought, suggestion and critic are accepted to make this thesis be better.



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ABSTRACT

Nur izza firdaus,2023 ; *improving student's ability through personal journal technique at viii grade student of mts raudhatul ulum*

Keywords ; Writing Ability, Personal Journal Technique

One of the linguistic ability that is taught to the students is writing. Writing is a productive skill since it allows the student to convey their thoughts and ideas in writing,determining the title, arranging the concept, employing grammar, but there are some problem as a lack of vocabulary and punctuation, a lack of drive, and other problems with written structure may come from students. But another problems may come from the instruction of writing It self and may relate to technique or method. Based on those issues,the researcher chose the personal journal method to solve the problem of improving students' writing ability because Journal writing can help students become familiar with thinking and putting ideas on paper.

Based on the above problems, the research question formulated in this study is “How can personal jurnal technique improve students linguistic competence in writing ability?”.This research aims to produce an instructional method using Personal journal technique as an alternative technique in improving students' writing ability in the eight-graders' of Mts Raudlatul Ulum

This research was Classroom Action Research (CAR) adopted from Kemmis and Mc Taggart. The classroom action research design in this research was collaborative classroom action research. The participants of this research The subject of this research was 19 students at VIII grade students of MTs Raudlatul Ulum. This research was conducted by classroom action research that consisted of two cycles. The qualitative data were taken from observation sheet,The quantitative data were taken from tests which carry out at the end of every cycle. The test was given in pre test, post test in cycle I and post test in cycle II.

The results show that there is significant improvement of the students who learn writing by using journal writing. It is proved by the mean score of writings in the post-test (81), which is higher than that in the pre-test (57,70). These achievements prove that the implementation of journal writing can improve the students' writing abilities in a recount text significantly.

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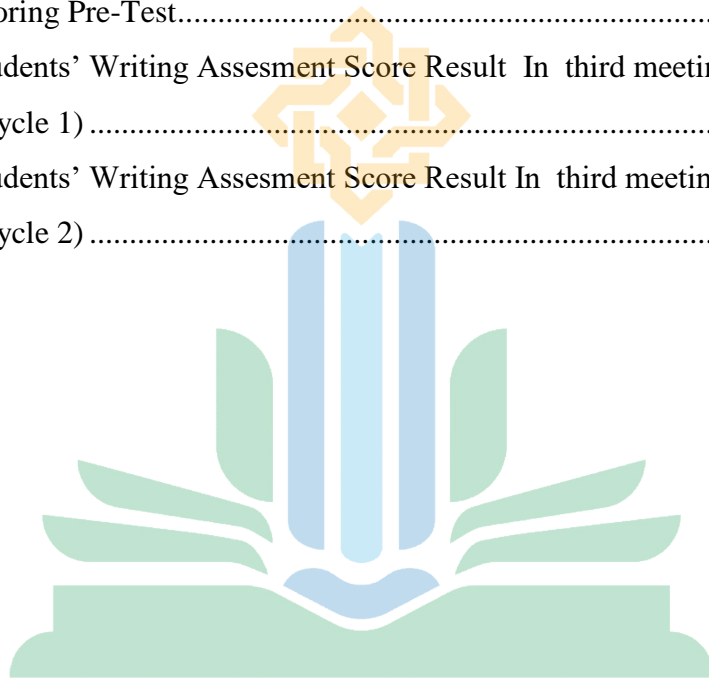
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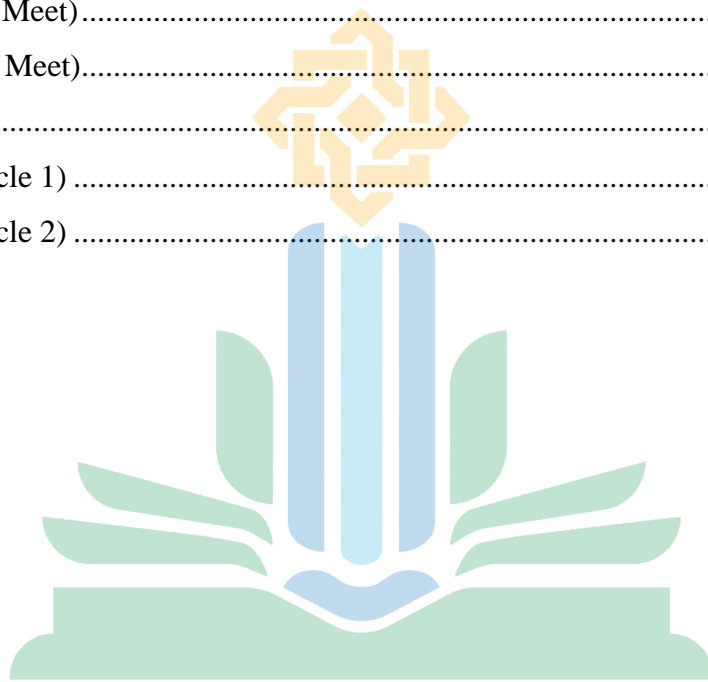
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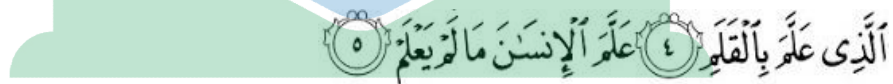
CHAPTER 1 INTRODUCTION

A. Background of Research

One of the linguistic skills that is taught to the students is writing. Writing improves the students' English proficiency. It aims to help the development of language pedagogy. Writing as a process of expressing ideas or thoughts in words². Through writing, students can convey or write their ideas, imagination, and experiences into a paragraph and it can be explored to become histories. Writing is mostly used for communication. It is one of the communication skills that everyone should learn and practice.

Writing is one of ways to get knowledge and develop the knowledge in society. In the holy Al-Qur'an writing is also important skill should be learned. Allah explained in surah

Al-'Alaq 4-5



The meaning: “who taught (man) by the pen. He taught man what he knew not (Al-'Alaq 4-5:) Many individuals can mistakenly believe that Allah is teaching humans how to write if they read this Surah's meaning. The actual message of Allah, however, is that humans are taught by other people who possess divine abilities rather than by Allah Himself. It implies that writing is crucial to the development of knowledge³.

To be acknowledged as having mastered English, language learners should be proficient in the four language skills divided into receptive skills,

² Kiki Lestari, (2018), *Improving Students' achievement in Writing Narrative Text through Field Trip Method in Ten Grade Class of MAN Medan*, Educational English Department, State Islamic University of North Sumatera Medan.

³ *Qur'an Surah Al-Alaq(1-5) Terjemahan Makna Surah Surah Al-Alaq- Terjemahan Berbahasa Inggris - Sahih Internasional - Ensiklopedia Alquran Alkarim,* accessed June 16, 2023, https://quranenc.com/id/browse/english_saheeh/16#78/#78.

such as listening and reading, and productive skills, such as speaking and writing. It means that students should be able to use English either receptively or productively. It has always been covered in the English teaching curriculum. According to 2006 curriculum⁴, junior high school English classes cover many writing genres. They are report, narrative, recount, procedural, and descriptive.

Writing is a productive skill since it allows the student to convey their thoughts and ideas in writing. Determining the title, arranging the concept, employing grammar, a lack of vocabulary and punctuation, a lack of drive, and other problems with written structure may come from students. Other problems may come from the instruction of writing itself and may relate to technique or method. Beside that, the students writing motivation was low. Due to various factors, some students were exceedingly insecure and afraid to write. The main issue was that they believed they had nothing to write about, and when they did, their lack of vocabulary, syntax, and sentence structure prevented their ideas from being effectively communicated. Therefore, most students seemed to be frustrating when they have to write about something.

Moreover, T. Hedge considers that “the nature of writing it self is not interesting enough to motivate English learners to practice regularly”⁵. It should be remembered that writing takes a lot of time. The teachers are fully aware that some students require far more time than others to complete even very simple essays. Some students in the classroom never complete their

⁴ School-based curriculum, (2006).

⁵ Hedge, Tricia, Writing, Hong Kong, Oxford University Press,(2005)

writing assignments. As a result, practicing writing just in the classroom can be challenging because of the variety of abilities, levels of English proficiency, and even rates among the students. The knowledge that their writing will be red by, sent to, or, worse still, graded is another barrier to frequent writing. That is why journal personal writing is one of the good solutions which could solve certain problems at a time.

Journaling is the activity where students can always write wherever they go. Writing in a journal will help students to develop the habit of thinking on paper and show them how ideas can be discovered in the process of writing. A journal can make writing a familiar part of their life and can serve as continuing sources of ideas for papers. The teacher should be aware that it is crucial to support personal journal writing as a self-organizing activity where students record some really personal information. The students shouldn't feel embarrassed by the supposed "appreciation" of someone and should be ready every day to write down their life, developing their writing skills. Their primary objective is to improve their writing abilities, and the teacher's duty is should convince his or her students that the more writing they do, the better they will succeed and the more confident they will be.

Based on research wich done by some researcher. Ruzilawati (2010) in the conclusion of her thesis on preexperimental research (*Improving Students' Recount Text Writing Skills Through Personal Journal Writing*)⁶ writes:

⁶ Ruzilawati (2010), *Improving Students' Recount Text Writing Skills Through Personal Journal Writing*

Teaching writing skills through personal journal writing can increase the students' achievement. It is shown by the students' score in post test which is better than pre-test. This technique has been found to be an effective and

productive means of arousing interest in writing, which, at the same time, develops fluency of expression. It also helps students to become aware of why they wish to communicate their ideas and to regard writing not only as a means of personal expression, but also a dialogue in written language with reader.

The researcher chose keeping a personal journal because this technique helps teachers to reply to students' journals in a friendly, non-threatening way. The student journal, which acts as the written discourse, contains these responses. Students can write down details of their experience as well as their thoughts, feelings, and observations in their personal journals. The fact that the information is created by students and is based on their experiences is key.

Most students even thought negatively of their writing abilities. They believed that their writing abilities were lacking. Individuals who have these kinds of thoughts frequently feel burdened and their attitudes toward writing are affected. As a result, they attempt to avoid writing, and when they do, they do not give their best at all. And also convinced that keeping a journal personal might help students and teachers feel closer psychologically. to increase their mutual trust. Therefore, a supportive learning environment and strong learning motivation are required to include the students in this informal writing style.

According to the mentioned factors, students should learn new techniques when studying English, and a different teaching strategy is one way to help them become better writers. There are other methods for teaching

writing, but the author chose the personal journal method to solve the problem of improving students' writing skill. Journal writing can help students become familiar with thinking and putting ideas on paper, According to Orem, Journal is really helpful for both students and teachers in the process of teaching and learning writing⁷ and journal writing can help the students to be accustomed to think and put ideas on the paper⁸ who claims that journals are very valuable for both teachers and students in the process of teaching and learning writing. Based on the experts, there are some benefits of personal journal: the first is personal journal is helpful in process of teaching and learning writing and the second is can help student to think and express their idea on the paper. Therefore, based on the details above the researcher is interested in doing a research entitled: Improving the Students' Writing Ability through Personal Journal Technique.

B. Research Question

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

1. How can Personal Journal technique improve students' Linguistic Competence in writing ability?

C. Objective of Study

Based on the research question above, the objective of this research are determined as follows:

⁷ Orem, R. A, (2003), *Journal Writing in Adult ESL: Improving Practice through Reflective Writing*, Illinois: New Direction for Adult and continuing Education, P.73

⁸ Langan, J, (2008), *College Writing Skills with Readings*, New York: McGraw-Hill Companies, Inc, P. 18

1. How journal personal technique can improve linguistic competence in writing ability

D. Research Significant

There are some benefits of the study which are divided into two aspects. They are theoretical and practical benefits

1. Theoretical

The result of this research is expected to provide helpful information and contribute to English teaching and learning, especially in terms of writing ability. One effective method of teaching writing in the classroom is the personal journal method, which improves the probability that the study will be helpful to researchers during teaching and provide additional information for readers.

2. Practical

The research will give significant to English teacher that personal journal can use to improve the students' skill in writing.

E. Definition of Key Term

1. Writing Skill

Writing is a means of communicating with someone in written form; all information should be understood. With writing, the message is communicated through the written form, as different to speaking, when the communication can be understood by non-verbal language, such as gestures, body language, or facial emotions. As a result, the author must be able to help the reader understand the message. Writing can be the most difficult skill in English language skill because writing need certain skill s

and method to make messages can be conveyed properly to the readers. In writing the writer need to consider about the grammatical, structure, punctuations, etc.

Nunan (1989) said that Writing is not a natural activity⁹. Physically and mentally, normal people learn to speak a language. According to Dumais (1988), writing in English is meant to fill the gap that exists between the ability to express ideas, feelings, opinions, and others in Indonesia and the ability to express the same things in written form in English¹⁰.

It means that by written forms, someone can express ideas and sense more correctly. In writing we have to choose the good and right words and phrases, and must follow the proper structure. Writing can be satisfying if we master vocabulary, grammar, punctuation and idiom.

2. Personal Journal

One type of personal writing is journaling. Personal writing is a statement of thoughts and emotions on one's own experiences. The journal serves as a record of daily activities.

According to Tuan 2010 in Ardy Ari Yuniarto (2014), Journal is a recording of personal life activities¹¹. Journal is recording of personal life daily activities. Journal as “notebooks of writers keep a record of ideas,

⁹ Nunan, David. 2001. *Designing Tasks for the Communicative Classroom*. Cambridge: University Press. Cambridge.

¹⁰ Ardy Ari Yuniarto, (2014), *Improving Students' Writing abilities in Writing A Recount Text by Using journal writing of Class VIII A Students of SMP N 4 Sleman in The Academic Year of 2012/2013*

¹¹ Ardy Ari Yuniarto, (2014), *Improving Students' Writing abilities in Writing A Recount Text by Using journal writing of Class VIII A Students of SMP N 4 Sleman in The Academic Year of 2012/2013*, P. 25

opinions, and description of daily life that can help the writers to develop their creativity". It is mean journal help develop students' writing skill, their creativity and generating ideas, So, a personal journal is a written account of one's own activities both now and in the past. It also acts as a helpful resource for learning about events that are relevant to ourselves. From journal writing activities, students who are quieter can share their idea, that someone may laugh or judge them. Journal is a safe place where students can freely pour their opinion about something or a topic and at the end teacher will correct their mistakes without grading it. feeling, thought and creativity through writing without being afraid.

journaling as it is often called, typically is one of the most complex of all forms for recording personal changes and insights. For many students, the process of maintaining a journal helps them become more organized and focused on the areas they are studying. There is often a bit of personal clarification that takes place, too, as the journaling process helps in the elucidation of opinions, beliefs, and feelings.

CHAPTER II

RELATED LITERATURE REVIEW

A. Previous Research

There are some previous findings and researches which have a relation with this research, they are:

The first research has done by Ardy Tri Yuniarto with the title “Improving Student’s Writing Abilities in Writing a Recount Text by Using Journal Writing of Class VIII A Students of SMP 4 Sleman in the Academic Year of 2012/2013”. The purpose of this study is to determine whether journaling can enhance students' production of recount texts during the teaching and learning process. In the academic year 2012–2013, this study was undertaken with SMP 4 Sleman's eighth-grade students. 35 students who participated in the study serve as the samples. This research takes the form of classroom action research. Writing recall text received a pre-test score of 1.28, while students received a post-test score of (2.11). It denotes a greater post-test result than on the pretest. From the result of the findings of this research it can be concluded that journal writing is proved to be an effective way to guide the students to generate ideas and express their ideas into a written language. Since the study is action research, the action of implementing journal writing is applied into some cycles. The data in each cycles are obtained from the qualitative data and the quantitative data.

The second research has done by Siti Aminah Hasibuan with the title “Improving the Students’ Writing Skill through Personal Journal technique at viii Grade Students of Mts Al-ittihadiyah Laut Dendang Year 2019” The

objective of this research To describe the class situation when personal journal technique implemented in the writing class. Both quantitative and qualitative data were used in this study. Interviews with teachers and students, an observation sheet, paperwork, and diary entries all produced qualitative data. From the students' writing recount text score, quantitative data were gathered. The study was conducted with 30 students in eighth grade at MTs Al-Ittihadiyah Laut Dendang. Based on this reseach, it could be concluded that the implementation of personal journal technique could help students to improve their writing skill in recount text.

The third research has done written by Arina Muflikhati who conducted a research entitled “improving students’ writing skills on recount texts through the use of dialogue journal writing of the tenth grade students of SMA IT Abu Bakar Yogyakarta in the academic year of 2012/2013. She investigates the use of dialogue journal writing can improve the writing recount text skills of tenth grade. It concerns on solving students’ problem in writing skills in five aspects such as grammar, mechanic, vocabulary, fluency and form. It is action research that this study is. The researcher, the English teacher, and the pupils in class X3 were all involved research subjects.Regarding the use of dialogue journal writing to enhance students' abilities to write recount texts, the research had gathered both qualitative and quantitative data. The use of DJW has been shown to be quite beneficial in helping students enhance their writing skills, according to the analysis of the data used in this study.

The fourth research has done by Novi Yulianti with the title “Improving the Writing Skills through Diary Writing of the Tenth Grade Students of SMA N 1 Ngemplak” year of 2014. This study belongs to the field of action research and was carried out in SMA N 1 Ngemplak. It began in February and continued through April 2014. The grade X D students, the English teacher, the collaborator, and the researcher all participated in this study. As a result of the data collected in this study, it can be said that using diary writing in the teaching and learning of writing is thought to be a useful strategy for enhancing students' writing abilities. Two types of data, namely qualitative and quantitative data, are offered in this research to support this conclusion.

The fifth research has done by Supian with the title “The Use of Diary in Teaching of Writing Recount Texts at SMP N 03 Banjarbaru, South Kalimantan Province year of 2016. The purpose of this study is to describe how writing recount texts are taught using diaries, as well as to ascertain the issues teachers face and how students feel about utilizing diaries. The study uses a descriptive qualitative method, and its data collection methods include observation, interviewing, and documentation. An English instructor and 30 eighth-grade students at SMPN 03 Banjarbaru are the focus of this study, which is being conducted in the academic year 2015–2016. According to research, using a journal to teach students how to write recount texts could improve their writing.

Table 2.1
The Difference and The Similarities between
Previous Research and This Research

No	Author and Title	Similarities	Differences
1.	Thesis by Ardy Tri Yunianto in 2012\2013 with the title <i>“Improving Student’s Writing Abilities in Writing a Recount Text by Using Journal Writing of Class VIII A Students of SMP 4 Sleman”</i>	<ul style="list-style-type: none"> a. Both researchers focused on writing skill b. Both researchers discuss about journal personal c. Both reserchers used CAR method 	<ul style="list-style-type: none"> a. The previous research: this researcher used the group method in class during the study. The current research: research conducted individually
2.	Thesis by Siti Aminah Hasibuan in 2019 with the title <i>“Improving the Students’ Writing Skill through Personal Journal technique at viii Grade Students of Mts Al-ittihadiyah Laut Dendang”</i>	<ul style="list-style-type: none"> a. Both researchers focused on writing skill b. Both researchers discuss about journal personal c. Both reserchers used CAR method 	<ul style="list-style-type: none"> a. The previous research: this researcher used the group method in class during the study. The current research: research conducted individually
3.	Thesis written by Arina Muflikhati who conducted a research entitled in 2013 <i>“improving students’ writing skills on recount texts through the use of dialogue journal writing of the tenth grade students of SMA IT Abu Bakar Yogyakarta”</i>	<ul style="list-style-type: none"> a. Both researchers focused on writing skill b. Both reserchers used CAR method 	<ul style="list-style-type: none"> a. The previous research: this researcher used in dialog journal writing during the study. The current research: research use journal personal technique b. The pevious reseach: focused on student of Senior high school at tenth grade. The current research: focused on student juniohigh school at eight grade.
4.	Thesis Written by Novi Yulianti in 2014 with the title <i>“Improving the Writing Skills through Diary Writing of the Tenth Grade Students of SMA N 1 Ngeplak”</i>	<ul style="list-style-type: none"> a. Both researchers focused on writing skill b. Both reserchers used CAR method 	<ul style="list-style-type: none"> a. The previous research: The the researcher did not give a certain theme to the students current research: research give a certain theme to the students. b. The pevious reseach: focused on student of Senior high school at tenth grade. The current research: focused on student juniohigh school at eight grade.
5.	by Supian with the title in 2016 <i>“The Use of Diary in Teaching of Writing Recount Texts at SMP N 03 Banjarbaru,</i>	<ul style="list-style-type: none"> a. Both researchers focused on writing skill b. Both reseachers focused on student juniohigh 	<ul style="list-style-type: none"> b. The previous research: this researcher used the group method in class during the study.The

<i>South Kalimantan Province</i>	school at eight grade.	current research individually	research: conducted
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B. Theoretical Farmwork

1. Writing

a. English Language Teaching and Learning

1) Nature of English Language Teaching

According to Derakhshan teaching is a multidimensional process and teachers should pay enough attention to all skills of students such as reading, writing, listening, and speaking¹². In other words, language teaching is a complex process where educators need to spend extra effort to help students comprehending these skills. Also, in order to teach these skills, teachers should understand students' ability and readiness in advance.

2) The Importance of Four Basic Skills in Learning English

The four foundational language skills listening, speaking, reading and writing never are independent zones but all the four together, holistically language learning as a discipline. The first and the third are comprehension skills and the second and the fourth are production skills. There is a basic and reciprocal relationship between oral language skills of listening and speaking and is there between the two written language skills of reading and writing. Consequently, to develop complete communication capability, mastering the four language skills of listening, speaking, reading, and writing are profoundly important to exchanges of information and ideas¹³.

b. Linguistic Competense

Linguistic competence is a term used by speech experts and anthropologists to describe how language is defined within a community of speakers. This term applies to mastering the combination of sounds, syntax

¹² Derakhasan Ali, "The Challenges of Teaching English Language: The Relationship Between Research and Teaching. 2015. International Journal of Linguistics 7, no.1 : 102-110

¹³ Sharma Citra, "The Importance of Four Basic Skills in Learning English". 2020. The Genensis 7, no.4: 33-36.

and semantics known as the grammar of a language. People with such competence have learned to utilize the grammar of their spoken language to generate an unlimited amount of statements. This term is distinct from the concept of communicative competence, which determines what is socially appropriate speech.

One of the best known models of language ability is known as “communicative competence”. This model was developed to account for the kinds of knowledge people need in order to use language in meaningful interaction. This term was originally coined by anthropologist Dell Hymes as a means of describing the knowledge language users need in addition to the grammatical forms of the language. The term was then adopted by the language teaching community after it had been developed into a model for that field by Michael Canale and Merrill Swain (1980), then by Sandra Savignon (1997).

This model includes four components¹⁴:

- (a) grammatical competence, the ability to use the forms of the language (sounds, words, and sentence structure),
- (b) discourse competence, the ability to understand and create forms of the language that are no longer than sentences, such as stories, conversations, or business letters. It includes understanding how particular instances of language use are internally constructed. Discourse competence also includes understanding how texts relate to the context or situation in which they are used,
- (c) sociolinguistic competence, the ability to use language appropriately in different context. It is our sociolinguistic competence that allows us to be polite according to the situation we are in and to be able to infer the intentions of others,
- (d) strategic competence, the ability to compensate for lack of ability in any of the other areas. Language learners who really need to communicate in

¹⁴ Savignon, Sandra J. (2017). "Communicative Competence". In Hossein, Nassasji (ed.). The TESOL Encyclopedia of English Language Teaching. John Wiley & Sons. pp. 1–7

their adopted language tend to develop a number of strategies for making themselves clear in spite of their incomplete knowledge.

c. Teaching Writing

In Indonesia, the teaching writing skill is started from elementary school, junior high school, senior high school, indeed in universities still teaching learning writing. The big reason of this one cause the writing is not easy and need time to produce a good product.

There are two main approaches to teach writing¹⁵, they are;

1) A skill based approach is called teacher-centered approach. The program structure and concept are coming from the teacher directly (the teacher's taught). The topics are selected by the teacher from textbooks to improve students' writing ability, so the students cannot be independent cause the teacher as a center of the teaching and learning process.

2) According to Graves 1983 in Westwood's book, the process approach is also called student-centered approach. In this approach many various models can be implemented such as guided writing, shared writing, writer's workshop and the conference approach. The students freely to choose one of them that more interesting to make exercises. In this approach, the students to be independent learners cause the students as a center of the teaching and learning process.

d. Definition of Writing

¹⁵ Westwood & Peter, (2008), What Teacher need to Know Reading and writing Difficulties, Camberwell" ACER Press, P.70

Junior high programs require all students to take English as a subject. The students acquire all basic concepts as well as English abilities. The English skills are learnt by students including listening, reading, writing, and speaking. Among the English language abilities that students learn is writing. Many experts have defined the definitions of writing, According to Utami Dewi, writing is the expression of language in the form of letters, symbols, or words.¹⁶ Anybody can write down their thoughts and ideas. A someone can send a terrible emoji face to indicate she is in a poor mood and wants to end the discussion when they are feeling awful and are not interested in speaking with their friend on the phone. She can send joyful emoticons to her partner to let them know that she's happy, According to the opinions expressed above, the researcher might come to the conclusion that writing is a process of converting thoughts into written symbols; it involves thinking and feeling. We can express everything on our minds that we want to put into writing, including ideas, feelings, and thoughts. Writing is mostly used for communication.

Writing is one way of making meaning from experience for ourselves and for other¹⁷. Writing is a way to retell what activities that happened in the past and become an experience unforgettable. All of our feelings can be expressed in writing, and everyone who reads it will understand. Furthermore, Brown (2001: 334) states that writing is a

¹⁶ Utami Dewi, (2013), *How to Write*, Tanjung Rejo Medan: La-Tansa Press, P. 2

¹⁷ Jennice M, Laver, (1991), *Four worlds of writing*, London Press, P. 23

learnt behavior that is similar to swimming. People speak as their natural behavior, but not all of them can write as it is a skill which only can be done consciously with efforts.¹⁸ According to Harmer's theory (2004: 7), writing is the only skill that can produce a real product, which is touchable, readable, and keepable for long time. When the spoken form of language is an act of here and now world, the written one involves time and also space¹⁹.

Writing is a means of communicating with people in written form; all information should be understood. With writing, the message is communicated through the written form, as opposed to speaking, when the communication can be understood by non-verbal language, such as gestures, body language, or facial expressions message. Hughes (1989) in Weigle (2002) states that the best way to test people's writing ability is to get them to write²⁰. Moreover, in a foreign language classroom, many students and instructors feel that writing is a chore. Students are always hesitant to write because they are inhibited and are afraid of making mistakes. Therefore they cannot generate ideas.

Since writing is a way to communicate with others in the written form, everything should be clear. Unlike speaking that the message of the communication can be grasped through non-verbal language, such as gestures, body languages or facial expressions, in writing the

¹⁸ Arina Muflikhati, "improving students' writing skills on recount texts through the use of dialogue journal writing of the tenth grade students of SMA IT Abu Bakar Yogyakarta" (2013)

¹⁹ Jeremy Harmer, (2004), How to Teach Writing, Malaysia: Longman, P. 126-129

²⁰ Spaventa, s, (2000), Essay Writing, Cambridge: Cambridge University Press, P.168

message is conveyed through the written form. Therefore, the writer should be able to make his or her reader understand the message conveyed.

e. Genre of Writing

According to Brown, there are three main genres of writing²¹

- 1) Academic writing: paper and general subject report, compositions, academically focused journal, essays, technical report, short-answer test responses, thesis, dissertation
- 2) Job related: letters or e-mails, reports, memos, labels, schedules, advertisements, announcements, signs, manuals.
- 3) Personal journal: greeting cards, invitations, messages, notes, calendar entries, shopping list, letters, reminders, forms, financial documents, questionnaires, medical report, immigration document, diaries, personal journal, fiction.

Based on Brown above, there are three main genres of writing and the kind genre of this writing is personal journal, because the researcher using personal journal to improve the students writing.

f. Writing Assessment

Assessment is regarded as a process of collecting, synthesizing and interpreting information in order to make decisions on students' performance. According to Hyland (2003: 212) states that assessment provides data that can be used to measure students' progress, identify problems, suggest instructional solutions, and evaluate course

²¹ H. Douglas Brown, (2004), Language Assessment, New York: Longman, P. 219

effectiveness²². This reflection enables the learners to take more control of their learning and to be responsible.

Brown (2004:4) states that assessment is an ongoing process that encompasses a much wider domain²³. The wider domain here such as; the students' responds to a question, offers a comment or the student's performance. Moreover, one of the techniques to assess students' test is using analytic score (Cohen:1994). He adds that analytic score assessing five components of the texts: Content, organization, vocabularies, grammar, and mechanics. The more detailed the analytic score by Cohen (1994)²⁴

g. The Purpose of Writing

There are three purposes of writing based on O'Malley and Pierce. They are²⁵:

- 1) Informative writing Informative writing helps the writer to explore the idea and examine existing knowledge. It means the writer can share and give information, ideas, or direction. Example: the writing is to inform, describe of events or experiences, and develop of new ideas or relationship, such as biography from the writer's life.
- 2) Expressive/narrative writing Expressive writing is the writer imaginative expression in producing story or essay. The writing

²² Hyland, Ken. (2003). *Second Language Writing*. New York: Cambridge University Press

²³ Brown, H. Douglas. 2004. *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education, Inc

²⁴ Cohen, A. D. (1994). *Assessing Language Ability in the classroom*. 2nd ed. Boston: Heinle & Heinle Publishers.

²⁵ J. Michael O'Malley and Lorraine Valdez Pierce, (1996), *Authentic Assesment for English Language Learners. Practical Approaches for Teacher*, P. 137-138

often use to entertainment, pleasure, discovery as fun writing such as poems.

- 3) Persuasive writing This type writing is the writer attempts to influence everyone and make changes. Include evaluation of a book, consumer product, movie, or controversial issues .

Based those explanation above, this writing purpose is informative writing. The student can describe their experience into writing to inform the reader about their experiences or events in the past time.

3) Personal Journal

1) Definition Personal Journal

Journaling in various forms is a means for recording personal thoughts, daily experiences, and evolving insights. The process often evokes conversations with self, another person, or even an imagined other person. Spaventa (2000: 168) define journals as “notebooks of writers keep a record of ideas, opinions, and description of daily life that can help the writers to develop their creativity” For the students, journal helps them to improve their skills in writing, especially in organizing and generating ideas, accuracy on the grammar²⁶.

Personal journal in this research is the process of recording her/his personal experiences of classroom and life activity, reflection, and occurrences. Quirke (2014:22) states, “Journal Writing: Students write whatever they want and decide if they want to share their writing and with whom. All the teacher needs to see is that something has been

²⁶ Spaventa, S. (2000). *Essay Writing*. Cambridge: Cambridge University Press.

written. If students choose to share their writing with the teacher, the teacher should respond to the content²⁷.” Based on that statements, the teacher should give feedback in students’ writing. The feedback is not only about negative feedback or correction of the language, but also the positive feedback or the praise about something good in their writing.

Bryne (1988) divided the problems that make writing difficult into three categories²⁸:

- a) The first is Linguistic Difficulty. Linguistics aspect like grammar, vocabulary, language use and choice of sentence in writing must have fully monitoring.
- b) The second is Physiology Difficulty, which more focuses on the writer’s difficulty because there aren’t direct interaction and feedback from the reader when they are writing. This difficulty more focuses on difficulty in develop written material or content of composition.
- c) The third is cognitive difficulty. Writing has to be thought through formal instruction like spelling, punctuation, capitalization and paragraphing. Using journal can help students to find many ideas during writing.

Stated by white and Arndt (1991) in Ardy Ari Yunianto (2014)²⁹ the aim of keeping a journal is “to encourage students to become involved and interesting in writing”. Students find enjoyable experience when using personal journal. According to the above explanation, a journal is one type of personal writing. Personal writing

²⁷ Quirke, Phil. (2014). *Managing the Language Classroom*. Virginia: TESOL Press. Ruzilawati, Sri. (2010). Improving Students’ Recount Text Writing Skills Through Personal journal

²⁸ Bryne, Donn. 1988. *Teaching Writing Skill*. London: Longman Group Limited

²⁹ Ardy Ari Yunianto, Op. cit. P 25

is a declaration of thoughts and emotions on one's own experiences. The journal serves as a record of daily activities. So, a personal journal is a written account of one's own activities both now and in the past. It also serves as a valuable resource for learning about events that are relevant to oneself.

2) **The Advantages of Personal Journal**

There are some benefits of personal journal writing

a) **The value of reflection**

Students are given the opportunity to reflect on both what they are learning and how they are learning by keeping journals. They might gain insights from this form of introspection that will significantly improve their progress. We must identify our thoughts before attempting to put them into words. This then leads us to evaluate what has occurred, our thoughts, or our feelings, and when we do so, we frequently come to conclusions that we might not have made when an event was happening or while we were actively participating in the learning process. Such creative reflection has a notable memory-enhancing effect.

b) **Freedom of expression**

Journals allow students to express feeling more freely than they might do in public, in class. If they know that their journal is not going to read by everyone (unless they want people to read them), they will write more openly. Such freedom of expression is

in contrast to some of their types of writing students are called upon to produce

c) Developing writing skills

They expand their range of written expression and write with greater ease and speed. Journal writing contributes to a students' general writing improvement in the same way as training enhance in athlete's performance: it makes them fit³⁰

3) The Disadvantages of Personal Journal

a) Waste the time If the students write personal journal in the class, it has the disadvantage because can take the time from other activities. Nevertheless, five or ten minutes at the end of a week or fortnight may be very beneficial for the students' language and writing skills.

b) Self-observation limitation Writing personal journal has difficulties of evaluating its ultimate effectiveness as an agent for either personal or instructional change, personal journal insight felt limited by student mental capabilities.

4) Types of Journal

By writing a journal instead of to improve the ability of writing, it is also helps someone to pour thoughts on paper correctly, that shows the correlation between the accuracy of a clear thinking with the accuracy of quoting teachers words when teaching in the class. Dowrick (2009) said that it is briefly explained that if someone

³⁰ Jeremy Harmer, (2004), How to Teach Writing, Malaysia: Longman, P. 126-129

does not think clearly, he is not able to write clearly³¹. Teachers are the best observers in all the passion and interests of each student. That knowledge is what will determine what kinds of journal that they like and enjoy to do or write. Stillman (1989) describes the types of journals as described below³²:

- a) Everyday Activities' Journal: this form is a form of journal or diary that writes all daily activities such as attend summer camp, winter holiday, or other activities. It is not limited by the timing of when and how long the experience happen. And this activity experienced to be written every day, complete with punctuation.
- b) Scrapbook Journal: many teens feel comfortable with the form of this journal. Because it is usually the merger or the combination of the various kinds of photographs, advertisements, and souvenirs. For example, if a student ever attended a prom, then she would write into a diary or a journal by sticking from a variety of souvenirs such as attaching prom invitations, flowers, or pictures with friends, overall describe or explain how the prom go on.
- c) Brief Journal (Time in a capsule): This journal is part of the scrapbook journals, but the type of journal is more complete and concise answers. Example questions such as: How can you arrive at school? How much money do you handle? Are you saving up for something special? How tall and weight? What do you do when you have spare time? What types of activities do you often do? What subject do you like at school? And others. And can also include images from magazines, newspapers or the pictures in it.

³¹ Dowrick, S. (2009). *Creative journal writing: the art and heart reflection*. Penguin Group Inc.

³² Stillman, Peter R (Writer's Digest Books, 1989). *Sixty imaginative, playful and meaningful writing activities that can build links across generations, now and in the future*.

CHAPTER III RESEARCH METHOD

A. Research Methode

This research was conducted by applying classroom action research. Classroom action research is one of the methods for teaching improving student skill and understanding of the learning process and it also to improve teachers' way to improve teaching ability³³. This research was aimed to find problems and implement some actions to solve the existing problem that was to improve the writing skills of the eight grade students of Mts Raudhatul Ulum . Classroom action research is useful to repair or increase the system, method, process, substance, competence and situation³⁴. By using classroom action research, teacher can practice and increase their skill in teaching learning too. So, classroom action research has useful in teaching and learning process.

Wallace(1998) and bund (1999:30) state that action research is process that is done by systematically collecting data and someone everyday practice and analyzing it in order to come to some decision about what future practice should be³⁵. In this research the researcher and the collaborator worked collaboratively to find obstacles and weaknesses of the teaching and learning process, identify the problems, plan and implement the action, and then

³³ Ann Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York: Routledge, 2010), pp. 1-2

³⁴ H.E Mulyasa, (2010), *Praktik Penelitian Tindakan Kelas: Menciptakan Perbaikan Berkesinambungan*, Bandung: PT. Rosdakarya, P. 11

³⁵ Michael J. Wallace, *Action Research for Language Teachers*, (New York: Cambridge University Press, 1998), P. 4

conducted an assessment, reflection, and discussion pertaining to the taken action.

B. Participant Subject of The Research

This study was conducted at Mts Raudhatul Ulum in the academic year 2022/2023, located at Jl.Achmad Yani 05 Suci Panti,Kab.Jember , Jawa Timur. The researcher chose this school for several reasons. First, Personal Journal technique were an appropriate media for the eight-grade A students who still faced difficulties dealing with writing. Second, there was no previous research about the use of Personal journal technique to improve students in this school. Therefore, the researcher decided to make this school a research location.

The subject of this research is second year student of Mts Raudhatul Ulum jember wich consist of 9 females and 10 males in in academic year 2022-2023. The researcher involved the english teacher as the collabolator and the student at Class VIII of Mts as the participant.

C. Research Design

The purpose of this classroom action research was to determine the most effective strategy for improving the senior high school students' writing abilities of MTS. The research was performed by the researcher her self with the help of collaborators such as the teacher of English and school principal to improve the teaching learning process using Personal Journal Technique.

The first meeting was for pre-test in which the researcher tried to find out the students' writing skill before they got treatment. The second meeting was for cycle one treatment, the third meeting was for the cycle one test, the fourth meeting was for cycle two treatment and the last meeting was for post-test.

Kemmis and McTaggart (1990) in Burns (1999)³⁶, there are two cycles in Action Research; the first cycle involves the major steps of planning, action, observation and reflection. Then, the second cycle is revising the first cycle. Planning is the step of creating a plan to observe and record the classroom activity. Action is the step of implementing the plan. Observation is the steps of recording the classroom activities. And then, reflection is revising a classroom activity from what the researcher's plan first. In this research, the researcher applied the four phases of Kemmis and Mc Taggart in Burns (2010:8) in each cycle. The phases are planning, action, observing, and reflecting. The design of this research is presented in the figure and explanation below:³⁷

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

³⁶ Kemmis S dan R. Mc Taggart, *The Action Research Planner* (Victoria: Deakin university 1988), 19

³⁷ Suharsimi, *Penelitian tindakan kelas*, (Jakarta: PT Rineka Cipta, 2010)

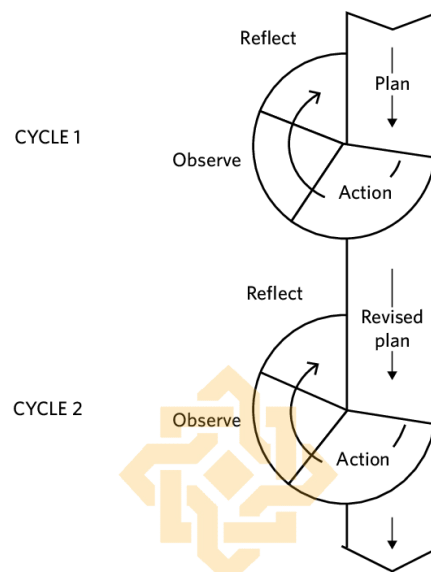


Figure 3.1
Kemmis and McTaggart Action Research Design
(Kemmis and Mc Taggart,2014)

The classroom action research consists of several cycles in which each cycle is composed of several meetings depend on the stages in process genre approach. The spiral of cycle will recur until a satisfactory result has been achieved and stop until the time is felt enough (Kemmis and McTaggart),1988,as cited in Burn,2010)³⁸

1. Planning

Problems have been identified successfully, it was the time for considering the plans to be implemented in the field. The feasible ones needed to be determined in order to make progresses on students writing and improvements inequality in teaching and learning process. In planning the actions, the researcher together with the collaborator worked to prepare the techniques, materials and also actions to be performed and also research

³⁸ Kemmis S dan R. Mc Taggart, *The Action Research Planner* (Victoria: Deakin university 1988)

instruments to collect the data during the research. Those were implemented in order to solve the problems in the class VIII of Mts Raudhatul Ulum.

In this phase, the writer collaborated with English teacher to conduct this research. For details plans can be seen as follows:

- 1) The researcher consulted with an English teacher to choose the
- 2) appropriate material and topic related to the syllabus.
- 3) The researcher and the English teacher decided on the material;
Recount Text
- 4) The researcher offered Personal journal technique as an alternative
technique to improve students ability
- 5) The researcher and the English teacher discussed how to apply
Personal journal technique in the classroom
- 6) The researcher and the English teacher designed lesson plans
- 7) The researcher and the English teacher made learning material Journal
Peronal Technique
- 8) The researcher and the English teacher made a writing assessment

2. Action

After the researcher preparing some plans to solve the problem existed, the researcher have to implement the plan of the research in the class. By recording and observing the classroom activity, the researcher takes a note of anything happening in the classroom. It is used to collect the data from classroom activity despite collecting the data only from the students. Collecting data in classroom activity is important because it will consider the students who need more treatment by the researcher. The researcher also has to take a note the students' response about the question and the activity of the students while having a discussion.

The steps in implementing Personal Journal techniques in the teaching and learning process are as follows:

- a. The teacher stimulated students by Personal Journal Technique
- b. The teacher explained the material about Recount text
- c. The teacher gave common daily vocabularies
- d. The teacher explained the grammar form used for a Recount text using both verbal and nominal forms of Simple Past Tense.
- e. Teacher gave the example of simple past tense.
- f. The teacher gave the example of Recount text according to common vocabularies and grammar learned.
- g. Both teacher and students concluded Recount text.
- h. The researcher and the English teacher observed the class.
- i. The researcher and the English teacher took students' score.

3. Observing

By recording and observing the classroom activity, the researcher takes a note of anything happening in the classroom. It is used to collect the data from classroom activity despite collecting the data only from the students. Collecting data in classroom activity is important because it will consider the students who need more treatment by the researcher. The researcher also has to take a note the students' response about the question and the activity of the students while having a discussion.

Data Collecting Technique The researcher used primary and secondary data in the data collecting technique.

a. Primary Data

1) writing test

The students' writing aims to record the result of the students' journals. It is because after the students write a recount text using journal persona technique, the researcher needs to analyze the journals in a matter of accuracy of grammar and the ability of students in choosing word by word and th From the students' texts from the first meeting in cycle 1 to the third one in the first meeting, of the second cycle, important information and data were obtained which would decide whether the students were able to make significant improvements or not. The scores gained by the students analyzed based on the five aspects of writing such as grammar, vocabulary, mechanics like spelling and punctuation, fluency, and form proposed by Anderson in Hughes (2003: 91)³⁹ in the use of the journal personal technique. It gave reliable evidences on the students sides to show what progresses they made anden putting in a sentence what improvements they gained during the implementation of the journal keeping

Pre-test and Post-test Both tests were done to make comparisons of before and after the implementation of the personal journal technique as the effort to improve students writing skills in English, especially on recount texts. The data were also acquired from the notes on actions conducted in the classroom. The researcher

³⁹ Anderson, Mark., and Anderson, Kathy. 1997. Text Type in English 1. Australia: Macmillan.

collected the original data which depicted the whole situation and aspects of the classroom performances from the teachers, the students, the school principal, and etc. The data that were also parts of it ,field notes, and the students writing.

b. Secondary Data

1) Observation

The primary data was enhanced by the observation. During the implementation of Action, the observation format was used to track the entire teaching and learning process. The observation sheet helped the researcher to get information by analyzing students' condition, activeness, and responses toward Classroom Action Research implementation. The teacher's usage of the personal journal technique to enhance students' writing abilities in the classroom was observed by the researcher using a teacher observation sheet. An observation sheet is used to know whether the teacher's teaching and learning process have the same planning and take a note as revision for the next meeting. Besides, the researcher also collected the data from the students' observation sheet above to observe students' activities and responses toward the use of personal journal technique to improve their writing skills

4. Reflecting the action

The researcher and the collaborator made reflection based on the observation by assessing how the action was carried out. In the final stage, the researcher and the teacher evaluated the post-test score. The research

would be ended if, after the first cycle, the final score achieved the criteria needed for the action's success. On the contrary, action research would be done in the following cycle if the score did not satisfy the criteria. If the research matches the modified action success criteria, it will be ended.

D. Procedures of the research

The mode of action research is the framework in undertaking a classroom action research. It can be concluded that the steps of research including planning, action, observation, and reflection are included in the part of procedures of this research. In conducting in classroom action research there is collaboration between the writer and the English teacher. The procedures of action research in this research can be seen as follow;

a. Identifying the problem

The writer as the observer in the research identifies the problem. The problem refers to the student's writing ability that is still low

b. Carrying out the real classroom research

E. Data Analysis

After the researcher collected the data, the researcher analyzed the data qualitatively and quantitatively. Data gained from observation, observation checklist. Brown (2004:4)⁴⁰ states that assessment is an ongoing process that encompasses a much wider domain. The wider domain here such as; the students' responds to a question, offers a comment or the student's performance. Moreover, one of the techniques to assess students' test is using analytic score (Cohen:1994). He adds that analytic score assessing five

⁴⁰ Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education.

components of the texts: Content, organization, vocabularies, grammar, and mechanics. The more detailed the analytic score by Cohen (1994) is presented below:

Table 3.1
Students' Writing scoring rubric

Aspect of Writing	Range	Score	Criterion
Content	5	Excellent	Main Ideas stated clearly and accurately, change opinion very clear
	4	Good	Main Ideas stated fairly clearly and accurately, change opinion relatively clear
	3	Average	Main Ideas somewhat unclear or inaccurate, change opinion statement somewhat weak
	2	Poor	Main Ideas not clear or accurate, change opinion statement weak
	1	Very Poor	Main Ideas not at all clear or accurate, change opinion statement very weak
Organization	5	Excellent	Well -organized and perfectly coherent
	4	Good	Fairly well -organized and generally coherent
	3	Average	Loosely organized but main ideas clear, logical but incomplete sequencing
	2	Poor	Ideas disconnected, lacks logical sequencing
	1	Very Poor	No organization, incoherent
Vocabularies	5	Excellent	Very effective choice of words and use of idioms and words forms
	4	Good	effective choice of words and use of idioms and words forms
	3	Average	Adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	Poor	Limited range, confused use of words, idioms, and word forms
	1	Very Poor	Very limited range, very poor knowledge of words, idioms, and word forms
Grammar	5	Excellent	No errors. Full control of complex structure
	4	Good	Almost no errors, good control of structure

	3	Average	Some errors, fail control of structure
	2	Poor	Many errors, poor control of structure
	1	Very Poor	Dominated by errors, no control of structure
Mechanics	5	Excellent	Mastery of spelling and punctuation
	4	Good	Few errors in spelling and punctuation
	3	Average	Fair number of spelling and punctuation errors
	2	Poor	Frequent errors in spelling and punctuation
	1	Very Poor	No control over spelling and punctuation

Adapted from Cohen (1994:328)⁴¹

It can be concluded that a piece of writing can be seen good or bad by its quality of good writing. Therefore, content, organization, vocabulary, grammar, and mechanic are five important aspects to measure writing quality.

The total score of speaking was multiplied by 5 with a scale of 0 up to 100 used to make the scoring was easier to accumulate. The researcher adapted 5 aspects of speaking above to make focus on the linguistic aspects such as content, grammar, vocabulary, and mechanic. The score was collaborated by both teacher and researcher and recording students' writing to rechecks the score given as the accuracy of scoring. In this research, the measurement of the students' achievement that Cohen suggests could be interpreted with the following table⁴².

Table 3.2
Students' Achievement

Criteria of mastery	Grade
91-100	Excellent

⁴¹ Cohen, A. D. (1994). *Assessing Language Ability in the classroom*. 2nd ed. Boston: Heinle & Heinle Publishers.

⁴² Cohen, A. D. (1994). *Assessing Language Ability in the classroom*. 2nd ed. Boston: Heinle & Heinle Publishers.

81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

Post test were analyzed quantitatively. Data from the writing test was analyzed by using this formula:⁴³

$$Mx = \frac{\sum x}{n}$$

Notes:

Mx : Mean

X : Individual Score

N : Number of Students

To get the class percentage which passes the minimum mastery criteria- Kriteria Ketuntasan Minimal (KKM) 70 (seventy), the writer uses the formula⁴⁴:

$$p = \frac{R}{T} \times 100\%$$

Where:

P = the class percentage

R = the total of students passed the KKM

T = the total number of the students .

F. Validity of Data

In this research, the researcher used content validity. The test can be said to have content validity if the content of the test match or appropriate with the sample of language skill. Ary et al (2010:226) stated that to have a content validity, the instruments are representative of some defined universe

⁴³ John Creswell, Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research. Fourth edition. Boston: Pearson Education, Inc. 52
Sudjana, Metoda Statiska, (Bandung: PT. Tarsito, 2002), 67

⁴⁴ Anas Sudijono, *Pengantar Statistik Pendidikan ...*, p. 43.

or domain of content⁴⁵. Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study.

Brown stated that if a text samples the subject matter about which conclusions are to be drawn and requires the test taker to perform the behavior being measured, it can claim content-related evidence of validity, often popularly referred to as content validity⁴⁶. By that, content validity is explaining about the content of the text. As a result, the test should be appropriate for the curriculum, the subject matter, and the goal of the study.

There were several points that the researcher applies to make the test valid. First off, the test was created using the study's objectives and curriculum. Second, the researcher must offer students' tests with this explicit guidance. Thirdly, they need to practice writing recount texts with proper grammar, substance, and organization. In order for the supervisor, who is an expert, to remark or provide feedback on the test the researcher created and determine if the test was valid or not, the researcher also had to correct the test.

G. Criteria of Success

Classroom Action Research (CAR) can be called as successful if it can reach the objective which researcher has already determined. This research was successful when there was 60% of students could pass the assessment score equal to or higher either 70 as minimal mastery level criterion (KKM) in

⁴⁵ Ary, D., Jacob, L. C. & Sorensen, C. (2010). *Introduction in Research in education*. Wadsworth; Cengage Learning

⁴⁶ H. Douglas Brown, *Language Assessment Principle and Classroom Practices* (New York: Prentice Hall, 2001), 22-23

Mts Raudhatul Ulum . The Classroom Action Research (CAR) failed if the students cannot exceed the criteria of action research in this research. This Classroom Action research stopped if the students have already reached the criterion of success but if the criterion of success unreached, the researcher would like to plan alternative action to be done in the nextcycle.



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CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This research was done on May 11, 2023, at Mts Raudhatul Ulum in the academic year 2022/2023. This research divided in two cycles. Each cycles consisted of four steps, they are: planning, action, observation and reflection. Before doing the first cycle, the research was done pretest. The first cycle conducted in three meeting, the researcher implemented the personal journal technique and done post test cycle 1. The second cycle conducted in two meeting, the researcher done reflection of the first cycle that implemented the personal journal technique and done post test cycle 2. So, totally there were five meeting in this research.

In order to know writing skills before the action conducted, the researcher held a test which is generally called as a pretest. The students had to write a recount text.

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Table 4.1
Scoring Pre-Test

No	Initial of student	Score 1	Score 2	Total	criteria
1	AH	50	50	50	Unsuccess
2	AR	45	50	47,5	Unsuccess
3	ARD	65	65	65	Unsuccess
4	DU	50	60	55	Unsuccess
5	DA	55	50	52,5	Unsuccess
6	FM	70	70	70	Success
7	GP	65	65	65	Unsuccess
8	HS	50	45	47,5	Unsuccess

9	KJ	45	50	47,5	Unsuccess
10	LF	75	70	72,5	Success
11	MM	55	55	55	Unsuccess
12	MA	60	65	62,5	Unsuccess
13	NP	60	65	62,5	Unsuccess
14	RF	75	75	75	Success
15	RM	40	45	42,5	Unsuccess
16	RR	65	60	62,5	Unsuccess
17	RJ	50	50	50	Unsuccess
18	SA	60	60	60	Unsuccess
19	SS	60	55	57,5	Unsuccess

Note; Score 1 : Researcher

Score 2 : English Teacher

Based on the table above, the total score was 1.100 and the total students who was took the pre test was 19 students. So, the mean of the students was:

- The average of students' mean score

$$Mx = \frac{\sum x}{n}$$

$$Mx = \frac{1.100}{19}$$

$$Mx = 57,70$$

- The percentage of students who passed the KKM

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{3}{19} \times 100\%$$

$$P = 15,78\%$$

In pre test, the total score was 1.100 and the mean was 57,70 from 19 students.

The students who success got up 70 were only 3 students of 19 students (15,78%).

Based on the example of the results of the student's pretest and the score of the students' pretest above, the result did not meet the expectation yet. It is because the researcher also looked for the number of students who had scores at least the same or more than the ideal mean score in pretest.

The researcher presented the research instruments and procedures implementing the Classroom Action Research in this chapter. The description of the research implementation can be seen as follows:

1. Planning (Cycle I)

a) Determining the actions to overcome the problems The researcher and the collaborator planned some actions related to the research about improving students' ability in writing ability.

1) Using journal personal writing to attract the students writing better.

2) Showing various techniques such as presenting a model of recount text by using journal writing to the students.

3) The researcher planned to discuss the students' mistake of their writing product in every meeting.

b) Preparing the materials and the media The researcher planned to give some examples of recount texts containing picture associated to the topic. The researcher also prepared the journal as the media of the students in writing. Then, considered giving materials related to

improve their writing ability about tenses, arranging a text into a good paragraph, and continuing activity.

- c) Preparing lesson plan The researcher prepared the lesson plan which consists of several components namely standard of competence, basic competence, indicator, learning objective, and learning materials. The researcher made lesson plans which were rooted in the syllabus. In the Cycle 1 of the research consists of 3 meetings.

2. Action

The implementation of activities in the first cycle was conducted after planning steps on Thursday, 11 May, 2023. The researcher collaborated with an English teacher who acted as the collaborator who observed the class and the researcher acted as the English teacher who taught the class. In this phase, the researcher implemented the planning design, including the lesson plan and the research instruments which an English teacher has made.

a) The first meeting

The first meeting was conducted on Friday, May 12th 2023 from 08.05 – 09.20 am. The first meeting was running well according to the teaching procedures written in the lesson plan. The researcher began the class by greeting the students.

The researcher then started a short dialogue with the students to check their attendance, after that The researcher asked the students to

guess the material that would be probably going to learn. The researcher informed the purposes of recount text for real life to students. The researcher asking about the students' interesting experiences they got during holidays. Some students kept silent while the rest answered in chaos. The researcher pointed one of them to tell the detail of her story. At first, she was asked about the destination. After that, in order to deliver the students into better understanding of the generic structure of recount texts which was related to telling past experiences, the researcher used a different and simple way by asking some questions about the "where", "when", "who", and "how" of the trip.

This was the introduction before the complete events were told to give background knowledge on the audiences. Then the student was brought to tell the events happening during the trip which was the second pivotal part in recount text. At last, the researcher questioned the student about her feeling and impression of the trip whether she was happy, excited or not, just as similar as the things told in the re-orientation part of recount texts where the impression of the writer was expressed. The student said that it was a fun holiday. The researcher praised her.

Next the researcher explained the recount text's basic material, such as definition, purpose, generic structure, and language features of recount text. In explaining the definition of recount text, the researcher explained clearly what recount text is and gave them the example of

learning recount text. the researcher also explained the generic structure of Recount text , including Orientation,Events,and Reorientation. Afterward, the researcher explained the language features of recount text, including the example of nouns, adjectives, and past tense used in recount text. The students did not know what nouns and adjectives mean, the researcher tried to guide them to give examples of nouns and adjectives.

The next activity, the students were asked to form pairs with the classmates next to them to have discussion on the first task which had them to arrange jumbled paragraph of a recount text into a good one. After finishing the task, the researcher discussed the correct order together with the students. Moving to the next task, the researcher gave the students questions asking them to decide which words were proper nouns and which words were classified into common nouns on some names of things. In this session, the students were expected to work individually. When they finished doing the task with no difficulties, she commanded them to exchange their works with the classmates next to them to check each answers properly.

In the end of class the researcher revisited the content covered in class at the conclusion to help the students better understand what they had learned. By accurately responding to the researcher's question, the students had already shown their deep understanding of their topic. Afterward, the researcher closed the meeting by reading and praying.

b) The Second Meeting

The researcher conducted the second meeting on Friday, May 13th, 2023. On that day, the researcher planned to ask the students to learn how to construct a sentence properly. The activity was suggestions from the teacher as a reflection on the first meeting. The researcher started the class by greeting the students and checking the attendance list. After the students were ready to start the class, the researcher started to explain the activity on that day. The researcher focused on the tense first. The researcher began to explain the main lesson of the day which was the second language feature of recount texts that was the use of simple past tense. At first, she asked about their knowledge on the use of simple present tense to tell things happening in the past. Some of the students though did not really master the exact use of it told that they had known it. Few of them were silent indicating their lacking knowledge on it while the rest of them said that they knew it but did not really know how to use it. Then, she showed them the pattern of simple past tense in verbal sentence first and wrote it on board followed by some examples while the students were busy taking notes.

The next activity the researcher gave the students task sheet but the verbs were totally incorrect. Then the researcher asked the students to change the verb into correct verb. In this activity, the researcher asked the students to do it individually. After they finished doing the task, they wrote their sentences on the whiteboard. After they had done

showing the answer on the whiteboard, the researcher began to discuss the answer together with the students. After finished correcting the students' answer on the whiteboard, the result was not good enough.

c) Third Meeting

The third meeting was conducted on Friday, May 19th, 2023. The researcher on that day asked the students to write a recount text using journal personal writing. The researcher started the class by greeting the students and checking the attendance. After the students were ready to start the class, the researcher started to distribute the media to the students. The students in the classroom were noisy. Even they made their way around the classroom in search of some of their classmates. It is clear that the atmosphere in the classroom was hectic. The teacher also reminded the students about the verb patterns in writing a recount text.

The following is an example of students' writing.

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1. On Sunday I ^{do} activities,
 in the morning, I ^{wake} up and clean the bed,
 after ~~se~~ ^{cleaning} the bed then I ^{take} a shower
 after ^{taking} a shower then I have breakfa
^w morning, after breakfast then I prepare
 the school attributes that are ^{worn} on Monday
 in the afternoon then I ^{see} the usual ^{watching}
 TV after ^{watching} TV I took a nap.

Cont	: 3	Grammar	: 2
Org	: 4	Mechanics	: 3
Vocab	: 3		

From the students' writing above, it can be seen that they still have difficulties in generating ideas. Their errors in grammar still happen. In the last ten minutes, the researcher gave the students the summary and the feedback about the materials given on that day. He checked whether the students had understood or not yet.

3. Observing

The researcher made observation by discussing with the collaborator about the condition of the student, the learning atmosphere and the result of the students writing ability while in class in cycle 1. The researcher also use the result of reflection in action and student writing score to observe the student improvement in writing ability.

4. Reflection

Reflection was the last phase in each cycle to know whether the first cycle's results, in this step, the researcher evaluated the teaching learning process in the end of the first cycle. The evaluation was done from the students result test, observation of the student attitude and also notes. From the students' works, the researcher noticed the students' weakness in a certain aspect of writing such as in grammar, vocabulary, mechanics and etc. It told the researcher to determine on more helps each student needed. Many students failed to form good sentences using past tense.

However, according to the results of the observations done during the research, the researcher did not meet any considerable difficulties in delivering the materials on recount text to the students in general. In the first meeting, the students still felt confused of the generic structure of the text. They did not know the differences among the three elements in recount texts namely orientation, events and re-orientation. Then, the researcher tried to explain it in more simple way by giving an example of how they usually told stories in everyday life. The students seemed to have better understanding. Furthermore, after giving a model text to the students, the researcher asked about the kind of nouns they had in recount texts which were proper nouns.

The researcher was seen the result of cycle I and though more be focus in teaching. Thus, the researcher stated to continue doing cycle II,

and believed that the students' skill could be improved to get the better result than before.

Table 4.2
Students' Writing Assesment Score Result
In third meeting(Cycle 1)

No	Initial of student	Score 1	Score 2	Total	criteria
1	AH	75	73	74	Success
2	AR	65	70	67,5	Unsuccess
3	ARD	80	78	79	Success
4	DU	70	75	72,5	Success
5	DA	65	68	66,5	Unsuccess
6	FM	80	73	76,5	Success
7	GP	65	62	62	Unsuccess
8	HS	60	57	58,5	Unsuccess
9	KJ	55	60	57,5	Unsuccess
10	LF	85	85	85	Success
11	MM	65	63	64	Unsuccess
12	MA	60	60	60	Unsuccess
13	NP	60	60	60	Unsuccess
14	RF	80	80	80	Success
15	RM	55	60	57,5	Unsuccess
16	RR	65	63	64	Unsuccess
17	RJ	60	58	59	Unsuccess
18	SA	75	70	72,5	Success
19	SS	80	80	80	Success

Note; Score 1 : Researcher

Score 2 : English Teacher

Based on the table, the total score was 1.296 and the total students who was took the test was 19 students. So, the mean of the students was:

- The average of students' mean score

$$Mx = \frac{\Sigma x}{n}$$

$$Mx = \frac{1.296}{19}$$

$$Mx = 68,21$$

- The percentage of students who passed the KKM

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{8}{19} \times 100\%$$

$$P = 42,1\%$$

In post test (cycle I), the total score was 1.296 and the mean was 68,21 from 19 students. The students who success got up 70 were 8

students of 19 students . Concluded that the students' score at writing recount text showed the increasing at cycle I but some students got on unsuccess. Because there were only 8 students success the evaluation test

in cycle I. So, the researcher was done cycle II to increase the students' score at writing recount text.

Report of Cycle II

Based on the result of the cycle I, the researcher decided to continue the research in cycle II. In this cycle, the researcher expected that the result of cycle II got better than the first cycle. The researcher

implemented personal journal technique in cycle II and the researcher could use the information of cycle I to help in considering the better planning. The researcher conducted the cycle II with the same steps in first cycle:

1. Planning

In this case, the second cycle was intended to solve the students' problems in Cycle I. In Cycle II the students needed more practice about generating ideas using grammatical feature, and organization. In this the researcher rearranged plan by preparing the lesson and preparing the post test of cycle II. The researcher created more active in teaching and learning process, gave more explanation and example of recount text. Prepared diary notes and color marker, documentation were collected the data of students' improvement in writing recount text during learning process.

2. Action

There were all activities in planning step which were done by researcher. In implementing the action based on plan which had made. In this case, the researcher asked students all about material last meeting before doing in next explanation. Some students answer all questions that I gave to them last meeting and looked understood.

a) the first meeting

was conducted on Saturday, May 20th, 2023. The text type was still the recount text. The researcher gave activity about

correcting the tense to the students. This activity was considered because some of the students still did not understand about the tense used in writing recount text. In this activity, the students were given a recount text about holiday. The text had some mistakes, especially in the use of grammar. The students needed to correct the mistakes based on the correct grammar the English teacher explained previously. In this case, the students were arranged in a group of four. The purpose of making groups was the students could have a discussion with their friends and more interaction in the class. Furthermore, each member could have shared their knowledge about the use of lexico-grammar features. After the students were ready to get the lesson, the researcher started to pass the students the worksheets. The students started to do the task. The class was very noisy on that day. The following field notes describe the situation.

While the students did their task, the researcher kept reminding the students about the tense used in recount text. After the students had done their task, he asked the students to discuss it together.

After the students finished doing their task, the researcher led the students to discuss their answers together. They suddenly raised their hand as a signal that they wanted to show their answer. Most of the students did well in this task.

For the next session, the researcher invited the students to identify some adjectives and adverbs found in the text. Then, she

asked whether they were familiar with those words and whether they knew about what adjectives and adverbs are. A couple of students recognized those terms and told the researcher what those are. Thus, the researcher explained in details what they are. In addition, the students were also provided by some examples of its uses in sentences. The researcher also gave them ideas about how important their uses in a sentence to give exact expression of feeling or characteristic of something for the audience to fully understand what were the text about. Those are also pivotal parts in recount texts since telling the readers about a certain experience unknown to them needed to be very clear and complete in order to give them exact depiction so they could understand the real situation. These aspects also make a story more interesting and worth reading. After checking the students' understanding, the researcher asked the students to make sentences about the classmates next to them by telling about their characteristics, appearances or feelings using adjectives. The students seemed to find it very funny to tell about their opinions on their close friends. When the researcher asked one by one about the sentences they made, they were enthusiastically answering.

In the last ten minutes, the researcher gave the students the summary and the feedback about the materials given on that day. He checked whether the students had understood or not yet. After the

implementation was done, some students admitted that after doing the activity, they could understand the use of the grammar better

b) Second Meeting

on Saturday, May 26rd, 2023. This activity was intended to let the students explore the topic given and also to improve their flow of writing. Moreover, this activity could also make the students more confident in writing. The researcher began with gave some motivation before study and then explained recount text definition, generic structure, language features and gave example how to write recount text through personal journal. The, the researcher asked students to make their own writing recount text based on the topic that the researcher given by personal journal technique. After doing the test, the students submitted to the researcher.

3. Observation

This step still done observation and was conducted to observe all activities during teaching and learning process in cycle II. It aimed to find out all the data that the researcher needed. The activity of students was observed and showed that most of students more creative and enthusiastic during learning process in this cycle. The result of post test in cycle II

4. Reflection

In cycle 2, the researcher found no difficulties in asking the students" to write. Very few of them felt bored to write but most of them

still enjoyed the process of writing. However, fortunately the efforts of improving the classroom teaching and learning process met no serious problems and obstacles. The students seemed to accustom themselves very well in building their own writing habits. They realized that they made some improvements and progresses during the activity of writing their experiences

Compared to the days when they did not get opportunity to practice writing, they were more confident to write in English, especially in the form of recount texts. They said that the Personal Journal technique made them be able to express their ideas fluently and confidently with no considerable problems. In the second cycle, their writings were totally improved seen from the aspects of writing skills such as grammar, vocabulary, mechanics, fluency, and organization of their stories. The use of simple past tenses was getting consistent day by day as they got the lists of irregular verbs which were useful for them. They also used variety in the vocabulary aspect since they got many opportunities to add new words during the research meetings. The flow of their writing immensely got very rapid. The fluency was attained since they felt free to write without thinking of the errors and mistakes and the boundary was invisible for them.

The activities in the class during this cycle which were meant for adding new knowledge to the students and also exercises and tasks for the students to actually experience the language they just learned also

gave huge contribution to the success of the teaching and learning process in writing skills on recount texts.

The students wrote their past experiences including their feelings, thoughts and ideas in their lives. the researcher could also share her experiences and feelings to the students. This made the relation between them became closer which was beneficial for the process of teaching and learning inside or outside the classroom.

The implementation of the actions and also the use of Personal journal technique in cycle 2 contributed significant improvements compared to the previous cycle. The students produced better pieces of writing in recount texts compared to their writing before the implementation. The following is a comparison of a student's texts before and after the implementation representing the class of VIII Grade that shows the improvements made after the use of Personal Journal Technique.

There were some additional findings found by the researcher and the collaborator during the research. The details are as follows.

- a. The use of PJT could also empower the students' motivation which also improved the classroom atmosphere. The free spaces given for them to write really made them feel more relaxed and the responses they got keeping their excitement high because they feel the appreciation given directly from the teacher or the researcher.

- b. The use of PJT also enhanced the students' creativity where they could openly state their opinion, ideas and thought. Moreover, it also gained the students' confidence to ask about anything they wanted to ask which was good to maintain their self-reliance.
- c. The use of PJT also made the bond between the students and the teacher closer which would help the process of getting and delivering the knowledge.

Table 4.5
Students' Writing Assessment Score Result
In third meeting(Cycle 2)

No	Initial of student	Score	Score	Total	criteria
		1	2		
1	AH	95	93	94	Success
2	AR	80	80	80	Success
3	ARD	85	85	85	Success
4	DU	80	82	81	Success
5	DA	75	77	76	Success
6	FM	95	93	94	Success
7	GP	80	81	80,5	Success
8	HS	65	65	65	Unsuccess
9	KJ	60	58	59	Unsuccess
10	LF	90	88	89	Success
11	MM	85	85	85	Success
12	MA	80	82	81	Success
13	NP	75	77	76	Success
14	RF	88	85	86,5	Success

15	RM	65	60	62,5	Unsuccess
16	RR	75	76	75,5	Success
17	RJ	85	85	85	Success
18	SA	95	90	92,5	Success
19	SS	95	95	95	Success

Note; Score 1 : Researcher

Score 2 : English Teacher

Based on the table, the total score was 1.542 and the total students who was took the test was 19 students. So, the mean of the students was:

- The average of students' mean score

$$Mx = \frac{\Sigma x}{n}$$

$$Mx = \frac{1.542}{19}$$

$$Mx = 81$$

- The percentage of students who passed the KKM

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{16}{19} \times 100\%$$

$$P = 84,21\%$$

Based on the data above, the score mean of the students was 81 and the percentage was 84,21% . It showed that the students' score

increased and better than pre test and post test. Therefore, the researcher decided to stop the research in the second cycle⁴⁷.

B. Discussion

This research was conducted to find out the improvement of the students' writing skill in recount text through personal journal technique. Many techniques that could be used by the teacher in teaching English exactly in writing recount text. One of the techniques was personal journal. Based on the statements of. Orem, Journal is really helpful for both students and teachers in the process of teaching and learning writing⁴⁸ and journal writing can help the students to be accustomed to think and put ideas on the paper⁴⁹ who claims that journals are very valuable for both teachers and students in the process of teaching and learning writing.

Based on the qualitative data that the researcher taken the result of observation sheet, it was found that after implemented personal journal technique in writing recount text, the students enjoyable, more active and enthusiastic during teaching learning process. By this situation, the students could done their test in good score in every cycle.

The quantitative data result showed, in pre test the total score mean of students was 1.100 (57, 70), the percentage of the students' score was 15,78% and there were only 3 students who got up 70. It's mean the students' writing

⁴⁷ See on the appendix 13 page 118-120

⁴⁸ Orem, R. A, (2003), *Journal Writing in Adult ESL: Improving Practice through Reflective Writing*, Illinois: New Direction for Adult and continuing Education, P.73

⁴⁹ Langan, J, (2008), *College Writing Skills with Readings*, New York: McGraw-Hill Companies, Inc, P. 18

skill in recount text still low. After implemented personal journal technique, the mean of the students' score in pre test (cycle I) was 1.296(68,21), the percentage of the students' score was 42,1% and there were 8 students who got up 70. It was mean there was improvement writin g ability through personal journal technique. In the post test in cycle II, the total score mean of students was 1.542 (81), the percentage of the students' score was 84,21% and there were 16 students who got up 70. It means the students' writing skill in recount text become betters from the first meeting to the last meeting.

Researcher conducting research at the beginning of the meeting in the first cycle encountered a problem, namely that while students were writing personal journals, students did not pay attention to grammar properly, resulting in student scores that did not reach the KKM. According to Siti Aminah, one of the disadvantages of utilizing a personal journal is the limitation of self-observation, namely that students lack understanding of writing with good structure and grammar. This limits can be controlled in the second cycle, and students become accustomed to writing personal journals with correct structure and grammar. As Jeremy Hammer said about the advantages of using a personal journal that can improve students' ability to write by doing it consistently⁵⁰.

There was problem during the second cycle of research, such as students not being able to organize their time well, so they spent a lot of time doing it.

⁵⁰ Jeremy Harmer, (2004), How to Teach Writing, Malaysia: Longman, P. 126-129

As Siti Aminah stated, the disadvantages⁵¹ of conducting personal journals waste time. This problem can be controlled during the meeting in the second cycle with the guidance of the researcher by setting the writing time correctly and writing activities can be carried out consistently without disturbing other activities. As Jeremy Hammer said about the advantages of using a personal journal that can improve students' ability to write by doing it consistently and be disciplined like athletes⁵².

Ardy Tri Yuniyanto⁵³ in his thesis entitled "Improving Student's Writing Abilities in Writing a Recount Text by Using Journal Writing of Class VIII A Students of SMP 4 Sleman in the Academic Year of 2012/2013" stated that journal writing is proved to be an effective way to guide the students to generate ideas and express their ideas into a written language. Then, Siti Aminah in her thesis entitled "Improving The Students' Writing Skill Through Personal Journal Technique at VIII Grade Students of MTs Al-Ittihadiyah Laut Dendang Year 2019" stated that the implementation of personal journal technique could help students to improve their writing skill in recount text. During the learning process the researcher used the personal journal technique with a group system because in the first cycle the students paid little attention to structure and grammar so the researcher used a new method by grouping students into several groups. After the researcher

⁵¹Siti aminah hasibuan, improving the students' writing skill through personal journal technique at viii grade students of mts alittihadiyah laut dendan.

⁵² Jeremy Harmer, (2004), How to Teach Writing, Malaysia: Longman, P. 126-129

⁵³ Ardy Ari Yuniyanto, (2014), Improving Students' Writing abilities in Writing A Recount Text by Using journal writing of Class VIII A Students of SMP N 4 Sleman in The Academic Year of 2012/2013

conducted the second cycle with groups so that each student in the group could correct each other's recount text. The students showed their writing skill progress, it can be seen when conducting the post-test, many students have enough courage to write English text, and have enough vocabularies. Therefore, the scores of the post-test second cycle students' scores above the KKM showed that the treatment was successful.

Based on the explanation above, it could be concluded that the implementation of personal journal technique could help students to improve their writing skill in recount text. It can be proven by quantitative data which showed the students' score in post test of cycle II got better from pre test and post test of cycle I. It can be proven also by the data qualitative data which showed the students the students enjoyable, more active and enthusiastic in writing recount text and the teacher could teach better through applying personal journal technique.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

1. Based observation by the researcher during the action showed that the students were motivated and interested in writing recount text. By personal journal technique, the students can write their own experience in paper and record their activities in the past. So, it can make the students become enjoyable in learning writing recount text.
2. Based on the result of the research findings and discussion, it could be concluded that the students' writing skill in recount text through personal journal technique at grade VIII students of MTs Raudhatul ulum was improved. It can be seen from the mean of the students' score in pre test was 57,70 , the researcher implemented personal journal technique in cycle I, then the mean of the students' score was 68,21 and was improved than pre test. In cycle I, the researcher found some of students still confused to explore their idea in writing and decided to continue to the next cycle II. The mean of the students' score was 81. it was improved than before. In other word, personal journal technique was effective in improving the students' writing skill in recount text

B. Suggestions

This research showed that the students' writing skill in recount text was improved by using personal journal technique at grade VIII students of MTs Raudhtaul Ulum. There were following suggestions:

1. For the Principal In order to motivate the English teacher to keep teaching using creative technique or strategy, so that the teaching learning process running well.
2. For the English teachers Personal journal technique can improve the students' writing skill in recount text and the student enjoyable during teaching and learning process. It is recommended for the English teacher to

implement the technique in English class exactly writing recount text to help the students in improving their skill in writing.



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APPENDIX 1

SRN :T20186092

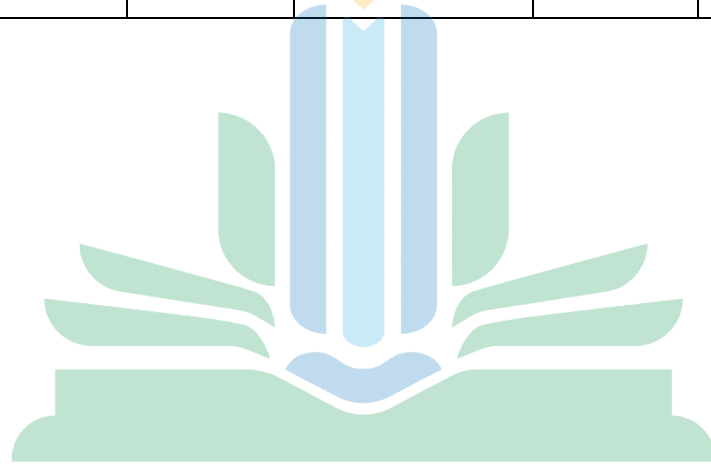
Class :TBI 3

Advisor:Ninuk Indrayani M,Pd.

MATRIX OF CLASSROOM ACTION RESEARCH(CAR)

TITL E	VARIAB LE	SUB VARIAB LE	INDICATORS	DATA RESOUR CES	RESEARCH METHOD	PROBLE M
Improvi ng Student s' Writing Ability through t Persona l Journal Techniq ue at VIII Grade Student	1.Writing skill	Sub Variable A: 1.Linguist ic Competen ce	Indicators A: (Heaton (1989)) a. Vocabulary b. Organization c. Content d. Language use e. Mecanic	Participa nts: -Students	Classroom Action Research(CAR) method. Kemmis and Taggart (1988): 1.Reconnaissan ce 2.Planning 3.Action and Observation 4.Reflection	-How can Personal Journal technique improve students' Linguisti c Compete nce in writing ability?
	2.Persona l journal technique	Sub Variable B: 1.live activities and experienc e	Indicators B: a. Idea b. Value of reflection c. Creative Thought	Instrume nts: - Observasi tion during teaching and learning process -pre test and post test	Data Collection: 1.Observation 2.Using test(pre and post test) Data Analysis Methode: a. Averang e Score $Mx = \frac{\Sigma x}{n}$	

					<p>b. Pass Score</p> $p = \frac{R}{T} \times 100\%$ <p>Validatin of data; Conten Validity</p>	
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APPENDIX 2

CLASSROOM ACTION RESEARCH SCHEDULE

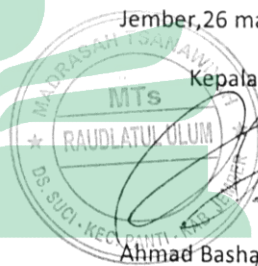
Nama : NUR IZZA FIRDAUS

Nim : T20186092

No	Date	Activities	Time
1	Thursday, May 11, 2023	Asking Permission and discuss about the lesson plant	09.00-10.00
2	Friday, May 12, 2023	1 st meeting (cycle 1)	08.05-09.20
3	Saturday, May 13, 2023	2 nd meeting (cycle 1)	09.50-10.20
4	Friday, May 19, 2023	3 rd meeting (cycle 1)	08.05-09.20
5	Saturday, May 20, 2023	1 st meeting (cycle 2)	09.50-10.20
6	Friday, May 26, 2023	2 nd meeting (cycle 2)	08.05-09.20

Jember, 26 May, 2023

Kepala



Ahmad Bashari, S.Pd

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Appendix 3

OBSERVATION SHEET FOR CYCLE I

Researcher : Nur Izza Fidaus

Class : VIII Grade Students

School : Mts Raudlatul Ulum

1= Very good 2=Good 3=Enough 4=Poor

No	Indicators	Score			
		1	2	3	4
1	Students come to the class on time			✓	
2	Students pay attention to teacher's explanation	✓			
3	Students Motivated and interested in learning process	✓			
4	Students able to answer the teacher's question		✓		
5	The interaction between teacher and students	✓			
6	The ability of students in doing the tes		✓		
7	Students are enthusiastic doing the assignments and collect it on time	✓			

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Appendix 4

OBSERVATION SHEET FOR CYCLE 2

Researcher : Nur Izza Fidaus

Class : VIII Grade Students

School : Mts Raudlatul Ulum

1= Very good 2=Good 3=Enough 4=Poor

No	Indicators	Score			
		1	2	3	4
1	Students come to the class on time			✓	
2	Students pay attention to teacher's explanation	✓			
3	Students Motivated and interested in learning process	✓			
4	Students able to answer the teacher's question	✓			
5	The interaction between teacher and students	✓			
6	The ability of students in doing the tes	✓			
7	Students are enthusiastic doing the assignments and collect it on time	✓			

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Appendix 5

RENCANA PELAKSANAAN PEMBELAJARAN

(PERTEMUAN KE 1)

Sekolah : Mts Raudlatul Ulum

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII A/ Genap

Materi Pokok : Recount text

Alokasi waktu : 2 x 30 menit (Pertemuan 1 Cycle 1)

A. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.11 Teks Recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

B. Tujuan Pembelajaran

Setelah melalui kegiatan observasi, diskusi, latihan, dan penugasan, peserta didik dapat:

1. Mengidentifikasi fungsi sosial beberapa teks recount tentang pengalaman pribadi seseorang secara tepat dan benar,
2. Mengidentifikasi struktur teks beberapa teks recount tentang pengalaman pribadi seseorang secara tepat dan benar,
3. Mengidentifikasi unsur kebahasaan beberapa teks recount tentang pengalaman pribadi seseorang secara tepat dan benar,

4. Menulis vocabularies sesuai dengan spelling and punctuation dalam penulisan recount text secara benar,
5. Memilih vocabularies sesuai dengan konteks penggunaannya dalam penulisan recount text secara benar,
6. Menulis kalimat dalam recount text sesuai dengan tata bahasa (grammar) yang benar
7. Menulis recount text secara tepat dan benar berdasarkan generic structure nya,

C. Materi Pembelajaran Recount Text

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center. scenery but to see the art and the c

✓ Generic structure of recount texts

A recount text is a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred. The Generic structures of a recount text are:

- Orientation: Introducing the participants, place and time.
- Events: Describing series of event that happened in the past
- Reorientation: Stating personal comment of the writer to the story

c. Language Focus

Simple past tense is used to express something that happened in the past.

The pattern is:

S+Verb 2

Usually, you use the following adverbs of time in simple past tense:

yesterday, last week, last..., two days ago, ... ago, the first, second.

Key Vocabularies.

D. Metode Pembelajaran

Pendekatan : Scientific Approach

E. Media :

Worksheet atau lembar kerja (siswa)

F. Sumber Belajar:

Buku Siswa “When English Rings Bell”, Jakarta: Kementerian Pendidikan dan Kebudayaan 2017

G. Langkah - Langkah pembelajaran

Kegiatan Pembelajaran	
Kegiatan Pendahuluan (Apersepsi)	Alokasi Waktu
<ul style="list-style-type: none"> • Guru melakukan pembukaan dengan salam. • Guru mempersiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan melakukan presensi serta mengecek kebersihan kelas dan psikis dengan meminta peserta didik untuk berdoa bersama. • Guru memberi motivasi: Menghubungkan materi hari ini dengan manfaatnya bagi kehidupan sehari – hari. • Guru melakukan apersepsi dengan melakukan tanya jawab dengan mengaitkan materi untuk menggali pengetahuan awal siswa. • Guru menjelaskan tujuan pembelajaran yang akan dicapai. • Guru menyampaikan cakupan materi yang akan dipelajari kepada peserta didik. • Guru Menjelaskan langkah – langkah pembelajaran. 	10 menit
Kegiatan Inti	40 menit

<ul style="list-style-type: none"> ○ Presentasi: <ul style="list-style-type: none"> • Peneliti memperkenalkan model teks recount kepada siswa. • Siswa dengan bimbingan peneliti mengidentifikasi generik struktur teks. • Para siswa dengan bimbingan peneliti mengidentifikasi Bahasa fitur teks. ○ Latihan: <ul style="list-style-type: none"> • Siswa dibagi untuk bekerja dalam bersama teman sebangkunya • Para siswa harus menyusun kalimat atau paragraf yang campur aduk ke dalam urutan yang baik. • Peneliti dan siswa mendiskusikan kegiatan tersebut bersama-sama. 	
Kegiatan Penutup	10 menit
<ul style="list-style-type: none"> • Siswa dan guru: Membahas manfaat pembelajaran yang baru diselesaikan • Membahas kesulitan dalam melakukan aktivitas pembelajaran. • Menyimpulkan hasil pembelajaran. • Menyampaikan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya. 	

H. Penilaian, Pembelajaran Remedial, dan Pengayaan

- Technique: Written test

- Rubric:

PRACTICE

1. Perbaikilah teks dengan paragraph acak berikut ini agar menjadi urutan yang benar

Holiday in the Jakarta city Before went to home, we bought some drink and food. We rested in a restroom. I was very happy at this holiday. I hoped the next holiday would be good too.

Last holiday, I went to my brother's home in Jakarta city. I went to Jakarta city with my father. We went to Jakarta city by the train. Jakarta city was very interesting, but the atmosphere was too hot for me.

First, I saw many pelican birds. They were very hungry, so the zoo keeper feed the bird. Then I saw many deer eaten many hay. In the same cage I saw ostrich. It was very big. It can't fly but can run very fast. Its stomach was very big too. After that, we went to take the boat that the skin like a goose.

A few days later, my brother and I went to the zoo in the Jakarta city. We went to the zoo by taxi. The zoo was very crowded. There were many traders. After bought the ticket, we went to see the animal in the zoo.

Approved by:
Teacher,

Researcher

Rian Ardinsyah S,Pd

Nur Izza Firdaus
NIM T20186092



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APPENDIX 6

RENCANA PELAKSANAAN PEMBELAJARAN
(PERTEMUAN KE 2)

Sekolah : Mts Raudlatul Ulum

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII A/ Genap

Materi Pokok : Recount text

Alokasi waktu : 2 x 30 menit (Pertemuan 2 Cycle 1)

D. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.11 Teks Recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

E. Tujuan Pembelajaran

Setelah melalui kegiatan observasi, diskusi, latihan, dan penugasan, peserta didik dapat:

1. Mengidentifikasi fungsi sosial beberapa teks recount tentang pengalaman pribadi seseorang secara tepat dan benar,
2. Mengidentifikasi struktur teks beberapa teks recount tentang pengalaman pribadi seseorang secara tepat dan benar,
3. Mengidentifikasi unsur kebahasaan beberapa teks recount tentang pengalaman pribadi seseorang secara tepat dan benar,
4. Menulis vocabularies sesuai dengan spelling and punctuation dalam penulisan recount text secara benar,

5. Memilih vocabularies sesuai dengan konteks penggunaannya dalam penulisan recount text secara benar,
6. Menulis kalimat dalam recount text sesuai dengan tata bahasa (grammar) yang benar
7. Menulis recount text secara tepat dan benar berdasarkan generic structure nya,

F. Materi Pembelajaran

Recount Text

Recount Text

→ Definition of recount text Recount text is kind of text that tell the reader what happened in the past events or retell the activities or experiences.
The purposes of recount text are informing and entertaining.

→ Generic structure of recount text

- Orientation: introducing the participant, place and time.
- Event: describing series of event that happened in the past.
- Reorientation: it is optional stating personal comment of the writer story.

→ Language features of recount text

- Introducing personal participant: I, my and etc.
- Using chronological connection: then, first, eventually, next, later, meanwhile and etc.
- Using linking verb: was, were, saw, heard and etc.
- Using action verb: look, go, change and etc.
- Using simple past tense.

H. Penilaian, Pembelajaran Remedial, dan Pengayaan

- Technique: Written test
- Rubric:

Kegiatan Pembelajaran	
Kegiatan Pendahuluan (Apersepsi)	Alokasi Waktu
<ul style="list-style-type: none"> • Guru melakukan pembukaan dengan salam. • Guru mempersiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan melakukan presensi serta mengecek kebersihan kelas dan psikis dengan meminta peserta didik untuk berdoa bersama. • Guru memberi motivasi: Menghubungkan materi hari ini dengan manfaatnya bagi kehidupan sehari – hari. • Guru melakukan apersepsi dengan melakukan tanya jawab dengan dengan 	10 menit

<p>mengaitkan materi untuk menggali pengetahuan awal siswa.</p> <ul style="list-style-type: none"> • Guru menjelaskan tujuan pembelajaran yang akan dicapai. • Guru menyampaikan cakupan materi yang akan dipelajari kepada peserta didik. • Guru Menjelaskan langkah – langkah pembelajaran. 	
<p>Kegiatan Inti</p>	<p>40 menit</p>
<ul style="list-style-type: none"> ○ Presentasi: <ul style="list-style-type: none"> • Guru memperkenalkan model teks recount kepada siswa. • Siswa dengan guru mengidentifikasi generic struktur teks. • Para siswa dengan bimbingan guru mengidentifikasi Bahasa fitur teks. ○ Latihan: <ul style="list-style-type: none"> • Siswa berkerja dalam individu • Guru memberikan teks yang berisi penggunaan kata kerja yang salah dan meminta siswa untuk memperbaiki kata kerja. Diharapkan bahwa siswa dapat menerapkan pengetahuan mereka tentang tenses, khususnya kata kerja yang digunakan dalam genre recount. 	
<p>Kegiatan Penutup</p>	<p>10 menit</p>
<ul style="list-style-type: none"> • Siswa dan guru: Membahas manfaat pembelajaran yang baru diselesaikan • Membahas kesulitan dalam melakukan aktivitas pembelajaran. • Menyimpulkan hasil pembelajaran. • Menyampaikan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya. 	

PRACTICE

1. berikut sebuah teks recount yang verb-nya belum tepat. Buatlah teks ini menjadi teks yang benar dengan mengubah verb tersebut.

My Holiday was Fantastic Last summer I got a fantastic holiday. I visited some great places. I (go) to an airport and (is going) to fly to Cleveland. I (to be) spending there two days. I (like) to see some Cleveland Cavaliers basketball matches. Then I (go) to

Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to. After that, I (go) to New York City. I (visit) the Statue of Liberty. I (go) from the bottom of Manhattan to the top of the crown. That (to be) very amazing. The places (make) me feel at home but I have to go home. Next time I would return to them.

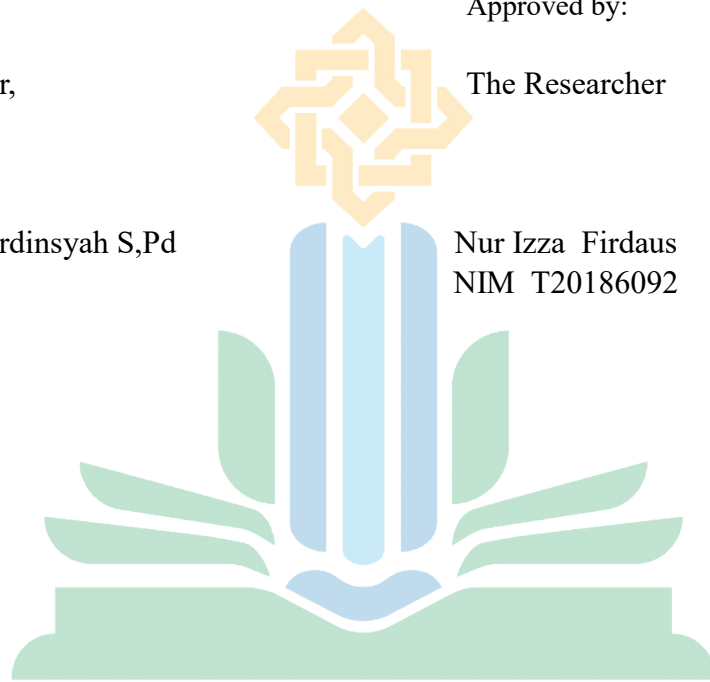
Approved by:

Teacher,

The Researcher

Rian Ardinsyah S,Pd

Nur Izza Firdaus
NIM T20186092



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APPENDIX 7

RENCANA PELAKSANAAN PEMBELAJARAN

(PERTEMUAN KE 3 cycle 1)

Sekolah : Mts Raudlatul Ulum

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII A/ Genap

Materi Pokok : Recount text

Alokasi waktu : 2 x 30 menit (Pertemuan 3 Cycle 1)

G. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.11 Teks Recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

H. Tujuan Pembelajaran

Setelah melalui kegiatan observasi, diskusi, latihan, dan penugasan, peserta didik dapat:

1. Mengidentifikasi fungsi sosial beberapa teks recount tentang pengalaman pribadi seseorang secara tepat dan benar,
2. Mengidentifikasi struktur teks beberapa teks recount tentang pengalaman pribadi seseorang secara tepat dan benar,
3. Mengidentifikasi unsur kebahasaan beberapa teks recount tentang pengalaman pribadi seseorang secara tepat dan benar,

4. Menulis vocabularies sesuai dengan spelling and punctuation dalam penulisan recount text secara benar,
5. Memilih vocabularies sesuai dengan konteks penggunaannya dalam penulisan recount text secara benar,
6. Menulis kalimat dalam recount text sesuai dengan tata bahasa (grammar) yang benar
7. Menulis recount text secara tepat dan benar berdasarkan generic structure nya,

I. Materi Pembelajaran

Recount Text

→ Definition of recount text Recount text is kind of text that tell the reader what happened in the past events or retell the activities or experiences.

The purposes of recount text are informing and entertaining.

→ Generic structure of recount text

- Orientation: introducing the participant, place and time.
- Event: describing series of event that happened in the past.
- Reorientation: it is optional stating personal comment of the writer story.

→ Language features of recount text

- Introducing personal participant: I, my and etc.
- Using chronological connection: then, first, eventually, next, later, meanwhile and etc.
- Using linking verb: was, were, saw, heard and etc.
- Using action verb: look, go, change and etc.
- Using simple past tense.

H. Penilaian, Pembelajaran Remedial, dan Pengayaan

- Technique: Written test
- Rubric:

Kegiatan Pembelajaran	
Kegiatan Pendahuluan (Apersepsi)	Alokasi Waktu
<ul style="list-style-type: none"> • Guru melakukan pembukaan dengan salam. • Guru mempersiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan melakukan presensi serta mengecek kebersihan kelas dan psikis dengan meminta peserta didik untuk berdoa bersama. 	10 menit

<ul style="list-style-type: none"> • Guru memberi motivasi: Menghubungkan materi hari ini dengan manfaatnya bagi kehidupan sehari – hari. • Guru melakukan apersepsi dengan melakukan tanya jawab dengan dengan mengaitkan materi untuk menggali pengetahuan awal siswa. • Guru menjelaskan tujuan pembelajaran yang akan dicapai. • Guru menyampaikan cakupan materi yang akan dipelajari kepada peserta didik. • Guru Menjelaskan langkah – langkah pembelajaran. 	
Kegiatan Inti	40 menit
<ul style="list-style-type: none"> ○ Presentasi: <ul style="list-style-type: none"> • Guru memperkenalkan model teks recount kepada siswa. • Siswa dengan guru mengidentifikasi generic struktur teks. • Para siswa dengan bimbingan guru mengidentifikasi Bahasa fitur teks. ○ Latihan: <ul style="list-style-type: none"> • Siswa berkerja dalam individu untuk membuat recount text 	
Kegiatan Penutup	10 menit
<ul style="list-style-type: none"> • Siswa dan guru: Membahas manfaat pembelajaran yang baru diselesaikan • Membahas kesulitan dalam melakukan aktivitas pembelajaran. • Menyimpulkan hasil pembelajaran. • Menyampaikan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya. 	

PRACTICE

1. The students make a recount text about unforgettable experience based on generic structure.

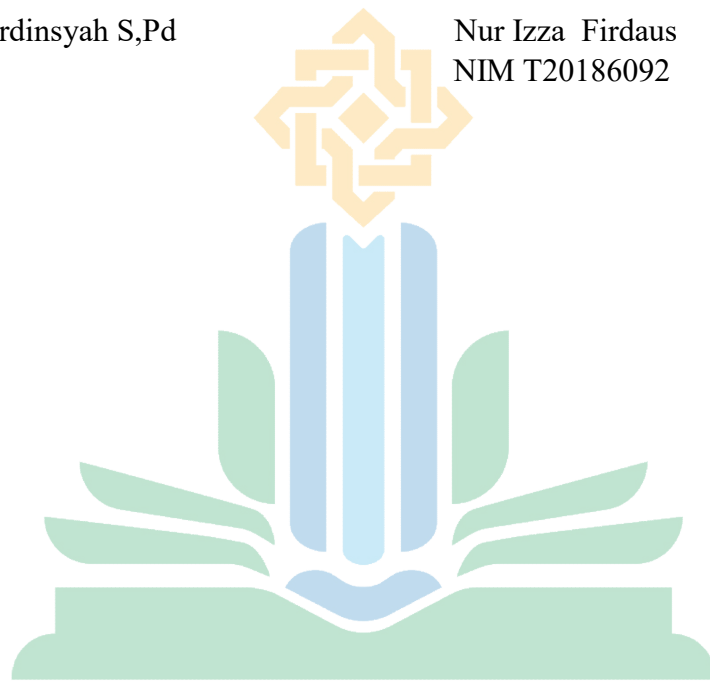
Approved by:

Teacher,

The Researcher

Rian Ardinsyah S,Pd

Nur Izza Firdaus
NIM T20186092



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APPENDIX 8

RENCANA PELAKSANAAN PEMBELAJARAN (PERTEMUAN KE 1 cycle 2)

Sekolah : Mts Raudlatul Ulum

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII A/ Genap

Materi Pokok : Recount text

Alokasi waktu : 2 x 30 menit (Pertemuan 3 Cycle 1)

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.11 Teks Recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>) 4.11.2 Menyusun teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

K. Tujuan Pembelajaran

Setelah melalui kegiatan observasi, diskusi, latihan, dan penugasan, peserta didik dapat:

1. Mengidentifikasi fungsi sosial beberapa teks *recount* tentang pengalaman pribadi seseorang secara tepat dan benar,
2. Mengidentifikasi struktur teks beberapa teks *recount* tentang pengalaman pribadi seseorang secara tepat dan benar,
3. Mengidentifikasi unsur kebahasaan beberapa teks *recount* tentang pengalaman pribadi seseorang secara tepat dan benar,

4. Menulis vocabularies sesuai dengan spelling and punctuation dalam penulisan recount text secara benar,
5. Memilih vocabularies sesuai dengan konteks penggunaannya dalam penulisan recount text secara benar,
6. Menulis kalimat dalam recount text sesuai dengan tata bahasa (grammar) yang benar
7. Menulis recount text secara tepat dan benar berdasarkan generic structure nya,

L. Materi Pembelajaran

Recount Text

→ Definition of recount text
Recount text is kind of text that tell the reader what happened in the past events or retell the activities or experiences.

The purposes of recount text are informing and entertaining.

→ Generic structure of recount text

- Orientation: introducing the participant, place and time.
- Event: describing series of event that happened in the past.
- Reorientation: it is optional stating personal comment of the writer story.

→ Language features of recount text

- Introducing personal participant: I, my and etc.
- Using chronological connection: then, first, eventually, next, later, meanwhile and etc.
- Using linking verb: was, were, saw, heard and etc.
- Using action verb: look, go, change and etc.
- Using simple past tense.

H. Penilaian, Pembelajaran Remedial, dan Pengayaan

- Technique: Written test
- Rubric:

Kegiatan Pembelajaran	
Kegiatan Pendahuluan (Apersepsi)	Alokasi Waktu
<ul style="list-style-type: none"> • Guru melakukan pembukaan dengan salam. • Guru mempersiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan melakukan presensi serta mengecek kebersihan kelas dan psikis dengan meminta peserta didik untuk berdoa bersama. 	10 menit

<ul style="list-style-type: none"> • Guru memberi motivasi: Menghubungkan materi hari ini dengan manfaatnya bagi kehidupan sehari – hari. • Guru melakukan apersepsi dengan melakukan tanya jawab dengan dengan mengaitkan materi untuk menggali pengetahuan awal siswa. • Guru menjelaskan tujuan pembelajaran yang akan dicapai. • Guru menyampaikan cakupan materi yang akan dipelajari kepada peserta didik. • Guru Menjelaskan langkah – langkah pembelajaran. 	
Kegiatan Inti	40 menit
<ul style="list-style-type: none"> ○ Presentasi: <ul style="list-style-type: none"> • Guru memperkenalkan model teks recount kepada siswa. • Siswa dengan guru mengidentifikasi generic struktur teks. • Para siswa dengan bimbingan guru mengidentifikasi Bahasa fitur teks. ○ Latihan: <ul style="list-style-type: none"> • Siswa berkerja dalam kelompok • Setiap kelompok terdiri dari 3 sampai 4 siswa • Guru memberikan recount text bertema holiday dengan structure grammer yg salah <ul style="list-style-type: none"> • Siswa diminta untuk membenarkan structure grammer • Siswa diminta untuk melanjutkan paragraph sesuai dengan gambar 	
Kegiatan Penutup	10 menit
<ul style="list-style-type: none"> • Siswa dan guru: Membahas manfaat pembelajaran yang baru diselesaikan Membahas kesulitan dalam melakukan aktivitas pembelajaran. • Menyimpulkan hasil pembelajaran. • Menyampaikan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya. 	

PRACTICE

1. berikut sebuah teks recount yang verb-nya belum tepat. Buatlah teks ini menjadi teks yang benar dengan mengubah verb tersebut.

My First Trip to Pari Island

Last September, I go to Pari Island for a holiday. I go there with Sarah, Andi, Eveline, and Yoko. That was my first time to travel there.

Our boat departed from Muara Angke port to the island at 8.00 AM. We arrive at Pari Island around 10.00 Am. After that, we go to our guest house that we had booked before. Fortunately, our guest house was located near to the port, so we did not have to walk so far. The first thing that we did after that was rent bicycle. It only cost IDR 20.000 per day. Then we did cycling for a while and had lunch before we decide to do snorkeling.

On the second day, we woke up so early to watch sunrise. We do not need to go far to watch the sunrise because our guest house was so near to the beach and we could watch the sunrise there. Sunrise on the beach, what a beautiful view!

After we spent long enough time to watch the sunrise, we decide to get breakfast. There was a festival at that time. We went to the festival and had breakfast there. We eat some delicious sea foods. We felt time went so fast that day. We needed to return to our guest house because our boat that would bring us home would depart at 10.00 AM.

In summary, my first trip to Pari Island was so enjoyable. I would like to visit this place again together with my family in another chance.

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Appendix 9

RENCANA PELAKSANAAN PEMBELAJARAN

(PERTEMUAN KE 3 cycle 1)

Sekolah : Mts Raudlatul Ulum

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VII A/ Genap

Materi Pokok : Recount text

Alokasi waktu : 2 x 30 menit (Pertemuan 3 Cycle 1)

M. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>personal recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.11 Teks Recount 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount) 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

N. Tujuan Pembelajaran

Setelah melalui kegiatan observasi, diskusi, latihan, dan penugasan, peserta didik dapat:

1. Mengidentifikasi fungsi sosial beberapa teks recount tentang pengalaman pribadi seseorang secara tepat dan benar,
2. Mengidentifikasi struktur teks beberapa teks recount tentang pengalaman pribadi seseorang secara tepat dan benar,

3. Mengidentifikasi unsur kebahasaan beberapa teks recount tentang pengalaman pribadi seseorang secara tepat dan benar,
4. Menulis vocabularies sesuai dengan spelling and punctuation dalam penulisan recount text secara benar,
5. Memilih vocabularies sesuai dengan konteks penggunaannya dalam penulisan recount text secara benar,
6. Menulis kalimat dalam recount text sesuai dengan tata bahasa (grammar) yang benar
7. Menulis recount text secara tepat dan benar berdasarkan generic structure nya,

O. Materi Pembelajaran

Recount Text

→ Definition of recount text
Recount text is kind of text that tell the reader what happened in the past events or retell the activities or experiences.

The purposes of recount text are informing and entertaining.

→ Generic structure of recount text

- Orientation: introducing the participant, place and time.
- Event: describing series of event that happened in the past.
- Reorientation: it is optional stating personal comment of the writer story.

→ Language features of recount text

- Introducing personal participant: I, my and etc.
- Using chronological connection: then, first, eventually, next, later, meanwhile and etc.
- Using linking verb: was, were, saw, heard and etc.
- Using action verb: look, go, change and etc.
- Using simple past tense.

H. Penilaian, Pembelajaran Remedial, dan Pengayaan

- Technique: Written test
- Rubric:

Kegiatan Pembelajaran	
Kegiatan Pendahuluan (Apersepsi)	Alokasi Waktu
<ul style="list-style-type: none"> • Guru melakukan pembukaan dengan salam. • Guru mempersiapkan peserta didik secara fisik untuk mengikuti proses pembelajaran dengan melakukan presensi serta mengecek kebersihan kelas dan psikis dengan meminta 	10 menit

<p>peserta didik untuk berdoa bersama.</p> <ul style="list-style-type: none"> • Guru memberi motivasi: Menghubungkan materi hari ini dengan manfaatnya bagi kehidupan sehari – hari. • Guru melakukan apersepsi dengan melakukan tanya jawab dengan dengan mengaitkan materi untuk menggali pengetahuan awal siswa. • Guru menjelaskan tujuan pembelajaran yang akan dicapai. • Guru menyampaikan cakupan materi yang akan dipelajari kepada peserta didik. • Guru Menjelaskan langkah – langkah pembelajaran. 	
<p>Kegiatan Inti</p>	<p>40 menit</p>
<ul style="list-style-type: none"> ○ Presentasi: <ul style="list-style-type: none"> • Guru memperkenalkan model teks recount kepada siswa. • Siswa dengan guru mengidentifikasi generic struktur teks. • Para siswa dengan bimbingan guru mengidentifikasi Bahasa fitur teks. ○ Latihan: <ul style="list-style-type: none"> • Siswa berkerja dalam individu untuk membuat recount text 	
<p>Kegiatan Penutup</p>	<p>10 menit</p>
<ul style="list-style-type: none"> • Siswa dan guru: Membahas manfaat pembelajaran yang baru diselesaikan • Membahas kesulitan dalam melakukan aktivitas pembelajaran. • Menyimpulkan hasil pembelajaran. • Menyampaikan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya. 	

Appendix 9

Students' Writing scoring rubric

Aspect of Writing	Range	Score	Criterion
Content	5	Excellent	Main Ideas stated clearly and accurately, change opinion very clear
	4	Good	Main Ideas stated fairly clearly and accurately, change opinion relatively clear
	3	Average	Main Ideas somewhat unclear or inaccurate, change opinion statement some what weak
	2	Poor	Main Ideas not clear or accurate, change opinion statement weak
	1	Very Poor	Main Ideas not at all clear or accurate, change opinion statement very weak
Organization	5	Excellent	Well -organized and perfectly coherent
	4	Good	Fairly well -organized and generally coherent
	3	Average	Loosely organized but main ideas clear, logical but incomplete sequencing
	2	Poor	Ideas disconnected,

			lacks logical sequencing
	1	Very Poor	No organization, incoherent
Vocabularies	5	Excellent	Very effective choice of words and use of idioms and words forms
	4	Good	effective choice of words and use of idioms and words forms
	3	Average	Adequate choice of words but some misuse of vocabulary, idioms, and word forms
	2	Poor	Limited range, confused use of words, idioms, and word forms
	1	Very Poor	Very limited range, very poor knowledge of words, idioms, and word forms
Grammar	5	Excellent	No errors. Full control of complex structure
	4	Good	Almost no errors, good control of structure
	3	Average	Some errors, fail control of structure
	2	Poor	Many errors, poor control of structure
	1	Very Poor	Dominated by errors, no control of structure

Mechanics	5	Excellent	Mastery of spelling and punctuation
	4	Good	Few errors in spelling and punctuation
	3	Average	Fair number of spelling and punctuation errors
	2	Poor	Frequent errors in spelling and punctuation
	1	Very Poor	No control over spelling and punctuation

WRITING TEST

Pre-Test

Write down a recount text about your activities in weekday

Name:

Class:

WRITING TEST

Post-Test (Cycle I)

Write down a recount text about your experience in Holiday

Name:

Class:

WRITING TEST

Post-Test (Cycle II)

Write down a recount text about unforgettable experience based on the correct of generic structure.

Name:

Class:

Approved by:

Teacher,

The Researcher

Rian Ardinsyah S,

Nur Izza Firdaus
NIM T20186092



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Appendix 10

Students' Writing Assesment Score Result In third meeting(Cycle 1)

No	Initial of student	Score 1	Score 2	Total	criteria
1	AH	75	73	74	Success
2	AR	65	70	67,5	Unsuccess
3	ARD	80	78	79	Success
4	DU	70	75	72,5	Success
5	DA	65	68	66,5	Unsuccess
6	FM	80	73	76,5	Success
7	GP	65	62	62	Unsuccess
8	HS	60	57	58,5	Unsuccess
9	KJ	55	60	57,5	Unsuccess
10	LF	85	85	85	Success
11	MM	65	63	64	Unsuccess
12	MA	60	60	60	Unsuccess
13	NP	60	60	60	Unsuccess
14	RF	80	80	80	Success
15	RM	55	60	57,5	Unsuccess
16	RR	65	63	64	Unsuccess
17	RJ	60	58	59	Unsuccess
18	SA	75	70	72,5	Success
19	SS	80	80	80	Success

The average of students' mean score

$$M_x = \frac{\sum x}{n}$$

$$Mx = \frac{1.296}{19}$$

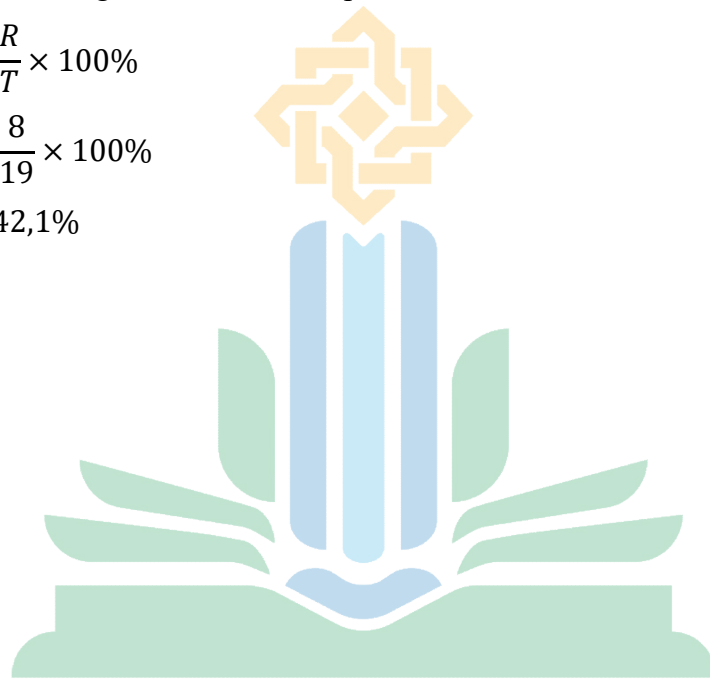
$$Mx = 68,21$$

- The percentage of students who passed the KKM

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{8}{19} \times 100\%$$

$$P = 42,1\%$$



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APPENDIX 11

**Students' Writing Assesment Score Result
In third meeting(Cycle 2)**

No	Initial of student	Score	Score	Total	criteria
		1	2		
1	AH	95	93	94	Success
2	AR	80	80	80	Success
3	ARD	85	85	85	Success
4	DU	80	82	81	Success
5	DA	75	77	76	Success
6	FM	95	93	94	Success
7	GP	80	81	80,5	Success
8	HS	65	65	65	Unsuccess
9	KJ	60	58	59	Unsuccess
10	LF	90	88	89	Success
11	MM	85	85	85	Success
12	MA	80	82	81	Success
13	NP	75	77	76	Success
14	RF	88	85	86,5	Success
15	RM	65	60	62,5	Unsuccess
16	RR	75	76	75,5	Success
17	RJ	85	85	85	Success
18	SA	95	90	92,5	Success
19	SS	95	95	95	Success

- The average of students' mean score

$$M_x = \frac{\sum x}{n}$$

$$Mx = \frac{1.542}{19}$$

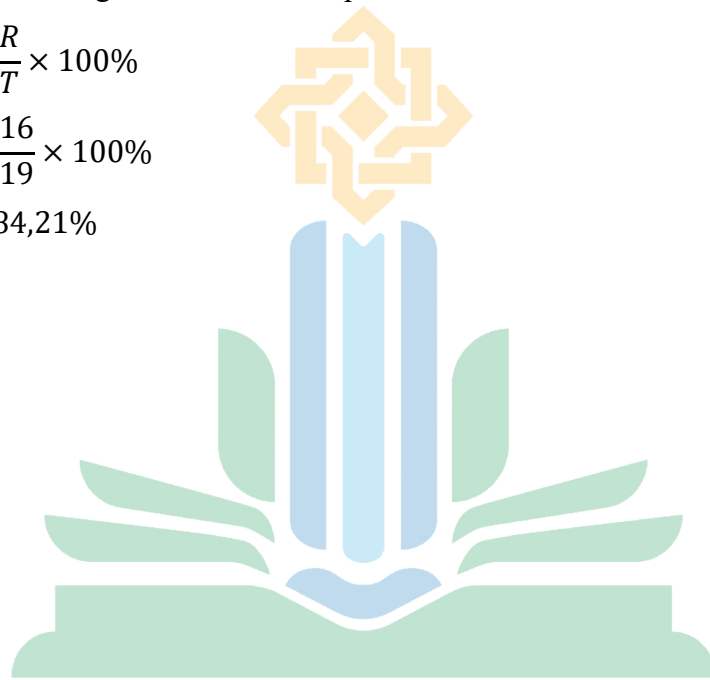
$$Mx = 81$$

- The percentage of students who passed the KKM

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{16}{19} \times 100\%$$

$$P = 84,21\%$$



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APPENDIX 12

EXPERT VALIDATION CHECKLIST OF PRE-TEST AND
POST-TEST

No	Criteria	Scale					Suggestion for refision
		1	2	3	4	5	
A. Content							
1	The pre-test and post-test questions are adjusted to the level of students and considering the syllabus.				✓		
2	The pre-test and post-test questions are adjusted to the material for the eight grade of junior high school (MTS).				✓		
3	In the pre-test and post-test, there are appropriate Instructions to direct students in answering the test			✓			
4	Pre-test and post-test questions lead students to think systematically in answering questions.			✓			
B Construct							
1	Pre-test and post-test questions can determine the effectiveness in teaching				✓		

	writing skill.						
2	The pre-test and post-test questions are prepared using a "writing test " to determine the effectiveness in teaching writing skill.				✓		
3	The pre-test and post-test questions for the writing test are structured according to the writing theory which requires students to writing.				✓		

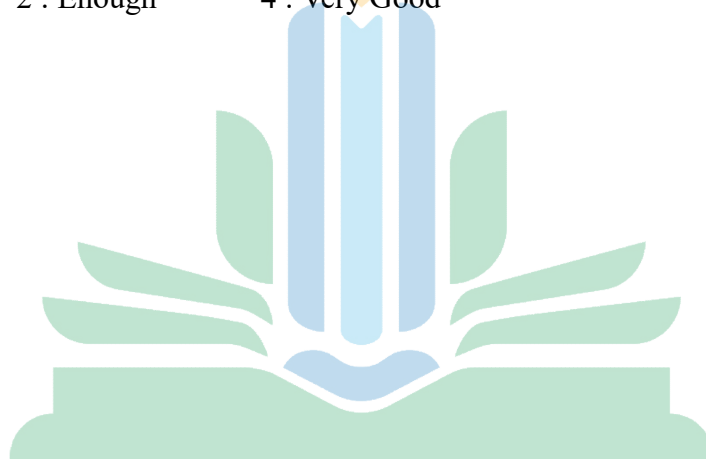
No	Criteria	Scale					Suggestion for refision
		1	2	3	4	5	
C Language							
1	Instructions and questions use correct English grammatical rules.				✓		
2	Instructions and questions use correct words or sentences that are easily				✓		

	understood by students						
3	Instructions and questions do not use words or sentences that can cause misunderstandings.				✓		

Instruction:

1. Put a check mark (✓) in the column according to your opinion.
2. If there is a need to be revised, please write in the column.
3. 1 : Poor 3 : Good 5 : Exelent
2 : Enough 4 : Very Good

The Teacher



Rian Ardiansyah, S.Pd

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APPENDIX 13

Documentation of Research

- Friday, May 12 2023



- Saturday, May 13 2023



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- Friday, May 19 2023



- Saturday, May 20 2023



- Friday, May 26 2023



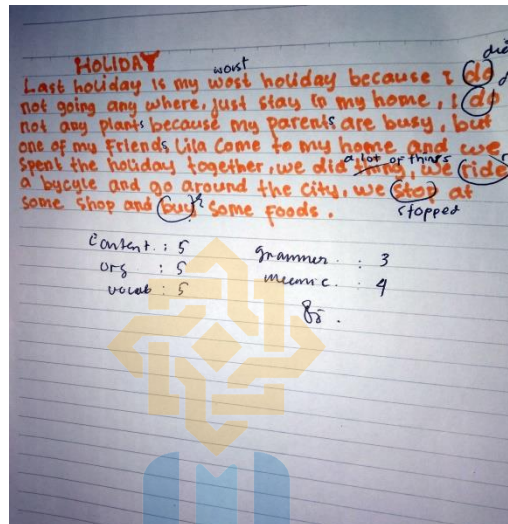
- Pre test (Friday, May 12 2023)

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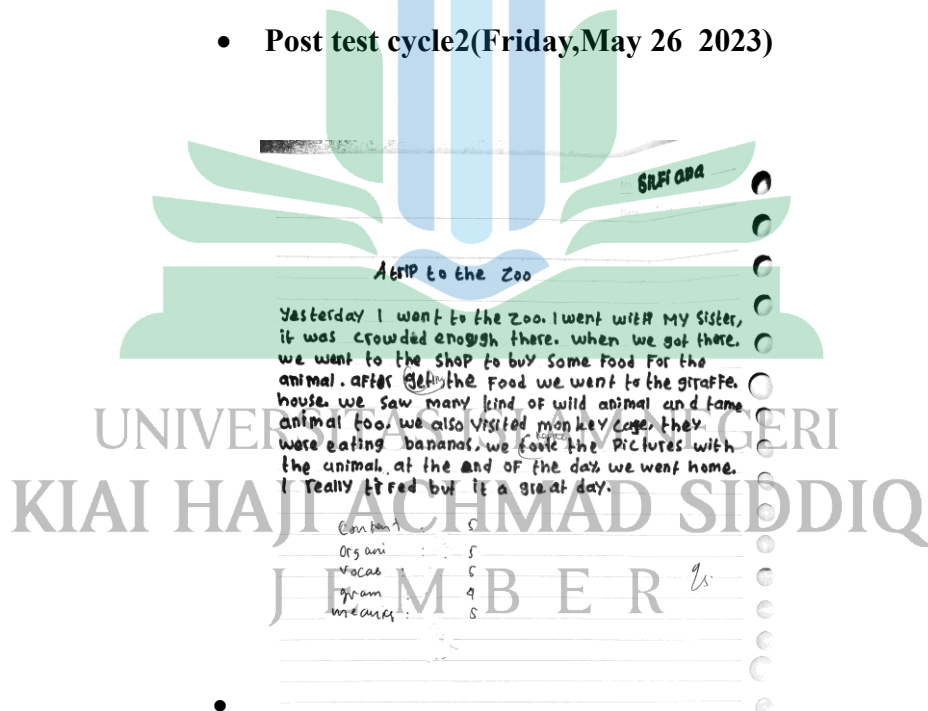
1. on sunday I do activities,
in the morning, I wake up and clean the bed,
after se cleaning^{ing} the bed then I take a shower
after taking a shower then I have breakfa.
in morning, after breakfast then I prepare
the school attributes that are worn on monday
in the afternoon then I see the usup watching
TV after watching TV I took a nap.

Cont	: 3	Grammar	: 2
Org	: 4	mean	: 3
Verb	: 3	to	..

- Post test cycle 1(Friday,19 May 2023)



- Post test cycle2(Friday,May 26 2023)



APPENDIX 14



YAYASAN PENDIDIKAN RAUDLATUL ULUM
MTS RAUDLATUL ULUM

Jl. A. Yani No.05, Desa Suci Kecamatan Panti (68153) Kabupaten Jember
 NSM: 121235090222, gmail: mtsraudlatululum99@gmail.com

SURAT KETERANGAN SELESAI PENELITIAN
Nomor : L.E10/015/S.6/MTs-RU/VI/2023

Yang bertanda tangan di bawah ini :

Nama : AHMAD BASHARI,S.Pd
 Jabatan : Kepala Madrasah
 Alamat : Desa Suci Panti Jember

Dengan ini menerangkan bahwa mahasiswa yang beridentitas:

Nama : NUR IZZA FIRDAUS
 NIM : T20186092
 Fakultas : Tarbiyah dan Ilmu Keguruan
 Program Studi : TADRIS BAHASA INGGRIS
 Universitas : UIN KHAS JEMBER

Telah selesai melakukan penelitian dilembaga kami yaitu MTs Raudlatul Ulum Desa Suci Kecamatan Panti, Kabupaten Jember Selama 2 (Dua) minggu, terhitung mulai tanggal 12 Mei 2023 sampai dengan 26 mei 2023 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul:

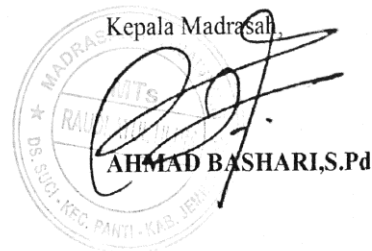
UNIVERSITAS ISLAM NEGERI
 "Improving Student's writing ability through personal journal technique at VIII
 grade of MTs Raudlatul Ulum" KHAJAH ACHMAD SIDDIQ

J E M B E R
 Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Suci, 16 Juni 2023

Kepala Madrasah,


 AHMAD BASHARI,S.Pd



APPENDIX 15



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com



SURAT KETERANGAN LOLOS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh:

Nama : Nur Izza Firdaus

NIM : T20186092

Program Studi : Tadris Bahasa Inggris

telah lolos cek similiarity dengan menggunakan aplikasi turnitin dengan skor sebesar 20%.

1. BAB I : 12%
2. BAB II : 7%
3. BAB III : 29%
4. BAB IV : 0%
5. BAB V : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

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State that the thesis entitled "Improving Student's Writing Ability Through Personal Journal Technique at VIII Grade Student Of MTS Raudhatul Ulum" is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Due to the fact, I am the only person who is responsible for this thesis if there is any objection or claim from other.

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