# THE EFFECT OF WRITING AN ENGLISH DIARY TOWARDS STUDENTS WRITING DESCRIPTIVE TEXT AT AS-SYAFI'I VOCATIONAL HIGH SCHOOL JEMBER 2023/2024 ACADEMIC YEAR

## THESIS

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

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

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**DESEMBER 2023**

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Day: Friday
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# MOTTO

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ

وَالْأَبْصَارَ وَالْأَفْئِدَةَ ۙ لَعَلَّكُمْ تَشْكُرُونَ

*"And Allah has extracted you from the wombs of your mothers not knowing a thig, and He made for you hearing and vision and intellect that perhaps you would be grateful"*

*(QS. An-Nahl [16]:78)*[*]

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[*] Shahih International, Qur'an Translation in English Arabic Text (Durban: Islamic Propagation Centre International), https://myislam.org/surah-nahl/ayat-78/

# DEDICATION

My thesis is dedicated to:

- My beloved parents Alm. Mr. Mustadji and Mrs. Sukrila, who always want their children to be better than them. Thank you endlessly for your sacrificial support and love all this time, without you Malika wouldn't like this.

- Ali Abdul Wahab, my one and only beloved husband. Thank you for accompanying me and always encouraging me while completing this final assigment. Thanks for all the love, care, and support.

- My beloved brother and sister Faiz, Faizah, and Atik, who always inspire me to always improve myself to be better.

- The last but not least I would like to thank you very much to my classmates TBI2, who have provided color during my time at lectures.
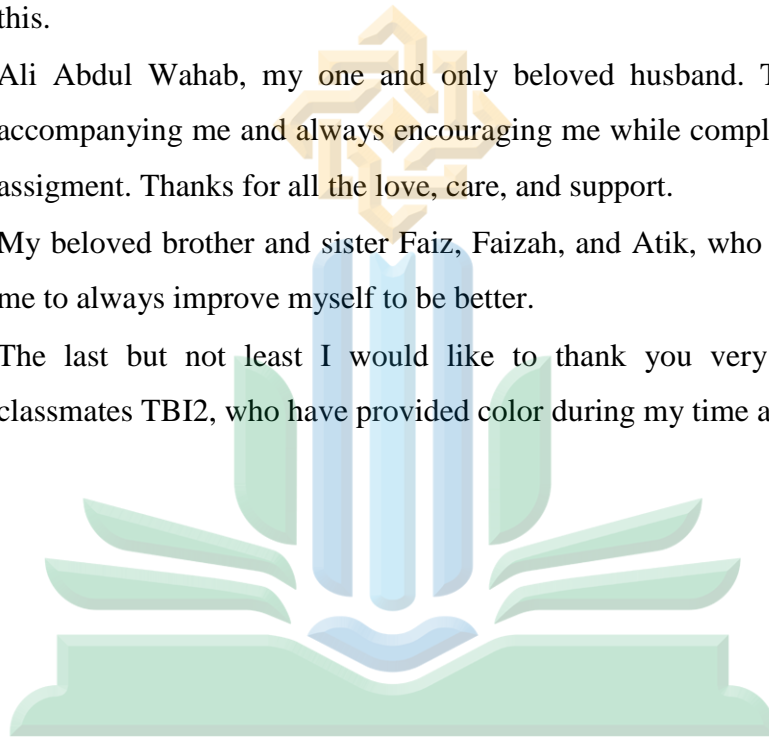
# ACKNOWLEDGMENT

*Alhamdulillahirabbal 'alamin,* praise and thanks are always given to Allah SWT, God of the universe who is all-loving and most merciful. Because of His blessing and mercy, finally the writer finished her thesis entitled "The Effect of Writing an English Diary Towards Students Writing Descriptive Text at SMK As-Syafi'i 2023/2024 Academic Year". Apart from that, peace and salutation may continue to be poured out on noble people Prophet Muhammad SAW (Peace be upon him), to his family and his companions who has brought us from ignorant era to the islamic era.

The writer realizes that this thesis would not have been completed without the help and support of several parties during the process. Therefore, on this occasion the writer would like to give appreciation to the following people:

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8. XA and XB students of As-Syafi'I Vocatioal High School Jember as the participant of this research

9. Everyone whose name cannot be mentioned, thanks for giving moral support and motivation in accomplishing this research. May Allah SWT bless them.

The last but not least, the writer realizes that nothing is perfect and must be perfected. Therefore, the writer welcoms all forms of suggestions, feedback and criticism with the aim of making this thesis better.

Jember, 28 November 2023

Malikatun Nufus

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# ABSTRACT

Malikatun Nufus**,** 2023. *The Effect of Writing an English Diary Towards Students Writing Descriptive Text at As-Syafi'i Vocational High School Jember 2023/2024 Academic Year*

**Keywords:** English Diary Writing Strategy, Writing Skill, Descriptive Text

Writing is one of the crucial things in learning a language, it is not easy to produce writing using a foreign language such as English. Therefore writing is important to learn while at school. Based on the curriculum of *SMA/SMK* in Indonesia, there are several types of texts that students should be study. One of them is descriptive text. Descriptive text is the text which describes something, person, situation, places, and etc.

In learning descriptive text, students may have difficulties in learning it. Most of students at As-Syafi'i Vocational High School have difficulty in learning to write, especially in X grade students. Most of them difficulty writing their idea, they have a lack of vocabulary and lack of understanding of the use of grammar so that the students cannot make good sentences. Several strategies can be used to solve those problems. So, in this research the researcher will try to apply English Diary Writing as strategy for teaching writing in X grade students at As-Syafi'i Vocational High School. This strategy is expected to overcome the problem that occurs in the field.

This research aims to examine the significant differences of learning by using English Diary writing to students writing descriptive text at X grade students of As-Syafi'i Vocational High School Jember. The researcher used quantitative-experimental research in which the design was quasi-experimental with two classes for this research, experimental and control class. The experimental class was taught by using English Diary writing strategy while the controled class was taught by using conventional strategy. The participant in this research were class X of As-Syafi'i Vocational High School 2023/2024 academic year. They were students of XA as the experimental class which consisted of 22 students and students of XB as the control class which sisdided of 24 students. The instrument for collecting data used by researcher in this research was a writing test. There were three step to analyze the test: normality test, homogeneity test, and independent sample t-test.

According to this study researcher found significant differences in scores in the two classes. The mean score of the control class on the post test was 64,5 while in the experimental class was 83. The data was obtained from the post test in the experimental and control classes then calculated using SPSS with a significance level of 0.05. Then, the calculation of the Independent Sample t-test reveals that the significance sig. (2-tailed) $0.000 < 0.05$. Which means (H0) was rejected and (Ha) was accepted so there was significant difference of The Effect of Writing an English Diary Towards Students Writing Descriptive Text at As-Syafi'i Vocational High School Jember 2023/2024 Academic Year.

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# CHAPTER I

# INTRODUCTION

## A. Backgroud of The Study

English, apart from being used as a means of distance communication. It has become a compulsory subject for secondary schools.[2] The english curriculum in Indonesia itself has been regulated by the Ministary of Education and Culture with the aim of providing students with knowledge and skills which allows students to communicate verbally or in writing.[3] English lesson ranging from English expression to English text already exist at the junior high school and senior high school levels.[4] Besides that it is also important for students to learn the four skills that exist in English.[5] One of them is writing ability. Thus, it is important to learn a science before practicing it, this has been explained in the Qur'an surah Al-Isra verse 36.

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ ۚ اِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ اُولٰۤىِٕكَ كَانَ عَنْهُ مَسْـُٔوْلً

The meaning: *"And pursue not that of which thou hast no knowledge: for every act of hearing, or of seeing or of (feeling in) the heart will be enquired into (on the Day of Reckoning)." (Surah Al-Isra : Verse 36).*[6]

Writing is one of the skills taught in English which is important to learn for several reason. One of them, is the fact that writing is a way that can

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[2] Rahma Dian Indriyani, *"Using Writing Diary To Improve Student's Writing Ability On Recount Text"* (Thesis, Universitas Syarif Hidayatullah Jakarta, 2020) 1.

[3] Departemen Pendidikan dan Kebudayaan Penyesuaian/ Penyempurnaa Kurikulum, (Jakarta: Depdikbud, 2003)

[4] Nur Millah Mutsliah, *"The Effectiveness Of Diary Writing On student's Writing of Recount Text"* (Skripsi, Universitas Syarif Hidayatullah Jakarta, 2016) 1.

[5] Anne Burns, J.S, *International Perspective on Teaching the Four Skill in ELT: Listening, Speaking, Reading, Writing,* (United Kingdom: Palgrave Macmillan, 2018)

[6] Al-Qur'an, 17:36

be used to convey a feeling, information, concept, or idea expressed in written form. The second reason is that one of the assessment components of the English curriculum in Indonesia is writing skills. Writing is practiced in the calssroom then the teacher assess the students' writing result. Therefore students' must be able to write well based on the assessment that has been set by the curriculum. Writing can train students' thinking skills. It will give some abilities like questioning, analyzing, evaluating, and making decisions.[7]

As previously explained, Indonesian students' do not only learn English expression but they also learn how to write. Being able to write well is the foundation for academic success and taking an important part in education.[8] For educational context students' are required to write various type of writing. In this case they must be able to integrate their knowledge of vocabulary and grammar and other important aspect of the language. To be able to produce writing composition using a foreign language such as English is not an easy thing. Sadeq stated that writing is a task that involves the connection of many techniques and skills of language.[9] It is stated by Patel and Jain that writing is essential features of learning a language because it provides a very good means of foxing the vocabuary, spelling, and sentence pattern.[10]

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[7] Betty Mattix Dietsch, *Reasoning ad Writing Well,* (New York: McGrawa-Hill, 2006), 5.
[8] Anne Burns, J.S, *International Perspective on Teaching the Four Skill in ELT: Listening, Speaking, Reading, Writing,* (United Kingdom: Palgrave Macmillan, 2018)
[9] T.M. Sadeq et al., *EFL Writing Student's Perception Of fThe Effect of Diary Writing.* (Kuwait: International Journal of English Teaching, 2015), 54.
[10] M.F. Patel, P.M. Jain, *English Language Teaching.* (Jalpur: Sunrise publisher and Distributors, 2008), 125.

Unfortunately most students' have problems in writing English text, because they need to produce a good writing in the right order, having proper tenses or grammar, using good vocabulary and writing mechanism (punctuation, spelling, capitalization). Most of the students' will feel confused on how start writing and how they convey their ideas. Moreover, some students' also have problems in finding ideas quickly. F. Lucas said "writing from an empty head is futile anguish."[11] Like ways Nur Millah Mutsliah believes that some students will tell their teacher when asked why they do not write immediately.[12] Such condition show that students' find it difficult to organize the ideas in writing.

Furthermore, most of the students' are also less proficient in using tenses or sentence structure correctly. In other words, students' cannot master or have not mastered grammar well. For example, students do not understand the part of speech, students cannot use of simple tense, students cannot use of gerund. Having a good understanding of grammar is important in writing to ensure the writers intended meaning and to avoid communicative misunderstading.[13] In generall writing in foreign language such as English, if it is not equiped with knowledge will become a difficulty for students'. Therefore, it is important to understand what is key to successful writing well.

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[11] Martha Heasley Cox, *Writing From Process Purpose,* (US: Chandler Publishing Company, 1962), 3.

[12] Nur Millah Mutsliah, *"The Effectiveness Of Diary Writing On student's Writing of Recount Text"* (Skripsi, Universitas Syarif Hidayatullah Jakarta, 2016) 2.

[13] Lush and Larsen-Freeman as cited in Walaipun Puengpipattrakul, *The Use of Journals to Develop Grammatical Accuracy in Writing*, Manusya: Journal of Humanities Regular, 12,2, 2009. 91.

Another problem faced by students' is lack of vocabulary and writing exercises, it can be the difficulties to students' in exploring their ideas. Moreover, mastering vocabulary well can have a good effect and support the mastery of every language skill, including writing itself. Vocabulary, moreover, contributes to our writing compositions success up to 20%.[14] If students' do not have a lot of vocabulary students' will experience difficulties and limitations in conveying feeling or thoughts into written form. Besides that, the lack of writing practice also makes students' in difficult to start writing because writing is skill and certainly requires a lot and frequent practice, having sufficient practice will gradually have a significant effect of students' writing skill.

In fact, some problems do not come from the students but from the way teachers teach that does not fit the needs of students. Those it is important to pay attention on how the teacher teaches writing in the classroom. Therefore, there are two ways on how to teach writing in the classroom. The first way, the teacher teaches directly and then gives assignments to students and the learning is complete, and the second one is where the teacher uses a strategy that is suitable for students' characteristics. Monotonous teaching strategy is recognized as one of the causes of students writing difficulties.[15] Having an effective teaching strategy, it can help

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[14] Hartfiel, et al. As cited in Bambang Yudi Cahyono and Utami Widiati, *The Teaching of EFL Vocabulary in the Indonesian Context: The State of the Art*, TEFLIN Joural, Volume 19, Number 1, February 2008, 1-3.

[15] Fika Megawati and Mirjam Anugerahwati, *Comic Strips: A Study on the Teaching of Writing Narrativ e Texts to Indonesian EFL Students,* TEFLIN Journal, Volume 23, Number 2, July 2012, 184

students' to achieve a good understanding. When the teacher does not use an effective strategy, the students' will be bored in the teaching learning process. M.E.S Elizabeth and Digumarti Bhaskara Rao explains in his book that an effective teacher is able to liven up a monotonous teachinng and learning atmosphere and have a contextual teaching-learning program.[16]

Therefore, a teacher should have a strategy or teaching method that can answer all the problems of students in learning to write and more importantly can have a significant effect on students'. Nurul azkiyah revealed that "Teacher play an important role in forming the primary source of student learning in the classroom".[17] So the teacher must choose an interesting strategy to use in teaching English writing so that it can have a significant effect on students' writing skills. Strategy that can be used in teaching writing such as writing with picture strategy, clustering strategy, guided question strategy, mind mapping strategy and diary writing strategy. The use of strategy in teaching writing aims to provide a learning atmosphere from monotonous to active, can improve students' writing skills, and most importantly can make a significant difference to students' writing skills.

One way to practice writing skills and make students writing better is to be consistent in writing. The more often students' write, the more students' writing skills develop. In previous studies, several reseachers examined the use of diary writing as a strategy in teaching writing, based on research

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[16] M.E.S Elizabeth and Digumarti Bhaskara Rao, *Methods of Teaching English* (New Delhi: Discovery Publishing House, 2004), 309.
[17] Siti NurAzkiyah, *The Effects of Two Interventions on Teaching Quality and Student Outcome,* (Thesis, University of Groningen, 2013), 35.

conducted by Nofi Yulianti in 2014 she stated that using the diary writing to teach writing was an effective strategy to do. "Furthermore, it shows that writing a diary is effective in learninng recount text particularly at a senior high school in Yogyakarta".[18] Then writing a diary is also considered to be able to answer some of the students' problems in wiritng such as difficult finding ideas for writing, lack of practie in writing. Nur Millah Mutsliah in her research stated that "Diary writing is effective particularly in helping students find writing ideas, imrpoving their writing fluency, and building writing habit".[19] Furthermore, Dhifa Olyevia in her research stated that after applying the diary writing method to eighth grade at MTS Negeri 2 Palu, it provided developments in students' writing skills in writing recount texts.[20]

Based on the results of several studies above, the researchers here are interested in conducting a study on diary writing for tenth grade high school students. Through writing a diary, students can start by writing descriptive texts, students can express the ideas they have, experiences or students can explain an object, person, place or item with a very detailed explanation. Therefore, based on some of the problems that have been mentioned previously, with this study the researchers used diary writing as a method of teaching writing. By writing a diary, moreover, students' can hopefully find

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[18] Nofi Yulianti, *"Improving the Writing Skills Through Diary Writing",* (Skripsi, Yogyakarta State University, 2014) xiv.
[19] Nur Millah Mutsliah, *"The Effectiveness of diary on Students' writing of Recount text (a Quasi-Experimental Study at Eight Grade of SMPN 166 Jakarta in the Academic Year 2015/2016)",* (Skripsi, Syarif Hidayatullah State Islamic University Jakarta, 2016) iv.
[20] Dhifa Olyevia, et al, *"Improving Students' Writing of Recount Text Through Diary Writing at Eighth Grade Students' of MTS Negeri 2 Palu",* Datokarama English Educational Journal, Vol.2, No.2, (2021): 161.

their writing ideas more quickly as they can write about their dialy experiences, feelings, students' can describe something like person, animal, historical places in detail through writing and help them pactice their writing inside or outside the class. And also with the use of writing a diary, the researcher wanted to find out whether the strategy of writing a diary can have a significant effect on students' writing skills. In this case, the researcher set the title of the research as The Effect of Writing an English Diary Towards Students Writing Descriptive Text at SMK As-Syafi'I 2023/2024 academic year.

B. **Problem of the Research**

Based on the background of the research, the research problem was formulated as "Is there any significant difference between student taught by English diary in their writing than those who taught by using conventional strategy?"

C. **Research Objective**

In relation to the problem above, the main objective of the research is to examine significant difference between student taught by English dairy in their writing than those who taught by using conventional strategy.

D. **Research Significant**

The significance of research cointain the contribution will be made by researchers after the research is completed. The significance of this research consist of two significance, namely theoritically and practically.[21]

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[21] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah,* (Jember, UIN KHAS Jember, 2021), 45.

1. Theoritically

   This research is expected to be used as insights for the department of education, and to provide informatioan that diary writing can be used in writing activities and be a variation in the teaching and learning process.

2. Practically

   a. Teachers

      The result of this research is expected to be useful for English teachers at senior high school level in teaching writing. The teachers can use English diary writing as a strategy in teaching writing.

   b. Student

      By applaying this research, it is expected that tenth grade senior high school students can be more interested in English, especially in writing and have good writing after student taught by English dairy writing.

   c. Researcher

      Further research, this reserach is expected to be used as a reference option in conducting is milar research conducted by other reseacher and it is hoped that it useful to add scientific studies to Islamic University of Kiai Achmad Siddiq Jember student.

E. **Scope and Limitation**

   The researcher focused on the significant differences in students' writing skills after applying the diary writing. Based on the English curriculum there are several types of texts that are taught to high school

students, namely recount, report, narrative, descriptive, and procedure text. In this case the reseacher will focus on students writing ability in writing descriptive text. The reseacher will use the tenth grade students of senior high school. The scope of the research is limited to the significant changes in students' writing skills after learning.

## F. Definition of Key Term

1. Writing skill

   Writing skill is form of language skill that a person should be master. Writig skills are the ability that a person can have to express thoughts or ideas into written form that we can see on paper. This text composed of various letters to form a complete sentence

2. English diary writing strategy

   English diary writing is a strategy that can be used to teaching writing. English diary writing is a book that contains English expressions or notes written every day. So the students were asked to write English sentences in the diary. At first students will get the material about descriptive text after that students will be given the task of writing descriptive sentences using the English diary. Students can start writing with the imagination they have, the idea, or daily activity record.

3. Descriptive Text

   Descriptive text is text that explains in detail the description of an event, people, animal or object in terms of its shape, quantity and nature. The

descriptive text components are identification and descriptio, written using a simple present tense formula.

# CHAPTER II

# LITERATURE REVIEW

## A. Previous Study

Research conducted by researchers refers to several previous studies that are considered relevant to the research conducted. Previous research will be a reference for researchers in order to increase knowledge both theory andpractice.

1.  Rahma Dian Indrayani conducted her research by using writing a diary to find out the empirical evidence about the improvement of the students' writing ability of recount text through using diary and to find out the students writing ability of recount text through using writing diary. This research uses a classroom action research method. Moreover the participants of this research were students from class X IPA 2 in SMAN 8 South Tangerang City. There are two data obtained, quantitative data obtained from tests while qualitative data obtained from observations and interviews. The results of the study found that the use of the diary writing method for students of class X IPA 2 at SMAN 8 Tangerang Selatan City gave development to students' writing ability on recount text. Then in posttest only 10 students out of 32 students can pass the minimum score of 70 with 62.75 as the mean score. Then posttest 1 increased to 70.50 as

the mean score. Latter in posttest 2 the mean score increased to 75.50 with 27 students' passed the minimum score.[22]

2. Hotdalila Daulay conducted a study using diary writing to determine students' writing skills before and after using diary writing and to find out whether there was a significant effect of diary writing on students' writing skills. The approach used in this research is experimental quantitative. The research participants were students of SMP N 2 Padangsidimpuan class VIII. Class VIII-9 as the experimental class consisted of 24 students and class VIII-10 as the control class consisted of 21 students. Data obtained from pre-test and post-test data, the mean score of the experimental class before using diary writing was 41.25 and the mean score of the experimental class after using diary writing was 72.67. The use of diary writing for learning to write in class VIII SMP N 2 Padangsidimpuan has a significant effect, so the alternative hypothesis there was the effect of diary writing to students' writing ability is accepted.[23]

3. Bella Amelia Resmanto conducted the research, this research focused on how is the implementation of diary writing able to improve students writing ability?. In this study used classroom action research approach with a collaborative classroom action research design. There were 25 students to be the sample the data were gathered from students writing

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[22] Rahma Dian Indrayani, *"Using Writing Diary to Improve Students' Writing ability on Recount Text,"* (Thesis, State Islamic University Syarif Hidayatullah Jakarta, 2020) 1-49.

[23] Hotdalila Daulay, *"The Effect of Diary Writing to Students' Writing Ability at Grade VIII of SMP N 2 Padangsidimpuan,"* (Thesis, State Institute For Islamic Padangsidimpuan, 2019) 1-66.

testing, observing, and interviewing. The result on the cycle 1 showed that 60% of students can achive a score above the KKM, and in the cycle 2 there was an increase, there were 76% of students can achive a score above the KKM. The final research showed that the implementation of diary writing able to improve students writing ability in recount text at the eighth grade of MTs Baniy Kholiel Bangsalsari is success and can be an effective way to improve students writing.[24]

4. Ihsan Tanama Sitio conducted his research to find out the effect of applying Diary Writing on EFL learners' achievement in writing recount text. This research used quantitative quasi-experimental research method, moreover the participants of this research were students of SMP Negeri 2 Siantar from class IX. Using two classes, the experimental class was taught using a diary writing strategy, the control class was taught without applying diary writing. Data obtained through pre-test, treatment and post-test. The final research showed that there was a difference or improvement in writing ability after using diary writing.[25]

5. Ivana Wuri Yusridanova conducted a study by applying diary writing in teaching writing recount texts with the aim of knowing how to write diaries and to find out how students responded and how to write writing skills during the implementation of diary writing. The participants of this

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[24] Bella Amelia Resmanto, *The Implemetation of Diary Writing to Improve Studets Writing in Recount Text at The eightt Grade of MTs Baniy Kholiel Bangsalsari.* (Undergraduated Thesis, State Islamic University of Kiai Haji Achmad Siddiq Jember, 2022)

[25] Ihsan Tanama Sitio, *"The Effect of Applying Diary Writing on Junior High School EFL Learners' Achievement in Writing Recount Text,"* National Seminar on Linguistics, Literature, Culture and Language Teaching, University Sumatera Utara, December 28, 2021.

research were a teacher and 35 students' of X grade of SMA N Kota Mojokerto. Ivana conducted her research using qualitative research methods. Then the data obtained from the results of observations and interviews. The final research showed that the implementation of diary writing for grade students' got positive responses.[26]

6. Dhifa Olyevia conducted a study with the aim of finding out whether the use of a diary writing strategy was effective in improving students' recount text writing skills. Moreover the participants of this research were class VIII students at MTS Negeri 2 Palu. This research used quantitative quasi experimental research method. Data were collected through pre-test and post-test. The results of this study show an increase in the ability to write recount text after the application of the diary writing method at MTS Negeri 2 Palu.[27]

**Table 2.1**
**Similarities and Differences of The Previous Study**

| Tittle | Similarities | Differences |
|---|---|---|
| Rahma Dian Indrayani (2020), Using Writing Diary to Improve Students' Writing Ability on Recount Text (A Classroom Action Research at Tenth Grade Students of SMAN 8 Kota Tangerang Selatan in | • This current research and the previous research discussed about the use of diary writing<br>• The participant is XI grade students of Senior High School | • Previous research used the classroom action research while this current research use quantitative research<br>• Previous resesrch focus on improving studets' ability in writing recount text<br>• while this current |

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[26] Ivana Wuri Yusridanova, *"The Implemetation of Diary Writing in Teaching Recount Text for Tenth Grade Students,"* RETAIN (Research on English Language Teaching in Indonesia) (e-Journal), Vol. 09, No. 01, (2021).

[27] Dhifa Olyevia et al., *"Improving Students' Writing Skill of Recount Text Through Diary Writing at Eighth Grade Students of MTS Negeri 2 Palu,"* Datokarama English Educational Journal, Vol. 2, No. 2, (2021).

| Tittle | Similarities | Differences |
|---|---|---|
| Academic Year 2019/2020) | | research focus on the significant effect of writing diary towards writing descriptive text |
| Hotdalila Daulay (2019), The Effect of Diary Writing to Students' Writing Ability at Grade VIII of SMP N 2 Padangsidimpuan | • This current research and the previuos research focus on the significant effect of diary writing to students writing.<br>• Both of the researcher using quantitative research approach, experimental design. | • Previous research used eight grade students' of junior high school as participant while this current research use tenth grade students of SMK As-Syafi'I 2023/2024 academic year. |
| Bella Amelia Resmanto (2022), The Implementation of Diary Writing to Imrpove Students Writing Ability at the Eighth Grade of MTs Baniy Kholiel Bangsalsari | • This current research and the previous reseacrh discussed about the use of diary writing. | • The previous research focused on the how to implementing of dairy writing while this research focus on the effect of diary writig.<br>• The subject of this research is the Eighth Grade of MTs Baniy Kholiel Bangsalsari while this research is the tenth of SMK As-Syafi'i 2023/2024 academic year<br>• The previous research use classroom action research approach while this research use quantitative approach. |
| Ihsan Tanama Sitio (2021), The Effect of Applaying Diary-Writing on Junior High School EFL Learners' Achievement in Writing Recount Text | • This current research and the previous research discuss about diary writing and focus on the significant effect of diary writing<br>• Both of the researcher using quantitative research | • Previous research used nineth grade students' of junior high school as participant while this research use tenth grade students of SMK As-Syafi'I 2023/2024 academic year |

| Tittle | Similarities | Differences |
|---|---|---|
| | approach, experimental design | |
| Ivana Wuri Yusridanova (2021), The Impementation of Diary Writing in Teaching Writing Recount Text For Tenth Grade Students | • Both of the researcher conduct a research about diary writing<br>• The participant is the tenth grade students of Senior High School | • Previous research focus on the implementation of diary writing, students' ability towards the implementation, and the students' response while this research focuses on the significant effect of writing diary<br>• Previous research used the qualitative research while this research use quantitative research |
| Dhifa Olyevia, Nurdin, Ana Kuliahana, Hijrah Syam (2021), Improving Students' Writing Skill of Recount Text Through Diary at Eighth Grad e Students' of MTS Negeri 2 Palu | • Both of the research conduct a reasearch about diary writing<br>• Both of the researcher using quantitative research approach, experimental design | • Previous research used eight grade students' of junior high school as participant while this research uses tenth grade students of SMK As-Syafi'I 2023/2024 academic year<br>• Previous research was aimed of the improving students writing skill through writing diary while this research focuses on the significant effect of writing diary towards writing descriptive text |

Based on the table of the previous research above, there is similarities and differences between the previous research and this current research, mostly the previous research used classroom action research (CAR) and recount text as material and only one used tenth grade students as participant. To make novelty and have characteristics to current research, the

researcher use Quasi-experimental research as a research design and the researcher use descriptive as material and using tenth graders as participans.

B. **Theoritical Framework**

1. **Writing Skill**

   a. **Definition on Writing Skill**

   Learning English is developed through four aspects of language skills, namely listening, speaking, reading, and writing. Writing ability is the ability to put ideas or ideas into written form so that other people can read and understand the content and intent of writing easily. Writing skills are very important in supporting life activities now and in the future. By writing the people can deliver important information and writing can be used as a tool to communicate to express ideas that come from human thought through lettering.

   There are many different definitions of writing according to experts from many resources. Writing is a place to express ideas, feelings, experiences, and thoughts.[28] Writing is also an activity, both physically and metally which helps the writers express their ideas into words in meaningful form.[29] According to Mariane C. Murcia she said writing is the ability to express one's ideas in written

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[28] Jeremy Harmer, *How To Teach writing,* (New York: Logman Limited, 2004), 3.
[29] Puput Septiani, *Imrovinf Students Writing skill by Usig Square Writing Technique (A Collaborative Classroom Action Research),* (Undergraduate Thesis, Islamic University of Raden Intan Lampung, 2018), 13.

form is a second or foreign language.[30] On the other side Nunan writes that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader.[31] From the definitions of writing that explain by several experts it can be said that the ability to create meaningful writing based on the writer's feelings, ideas, experiences that can be used to communicate indirectly with others, and share information.

Writing is one of the basic skills for learn a language. This is the important reason for learning writing is that it is a basic language skiil, it seems as important as speaking, listening, reading. Writing is one of the important language skills that have to known by student. Writing skill can not automatically, therefore students need a lot of study and serious practice to be able to create good writing because writing activities are not just putting ideas into written form, students who are just learning to write must know that writing requires a long process starting from determining ideas, making ideas into good paragraphs, revision to the completion stage. Because writing is different from other skills, such as listening reading and speaking. In writing we should produce words, phrase, setences, and paragraph. So that, it can be said that writing is a

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[30] Marianne C. Murcia, *Teaching English as a Second or Foreign Language,* (Boston: Heinle Publisher, 1991). 233.

[31] Nunan, *Practical English Language teaching,* (New Jersey: MC.Graw Hill, 2003), 88.

difficult skill due to consist of some aspect that needs to understand before writing and ensure that readers can understand easily.

**b.  The Aspect of Writing**

The student must pay attention to several aspects of writing to contruc their writing. the various aspects of writing included are content, organization, grammar, vocabulary, and mechanics.[32]

1) Vocabulary

Turning an idea into written form is not an easy thing. For first writers, it is highly recommended to pay attention to the choice of words they use when writing, because each word has a different meaning. Another important thing when writing is having sufficient vocabulary, lack of vocabulary is one of the problems in writing and can hinder the writing process, therefore a writer who has sufficient vocabulary and good word choices can determine the success of writing.If there are no misunderstandings when reading, it can be concluded that the writing is good.[33]

2) Content

Content relates to the topics discussed in the writing. To make the reader understand the topic being discussed in the

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[32] H. Douglas Brown, *Teaching by Principles: An atractive Approach to Language Pedagogy-2ⁿᵈ edition.* (London: Longman, 2001). 335.
[33] Arthur Huges, *Testing for Language Teachers,* (Cambridge: Cambridge University Press, 2003). 101.

writing, the writer must consider the ideas and feelings expressed in the writing. The content must be related to the topic discussed.

3) Grammar

Grammar is the rules of language that goverment the arrangement of sentences. If a sentence is arranged with the correct structure then the sentence will be a perfect sentence. According to Harmer, to write well, the writer must be a master of grammar. Correct sentences, tenses, words, and other language aspects can help you write well.[34]

4) Mechanics

Mechanics is one of the important aspects in writing, it involves punctuation, capitalization, and spelling. The students have to consider about the rules of language, punctuation and spelling, case of information, and relevant with the problem or topic of writing task.[35] This aspect must really be considered by a writer so that the results of the writing are clearer and easier to read. If the writer using wrong punctuation and writing with the wrong spelling, then the mean of the writing will be different from the topic discussed.

5) Organization

Reep states that a paragraph achieves coherence when the sentences process in a sequence one point at a time, transitional

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[34] Jeremy Harmer, *How To Teach english,* (Malaysia: Longman, 2004). 35.
[35] Elfrieda H.Heibert and Michael L. Kamil, op.cit.p.3

or conecting, word and phrases facilitate coherence by showing the relationship between ideas and by creating a smooth flow of sentences.[36] The writing must consist of an introduction, body, and conclusion.

c. **The Process of Writing**

Writing is the process to compare vocabulary, structure and grammar to make a sentence. Writing will not be finished with just one step, writing requires several stages so that writing really becomes good writing and is complete. Harmer stated that the process of writing has four step, those are prewriting, drafting, editing, ad the last final version.[37]

1) Prewriting

Prewriting is the first in writing. The goal of prewriting is to generate ideas, after have an idea to write the students have to think about what they will write about it. There are three main issuess that the student have to think when prewriting. In the first, the students consider the purpose of their writing and the second is the writers think of the audience what they are writing for, and the last one is writers have to consider to content and the structure.

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[36] Reep, Diaa. *Technical Writing: Principles, Strategies,* Journal English Language Teaching (ELT). Vol.1 No.2, Juli 2013, 82.
[37] Jeremy Harmer. *How to Teach Writing.* (New York: Longman Limited. 2004). 4-6.

2) Drafting

Drafting is the second process after prewriting. Siswa dapat mengembangkan ide yang telah mereka punya menjadi garis besar dan setelah itu siswa dapat focus on the development ideas based on the outline. The purpose of drafting is to make the students easier in developing ideas that will be written then.

3) Editing

The student conduct editing after developing their draft become the writing. Editing is a process to recheck what the students write whether they write as draft there is mistakes. In general, the written mostly needs a help from other readers to get some critics, suggestion or feedback of the writing because the revision will be very helpul the writing become a better version.

4) Final version

This is the final of writing process. After all of the process of writing is done starting from planning drafting and editing to the final version, this is not an easy thing. To reach the final version, sometimes students have repeat the writing process again. Reread the writing and reviewing maybe one of the texts is missing or needs to explain something more clearly, so do contiously until it fixes. The most recent result will be the final version of the writing.

**d. Genres of Writing**

According to Brown, there are three short genres of writing.[38]

1) Academic Writing is any type of writing based on academic interests. Here are some examples from academic writing, they are: essays, academically focused journals, short-answer test responses, papers and general subject reports, theses, disertasions.

2) Job related writing is all kinds of writing based on a job related work. For example, announcements, schedules, labels, adversiment, letters or emails, project report.

3) Personal writing, in this type of writing a writer can use simpler language because personal writing is a type of letter that is personal or informal and is used for the benefit of one individual to another. In general, personal writing contains personal information such as expressions of feelings, experiences, or stories. Here are some examples of personal writing, letters, greeting cards, invitatios, diaries, personal journals, and fiction.

Because diaries are part of personal writing, the researcher uses diaries as a genre in this study.

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[38] H. Douglas Brown, *Language Assessment Principles and Classroom Practies,* (New York: Longman, 2007), 219.

**e. Types of Writing**

According to previous research, Neneng Fauziah in her reasearch writing is divided into four types they are exposition, narrative, argumentation, and descriptive.[39]

1) Exposition

The purpose of exposition is to clarify, explain, and inform.[40] Exposition is writing that explains or describes an object, with the aim of giving information to the reader, be it information about people, places, or things. In contrast to descriptive text, expository text does not explain in detail but only adds insight to the reader by explaining something and often answering questions about what, how, and why. Expository text only focuses on external objects, situations, and processes to explain something in a neutral and factual way.

2) Argumentation

Argumentation or what is commonly called persuasive can be interpreted as writing based on reasons, evidence, and facts that happened. Persuasive argumentation appeals the emotions and opinions of the readers moving to the action.[41]

Argumentative text is a type of text that invites or persuades the

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[39] Fauziah, Neneng. *The Effectiveness of Using Diary Writing to Improve Students Writing Skill at MA Al-Azhar Menganti Gresik 2009/2010.* (Undergraduate Thesis, State Institute of Islamic Studies Sunan Ampel Surabaya, 2010). 9.

[40] Rosa Alfred and Eschholz, *Models for writers: Short Essays for Composition,* (New York: ST. Martin's Press, 1986). 381.

[41] Rosa Alfred and Eschholz, *Models for Writers: Short Essays for Com/position,* (New York: ST. Martin's Press. 1986). 342.

reader to believe in the author's point of view on a particular issue so that the reader can draw conclusions and then influence the behavior of the reader in addressing the issues being discussed.Therefore, persuasive writing can be found in editorials, letters to the editor, reviews of business or research proposals, opinions essays, megazines, and books that argue a point of view.

3) Narration

Narration is the form of writing used to describe to the reader about even that happen clearly.[42] Events or events written in narrative text must be coherent and clear, both factual and fictional events, so that the writing can be read clearly and the reader can feel the events told by the author. Narrative text can be found in novels, short story, and biographis. Writing techniques in making narrative essays use past tense verbs. However, it should be noted that narrative text is not that simple, there are two types of narrative text, namely expository narrative and suggestive narrative. Expository narrative is a narrative whose author aims to add insight to the reader while suggestive narrative is a narrative whose author aims to convey an event or event with implied meaning by emphasizing the use of connotative words.

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[42] Gorys Keraf, *Argumentasi dan Narasi,* (Jakarta, PT. Gramedia. 1982) 136.

4) Descriptive

Descriptive text is a type of text that aims to provide information about something or someone to readers. Description tells how something looks or feels or sounds such as size, shape, color, or taste. The writing technique used in writing descriptive text uses simple tense verbs.

So a teacher can teach students who are learning to write through the types of writing mentioned a above, whether it's in the form of biographies, personal, persoal experiences, stories or whatever happened.

**f. Descriptive Text**

1) Definition of Descriptive Text

Descriptive text is a type of text that must be taught and must be mastered by junior high school and high school students. Descriptive text is one of the types requested to master by secondary chools in Indonesia.[43] Accroding to Husna, descriptive text is a kind of written text that consist of description of the characteristics and definition of an object or something.[44] According to the Big Indonesian Dictionary, descriptive text is a text that contains descriptions or descriptions in words that are explained in a clear and detailed manner. To be able to describe a particular object, whether the object is in the form of a person,

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[43] Eko Nopriato, *Students Descriotive text writing in SFL Perspective,* IJELTAL2, no.1 (2017):66.
[44] Husna, *An Analysis of Students Writing Skill in Descriptive Text at Eleven Grade at MA 2 Padang.* (English Language Teaching, 2013). 7.

place, event or feeling, observations and observations are needed so that the results of the writing can be in accordance with the facts and circumstances.

As explained in the previous paragraph, descriptive is writing that describes an object, place, or person. Descriptive text is a part of factual genres, its social function is to describe a particular person, place or thing.[45] The main purpose of descriptive text is to describe an object or a certain atmosphere in detail and specifically, with an overview of the description text the reader can understand, feel and enjoy something being talked about in the text, such as seeing and feeling the object or atmosphere that is described directly. In writing descriptive text, the writer is required to clearly describe the object or atmosphere to be written in great detail in order to produce a certain impression based on the imagination of the reader. Therefore, good description will affect readers to imagine and visualize the object in their mind.

In general, descriptive are divided in two type, they are: objective and subjective description.[46] An objective description text is a text that describes the actual state of the object without any additional opinion from the author so that the reader will

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[45] Artono Wardima, et. Al. *English in Focus: for Grade VII Juior High School (SMP/MTs),* (Jakarta: Pusat Perbukuan, DEPDIKNAS, 2008). 122.

[46] Dewi Ratnasari Hasibuan, *Utilizing Bio-Poem to Improve the Students Ability to Write Descriptive Text at Eight Grade at MTS Darul Ilmi Batang Kuis*, (Thesis, State Islamic University of North Sumatra, 2020), 10.

only feel impressed with the object being discussed. Meanwhile, subjective description is a type of text that describes objects freely. So the writer has the freedom to express impressions, opinions, and emotions according to what the writer feels. Thus, readers do not only feel impresive, but also give the emotional response.

2) Component of Descriptive Text

The significance of generic structure of descriptive text consist of identification and description.

a) Identification, in identification the writer will introduces about the object in general such as person, places or thing and the reader will understand what writer is going to talk. The identification usually stated in the first paragraph before the object is discussed more specifically in the next paragraph to introduce the reader to the topic that will be discussed. Therefore, identification is also called as introduction paragraph of descriptive text.

b) Description, after explaining the object in general, the object will be described in detail in the next paragraph, namely in the description part. In this part is used to give a sufficient description of the object as mentioned in the identification part. In the description the writer can describe an object

including itss characteristics, such as features, physical appearance, or anything related to the object.

3) Characteristics of Descriptive Text

Descriptive text has several characteristics in it, including the following:[47]

a) Descriptive text has several characteristics in it, including the following.

b) Writing descriptive text is always written with something general to specific.Penggunaan noun phrase untuk penulisan judul pada kalimat teks deskriptif.

c) The use of adjectives to describe nouns or objects discussed in descriptive text.

d) Descriptive text only focuses on what will be discussed, for example places, people or things.

4) Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are:[48]

a) Description of a person, the students can describe a person and they can write the identification based on the visible characteristics that can be seen. The visible characteristics

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[47] Sudarwati, Th. M, & Graca, E. *Look at Head English Cours 1:* For Senior High School Students year X. (Jakarta: Airlangga, 2007).

[48] Michael E. Adelstein and Jean G. Pival, *The Writing Commitment.* (New York: Harcout Brace Jovanovich. 1976). 151.

include color of skin, eyes, or hair and recognizing marks, such as scars and birthmark. And then the students must to pay attention to impression in describing person. Although impression is usually less complete and informative than identification, it may be more affective in capturing an individual's striking or distinctive traits.[49]

b) Description of a place, To write this type of text students must organize the description in such a way that the reader can clearly imagine the scene being described. To be able to make the paragraphs that students write more interesting to read, students can add control ideas that express attitudes or impressions about the places described.

c) Description of a things, to describe objects students must be creative in stringing words and have a good imagination about the object to be described. Besides, to make writing as interesting and clear as possible students must use appropriate nouns and affective verbs. As we know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make description moe specific, accurate, and interesting.

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[49] Michael E. Adelstein and Jean G. Pival, *The Writing Commitment.* (New York: Harcout Brace Jovanovich. 1976). 150.

2. **Teaching Writing**

A teacher must have teaching preparation before carrying out teaching and learning activities so that teaching learning process run well. The main thing have to do is making lesson plan, prepare materials, and teaching strategies. Teaching writing with the right strategy is needed. There are many strategy that can be used in teaching writing. In theaching writing the teacher should be able to make the students write their ideas well. The teacher should consider writing skills that the students have to master. The teacher must be good at choosing the teaching strategy that will be used, the learning strategy provided must look at seeing the characteristics of students. One strategy that can be used is to use diary writing in teaching writing.

a. **Diary Writing**

Descriptive writing can takes many forms such as describing place, describing person, describing place and descriptive text can be found in diary writing. When students write descriptive texts students can use diary writing as a strategy of learning to write by trying to write descriptive texts every day. Because in learning writing students need strategy or technique to make the students interest to lear writing. So, the teacher can use teaching strategies to make them easier to write by writing a diary, in particular, can be a good way for studets to practice their descriptive text writing. In Rahma Dian Indriyani thesis, she use diary writing to know whether

writing diary can improve students writing ability on recount text at the Tenth grade of SMA Negeri 8 Kota Tangerang Selatan.[50] So, in this research researcher using diary writing as a strategy in teaching writing to find out the significant differet between students taught by writing an English than those taught by conventional media.

1) Definition of Diary

By looking at the many previous studies that use diary writing as a strategy to teach writing, it is obvious that diary writing can be applied as a teaching strategy. Some experts have proposed several definition about diary writing strategy. According to Brown he pointed out that diary writing is what students write when they are thinking, feeling, and reacting to what happened.[51] Diary writing is in which students can write thoughts, feeling, reaction, and response to something happened that is include in self writing category, or writing with only the self in mind as an audience.[52] Actually diary writing can make it easier for students to write what they want to write. The students can write anything that they want to write like: daily events,

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[50] Rahma Dian Indriyani, *Using Writing Diary to Improve Students Writing on Recount Text at the Tenth grade of SMA Negeri 8 Kota Tangerang Selatan.* (Undergraduate Thesis, State Islamic University Syarif Hidayatullah Jakarta, 2020). iv.

[51] H. Douglas Brown, *Teaching by Principles: An atractive Approach to Language Pedagogy-2$^{nd}$ edition.* (London: Longman, 2001).

[52] Mas Sarul Ihsan, Djoko Ardhityawan. *The Influence of Students Writing Skill by Writing Diary in Recount Text for Junior High School Students.* 14 Juli 2016. http://journal.unigres.ac.id/index.php/AESTHETICS/article/view/812/682.

a holiday or trip, a life probem, describing something and also the students can write when they feel happy.

In general diary writing usually handwritten that used to express personal feeling, thoughts, and experiences on daily basis, arranged by date it is not for publication.[53] Writing diary is simple but effective way to develop enhances great understanding about the writer self. By using simple past tense, the students are free to express their ideas, experieces activities that have happened in their life and the diary can be writing for instropection and reflection about students life. From the definition, it ca be conclude that diary is handwriting that contains expressions of feeling, experiences that happened, or thoughts as intropection or reflection for themselves.

However, some of previous studies only use diary writing to wite recount text, thus the researcher decides to conduct a research using diary wiriting to write descriptive text. By keeping a diary, students will develop writing skills or at least they will write better day to day because it gives they have more opportunities to write freely whatever they want to write.

2) Steps to implement diary writing

    a) The teacher gives the explanation about descriptive text, the use of simple preset in descriptive text and the use of diary

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[53] Johnson, curtis and Language Abilities. *Britis Journal of education, Volume 3, Number 2, February 2015. 76.*

writing in descriptive text. Here the teacher helps to make the students understanding in writing diary in the form descriptive text, the teacher gives the students some examples of diary before they start writing a diary.

b) After the students understood with the explanation, the teacher will provide general topics so that students can develop their writing based on the topics that the teacher has provided. the students able to create good diary writing if they feeling interest with the content of diary.

c) The students write diary freely. Students can develop their own ideas through writing diaries. Its mean that students can write dairy writing to improve students writing ability.

d) After student write their diary, they submit it to the teacher.

e) Then the teacher give feedback by write some notes on the students diary and the diary will assessed based on assessment indicators. So, that the students can repair error of their writing.[54]

3) Advantages of diary Writing

There are some advantages of diary wirting. According to Harmer, there are four advantages of dairy writing like the following:[55]

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[54] Joan Rubin. *Diary Writing as a Process: Simple, Useful, Powerful.* (Guidelines. 2003).

[55] Jeremy , Harmer. *How to Teach writing.* (Essex: Pearson Educatio limited: 2004). 126-127.

a) Students are free to express their writing. in their diaries, moreover studets ca write about anything that they want to write.

b) Diary writing can help students to developing their writing skill. By writing day to day student will write more often and it is good for practicing students writing skill.

c) The value of reflection, diary makes students think about how they learn harder to get good results or value according to their efforts.

d) The teacher ask the student to write down what they want to write and the teacher will read it and gives the students writing comment or feddback then the student will repair their writing. So, the students are more interested in writing.

4) **Example of Diary Writing**

The example of descriptive text based on component of descriptive text by using diary writing.

**Table 2.2**
**The Example of Diary Writing**

| Identification | Mr. David is my English teacher in Junior High School and he is a new teacher in this school. Mr. david wears square glasses and always use black shoes. He's very fat and have a tall body. He said he doesn't like her fat body so, therefore Mr. David likes a light warm up in the morning before the schools bell rings. She has not married yet but he already has a fiances. |
|---|---|
| Description | He is very smart and very fun teacher. He teaches us a lot of things from animal to house equipments. He loves to play with us in the middle of class so we do not get |

| | bored while studying. Sometimes he teach us how to spelling the words that we just learn and sometimes he invite us to watching education movie. |
|---|---|

A diary is usually written in a book. As explained in the previous paragraph that the descriptive text component consist of identification and description. So, when the teacher use the English diary writing as a strategies to write deskriptive text thus the student must pay attention to the component of the descriptive text.

## C. Hypothesis

The hypothesis is a temporary answer to a research problem whose truth must be tested empirically between two variables. In this study there are two hypotheses that the authors mention, as follows:

$H_a$ : There is significant difference between student taught by english diary in their writing than those who taught by using conventional strategy.

$H_o$ : There is no significant difference between student taught by english diary in their writing than those who taught by using conventioal strategy.

# CHAPTER III

# RESEARCH METHOD

## A. Research Design

The method used in this research is quantitative research approach with Quasi-Experimental design. According to Sugiyono, experimental research can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions, this experimental design is distinguished in several forms including Pre-Experimental, True-Experimental, Factorial Experimental, and Quasi-Experimental.[56] So, the experimental design is a way to find out a causal relationship that occurs between two factors. The experimental design is always carried out with the intention of seeing the effect of a treatment. For this reason, the method that researchers use in this study is a quantitative approach with quasi-experimental design. The reason why the researcher chose the quasi-experimental method is because this method was used to test hypotheses in the form of a causal relationship through the treatment of the experimental group and the control group to test whether there is a significant difference due to the treatment.

In quasi-experimental design research, it is divided into two forms of quasi-experimental design, namely time-series design and nonequivalent control group design. Nonequivalent control group is a form of design that researcher used for this research. The researcher used two class groups,

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[56] Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, dan R&D),* (Bandung: Alfabeta, 2010) 107.

namely the experimental class group as the class that received treatment or the class that taught using an English diary method and the control class group as the class that did not get treatment or the class that taught using the conventional method. The research design start from pre-test in both classes, after the pre test the researcher give the treatment, the experimental class received treatment using writing an English diary in learning to write, at the same time the control class using conventional strategy during the teaching and learning process. The research finishes by giving a post-test to the experimental class and the control class. The research design can be described as follows.

**Table 3.1**
**Design of the research:**

| Group | Treatment | Post-test |
|-------|-----------|-----------|
| A | $X$ | $O_1$ |
| B | - | $O_2$ |

Note:

A : Experimental class

B : Control class

$X$ : Treatment for the experimental using writig an english diary method

$O_1$ : Post test for experimental class

$O_2$ : Post test for control class[57]

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[57] John W, Creswell, 2014. *Research Design: Quantiative, Qualitatif and Mixed Approche Fourth Edition,* Sage Publication.

**B. Population and Sample**

1. Population

According to Mundir, the population is the actual object that will or want to study.[58] The population is a generalized area consisting of objects, subjects who have certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn. Based on the description above, it can be seen that the population is the entire object that is the target of research. Thus the population of this study were all tenth grade students in the even semester at SMK As-Syafi'i in the 2023/2024 academic year.

2. Sample

Sample is defined as part of the population taken in certain ways which also have certain characteristics, clear and complete, which are considered to represent the population. There are two ways to take samples, namely probability sampling and non-probability sampling. Probability sampling is a sampling approach that gives each population element an equal chance of being chosen as a sample. Non-probability sampling is a method that does not provide any guarantee for each element of the population to be selected as a sample.[59] In this study, researchers used non-probability sampling techniques, especially purposive sampling, when the researcher choose the subject with some considerations. The considerations used by the researcher in taking this

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[58] Mudir. *Metode Peelitian Kualitatif dan Kuantitatif.* (STAIN Jember Press, 2013).

[59] Syahrum and Salim. *Metodologi Penelitian Kuantitatif.* (Ciptaka Media Bandung, 2012). 113-118.

sample is student who have an interest in learning English but they have problems in learning writing. Thus, the sample used in this research was based on the  the class chosen  by the tenth grade English teacher SMK As-Syafi'i. The researcher used the class XA as experimental class and XB as control class. As illustrated in the table below.

**Table 3.2**
**Design of the research:**

| Group | Treatment | Post-test |
|-------|-----------|-----------|
| A | *X* | XA |
| B | - | XB |

C. **Data Collection Method**

The data collection method that researcher used in this research used test. The researcher used pre test and post test to measure the students writing skill, especially the student's knowledge about descriptive text. The researcher used this technique to collect the data that used to evaluate, distiguish between the initial conditions (pretest) and the conditions afterward (posttest). The test that carried out in this study was that students write diaries in English by paying attention to five indicators in writing, namely organization, content, grammar, vocabulary, and mechanics. From the indicators, the reseacher asked the students to write a sentence of descriptive text  both during the pre test and post test.

In the pre test, before applying the treatment of writing an english diary,  the researcher asked students of the experimental and control class to write descriptive text according to the predetermined title, namely "My beloved family". After conducted the pre-test, the data obtained from the

findings of the initial test so that the researcher find out how far the mastery of students' writing skills is before the researcher applies the treatment. Then, the reseacher applyed treatment for two meeting: the experimental class taught by using writing an english diary while at the same time, the control class taught without English diary or by conventional strategy during the teaching and learning process. After the researcher conducted pre test and treatment, the researcher applyed post test in the last meeting. The post test test were similar to the pre test but with the different title, the title for the pos test is "The Greatest People". The post test to find out whether there is a significant different in students writing after applying the treatment.

Likewise, this research used test as the research instrument. Douglas Brown state that test is a method of measuring a person's ability, knowledge or perdomance in a given domain.[60] The instrument that the researcher used in this study is a written test in the form of a paragraph. The test used to measure the students writing skill. By writing an english diary the students can try compose their own knowledge and develop writing's composition based on the indicator of writing.

In assessing the students writing skill, the researcher adopted a scoring rubric in a writing  skill from Brown that focus in five indicators, the students must pay attention to the five indicators in writing namely, organization, content, grammar, vocabulary, and mechanics.

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[60] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* (New Jersey: P rentice Hall, 2000). 384.

**Table 3.3**
**Scoring rubric adopt from Douglas Brown[61]**

| Aspect | Score | Criteria |
|---|---|---|
| Organization | 20-18 Excellent to good | Appropiate title, topic is stated, leads to body, transition expression used, aggrement of material show plan, supporting evidence show the generalization. |
| | 17-15 Good to adequate | Adequate tittle, body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed, sequenced is logical but transitional expression may be absent o missued. |
| | 14-12 Adequate to fair | Problem with the order of ideas in the body, generalization may not be fully supported by the evidence given, problem of organization interfere. |
| | 11-6 Fair to poor | Minimally recognizable introduction, organization can be barely be seen, several problem with ordering of ideas, indequate effort of organization |
| | 5-1 Vey poor | No apparent organization of body, writer has not made any effort to organization the composition. |
| Content | 20-18 Excellent to good | Essay addresses the topic, the idea are concrete and througly developed, essay reflect thought. |
| | 17-15 Good to adequated | Essay addresses the issues but misses some points, ideas could be more developed. |
| | 14-12 Adequated tp fair | Development of ideas not complete or essay is somewhat off the topic, paragraph are not divided exactly right. |
| | 11-6 Fair to poor | Ideas incomplete, essay does not reflect carefully thinking or was hurriedly written, inadequated effort in area of conrent. |
| | 5-1 Very poor | Essay is completely inadequated, no effort to consider the topic carefully. |
| | 20-18 Excellent | Correct of preposition, modal, article |

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[61] Douglas Brown, *Language Assesment Principles and Classroom Practice.* (San Fransisco:Longman,2003).

| Aspect | Score | Criteria |
|---|---|---|
| Grammar | to Good | word form, and tense using, no fragment or run on sentences. |
| | 17-15 Good to adequated | Some grammar problem do not influence communication and no fragment or run sentences. |
| | 14-12 Adequated to fair | Ideas are getting through the reader, grammar are problems are apparent and have negative effort on communication, run or sentences. |
| | 11-6 Fair to poor | Numerous serious grammar problems interfere with communication or writer's ideas, grammar review of some areas is clearly needed, difficult to read sentences. |
| | 5-1 Very poor | Severe grammar problems interfere greatly with the message, reader cannot understand what the writer was trying to say, unintelligible sentences structure. |
| Vocabulary | 20-18 Excellent to good | Precise vocabulary usage, used of parallel structure, concise, register, good. |
| | 17-15 Good to adequate | Attempts variety, good vocabulary, not wordy, style fairly concise. |
| | 14-12 Adequate to fair | some vocabulary misued, lacks awareness of register, may be too wordy. |
| | 11-6 Fair to poor | Poor expression of ideas, problem in vocabulary, lacks varoety of structure. |
| | 5-1 Very poor | Inappropiate use of vocabulary, no sentence variety. |
| Mechanics | 20-18 Excellent to good | All needed capitals, paragraph itended, punctuation and spelling very neat. |
| | 17-15 Good to adequate | Some problem with punctuation, occasionally spelling errors interfere with ideas. |
| | 14-12 Adequate to fair | Spelling problem distract the reader, punctuation errors interfere with ideas. |
| | 11-6 Fair to poor | Part of essay not legible, errors in sentence punctuation. |
| | 5-1 Very poor | Complete disregard for English writing convention, obvious capital missing, severe spelling problem. |

As mentioned in the table above, in the writing assessment there are several aspects that are assessed, namely organizations aspect, involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern. Content aspect should be clear, a good content should be well unified and completed. Grammar aspect, good writing is writing that has been correct sentences, using appropriate tenses, words. Vocabulary aspect, vocabularies are collection of words that are arranged into a sentences, paragraph, or essay. Mechanics aspect, mechanics consists of capitalization, spelling, and punctuation. Which all aspects will be assessed and used as the result of the test.

## D. Validity and Reliability Instrument

### 1. Validity

According to Arikunto, validity is a measure that indicates the level of validity of an instrument.[62] Validation is one of the most important things to do to determine whether the instrument used is valid or not, because the higher the validity of an instrument, the better the instrument is to use.[63] validity test in this study aims to determined the suitability of the test with the material to be used for research. There are four types of validity namely, face validity, content validity, construct validity, and criterion validity.[64] To know whether the instrument valid or

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[62] Arikunto, *Prosedur Penelititan Suatu Pendekatan Praktek.* (Jakarta: Rineka Cipta, 2002)

[63] Yusuf M. *Metode Penelitian Kuantitatif , Kualitatif, da Kpenelitian Gabungan.* (Jakarta:Prenamedia Group, 2015). 234.

[64] Hamed Taherdoodt, *Validity and Reliability of The Instrument: How To Test the Validation of a Questionnaire/Survey in a research,* (Internatioal Journal of Academic Research inn Management, 2016, Vol. 5, No. 3, hal.28).

not, the reseacher used content validity. This validity test requires consideration from experts, therefore the reseacher asked the validators to perform the validity test in this research,  experts gave their opinion about the instrument, whether the instrument can be used or still needed improving. According to Sugiono that testing validity of the test shape instrument can be done by comparing the test with the lesson which was taught by the teacher in the class.[65] Therefore, the reseacher arranged the test based on the material in the syllabus that used to teach the tenth grade students.

2.  **Reliability**

Reliability is the consistency of a series of measurements. Reliability test is a test conducted to find out if the results of a measurement are consistent with the same or changing results, it means that an instrument is said to be reliable when a measuring instrument is tested several times with measurements on the same group of subjects, relatively the same measurement results obtained. However, if the reliability test when tested on the same subject at different times there are obstacles or measurement are not the same, the test reliability may be low. Sudjana stated that reliabilityof the assessment tool is the determination or constancy of the tool in assessignwhat is being assessed.[66]

Before conducting pre test and post test, to know the reliability of the test, the reseacher conducted the tryout on several the tenth grade

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[65] Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D,* (Bandung:Alfabeta. 2009). 353.

[66] Sudjana. *Metode Statistika Edisi ke 6.* (Bandung: Tarsito, 2005)16.

students of SMK As-Syafi'i because in SMK As-Syafi'i it only had two classes. The researcher only took ten students from each class this means the researcher conducted a tryout on twenty students. Then the researcher process the result of the test scores obtained using the Cronbach's Alpha formula in SPSS.

E. **Data Analysis Method**

After collect data of pre test and post test in control and experimental class, then the reseacher will analyze the data. Data analysis is a series of activities for studying, classifying, systematizing, interpreting, and verifying data so that a phenomenon has social, academic, and scientific value.[67] In this stage, the researcher analyzed the data based on the student's writing scores, the data of this study analyzed statistically used SPSS. The analysis aims to measured the significant different in student's writing skill before and after learning used writing an English diary. In this research, the reseracher used the techique of data analysis as follow:

1. **Normality Test**

The normality test is one of the important requirements of analyzing the data of research because it aims to determine whether the population was normally distributed or not.[68] To find out whether the distribution was normal or not, the researcher conducted a normality test used the Shapiro Wilk formula. The way to find out whether the results of

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[67] Sangaji, E.M, & Sopiah. *Metodologi Penelitian-Pendekatan Praktis dalam Penelitian.* (Yogyakarta: ANDI, 2010). 198.

[68] Yulingga, anda Hanif, and Wasis Himawanto. *Statistik Pendidikan.* (Sleman: DEEPUBLISH Groupss. 2017). 67.

the normality test were significant or not is to pay attention to the numbers in the significant column (sig). The significance level must be higher than 0.05 ($\alpha = 0.05$) provided in SPSS. The criteria that applyed to the normality test were if $p > 0.05$ so the distribution was considered normal and if $p < 0.05$ so the distribution was considered abnormal, it means that the data is normally distributed if the significant level is higher than 0.05.

2. **Homogeneity Test**

After the data normally distributed, then a homogeneity test carried out. Homogeneity test is a test conducted to find out whether the two data, namely variable X and variable Y, were homogeneous or not, it means that the data group to be studied must have the same characteristics. If the data was homogenous, it shows that the data are from the same population and deserve to be tested with parametric statistics. However if the data was not the same or heterogeneous, then the data does not deserve to be tested. This homogeneity test is a requirement to be able to proceed to the next step, namely independent sample t-test analysis. The data used in this step is from the post test experimental class and control class. The researcher used Levene's test on SPSS. If the significance value (p) > 0.05 it proved that the data from populations with the same variance (homogeneous), but if the significance value (p) < 0.05 it proved that the data from populations with unequal variances (heterogeneous).

### 3. Independent Sample T-test

After making sure that the data from the pre-test and post-test were normally distributed and homogeneous, the researcher analyzed the data used an independent sample T-test. The sample T-test is a statistical test that aims to find out whether there is a difference in the average of the two variables, means that an independent sample t test carried out to see the difference in results between the experimental class used writing an English diary as the teaching strategy and control class used conventional strategy. Moreover, this test used to know whether there is any significant difference between student taught by writing an English diary than those taught by conventional strategy. Then, to analyzed whether there is significant difference between the two groups, the researchers used an independent sample t-test with a significance standard of 0.05 by using SPSS.

# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSION

## A. The Research Object Overview

1. The profile of the school

   SMK As-Syafi'i is a school under the auspices of the As-Syafi'i foundation which located in the village of Gumuksari, Nogosari, Rambipuji, Jember. The history of the formation of the SMK As-Syafi'i began with the estabilishment of a foundation or islamic boarding school in 2011, the name of SMK As-Syafi'i itself was taken from the name of the first As-Syafi'i islamic boarding school caretaker KH. Ahmad Syafi'i and continued by the next caregiver, namely Gus Ahmad Amin Sururi, he is also to be the principal at SMK As-Syafi'i. This institution has two employees and 16 teaching staff. Besides, there are 6 classrooms, 1 teacher office, 1 headmster office, 1 administration office, 1 library, 3 toilets, 1 students cooperative room, parking area, and 1 mosque in this school.

2. The Identity of School

   a. School Name       : SMK As-Syafi'i

   b. NPSN              : 69757524

   c. School Status     : Private

   d. Addres            : Gumuksari village, Nogosari village,

                          Rambipuji district, Jember regency

   e. Email Address     : smkassyafiirambi@yahoo.com

   f. SK Estabilishment : 421.5/586.9/310/2012

      g.  SK Operational permit : P2T/1200/19.08/02/X/2019

3. Visions

Creating an exemplary vocational school and producing graduates who are competent in their fields, moral, creative and innovative and have a national spirit.

4. Missions

    a.  Preparing graduates who are competent in administration, accounting and marketing programs

    b.  Providing excellent service to students and parents

    c.  Increase awareness of the role and role of educators in developing students potential

    d.  Improve students achievement in intracurricular and extracurricular activities

    e.  Cultitative the experience of religious values in the life aspects of all school components

    f.  Empowering the participant of students parents in developing sustainable education

**B. The Descripiton of Data**

In this part, the researcher explained the description of the results of the research. The researcher conducted thus research in SMK As-Syafi'i Rambipuji, Jember regency. This study was conducted from the 21st of September 2023 until the 12nd of October 2023. The researcher implicated two classess which were the experimental class and the control class. These

two class samples were selected used purposive sampling technique. The first class was XA as the experimental class and XB as the control class. The experimental class was given English Diary in learning to write as the teaching strategy, while the cotrol class was taught without English Diary (conventional strategy).

All data were collected from two classes XA as the experimental class and XB as the control class. The researcher used test before and after the treatment to collect data on the students writing skill. On the other hand the researcher used writing test in the form of a pre-test and post-test. The test were given to both classes were same but there are differences in the treatment of the two classes studied by the researcher. The researcher conducted a pre test on the experimental class before giving the treatment and conducted a post test after the class was given treatment using English Diary writing strategies. Besides, the researcher conducted a pre test for the control class before being taught descriptive text material using conventional strategy, after being given descriptive text material, the control class received a post test.

The pre test was held on 23st-26th September 2023. In the experimental class was held on Saturday, 23th September 2023 meanwhile, in the control class the pre test was held on Tuesday, 26th September. In the pre test the researcher gave a writing test in the form of description text, every students only has 20 minutes to create descriptive text about My Beloved Family. On the same day after conducted pre test in both classes the researcher immediately provided treatment in the both classes. Before conducted the

treatment the researcher gave the students a brief explanation of descriptive text materials in general and English Diary writing in the form of descriptive text. The explanation of the descriptive text materials was diveded into three meetings: in the first meeting, they learned about the descriptive text material in general. The second was about example of descriptive text about tourist attractions in the context of a tour guide and the last was about example of descriptive text about historical building. The treatment was carried out at every meeting so, at every meeting the experimental class received the assignment to write an English diary in the form of descriptive text. First of all, the researcher explains the use of diary writing in descriptive text, after that the researcher provides several examples of diary writing in the form of descriptive text. After that, the researcher provided a topic related to writing descriptive text, then students created descriptive text based on the topic that has been provided. At the end, students submit their writing results to the teacher, then the teacher corrected the students writing and the teacher gave feedback by making notes in the students diaries so that students writing errors were corrected. For the control class, the researcher was taught descriptive text material by using conventional strategy.

After conducted the treatments, the researcher conducted a post test on the experimental class and the control class. The post test was held on 7th-10th October 2023. In the experimental class was held on Saturday, 7th October 2023 meawhile, in the control class was held on Tuesday, 10th October 2023. Same as in the pre test, in the post test the researcher gave a writing test in the

form of descriptive text and every students has 20 minutes to create descriptive text about The Greatest Person. Moreover, the data was explained as follows:

1. Students Writing Score In The Experimental Class

In this section, the researcher described the obtained data on students writing scores after treatment used the diary writing strategy in the experimental. The researcher took class XA as the experimental class that consists of 22 students. The result of students post test in the experimental class can be seen in the following table:

**Table 4.1**
**Writing score of Post-test in the Experimental class (X A)**

| No. | Name | Aspect of Writing | | | | | Total Score |
| | | Organization | Content | Grammar | Vocabulary | Mechanics | |
|---|---|---|---|---|---|---|---|
| 1. | Ahmad Ramadhani | 16 | 15 | 14 | 16 | 18 | 79 |
| 2. | Andika Aprilianto | 15 | 13 | 14 | 14 | 17 | 73 |
| 3. | Andika Dwi Romadhon | 15 | 16 | 13 | 15 | 17 | 77 |
| 4. | Anisatus Sholihah | 18 | 17 | 18 | 20 | 19 | 92 |
| 5. | Aril Leo Saputra | 15 | 16 | 17 | 16 | 18 | 82 |
| 6. | Ferdi Febriansyah | 17 | 16 | 15 | 18 | 17 | 83 |
| 7. | Jamilatul Haliyah | 19 | 19 | 18 | 17 | 20 | 93 |
| 8. | Syarif Ahmad Ali. Z.A | 15 | 16 | 14 | 16 | 17 | 78 |
| 9. | Lucky Faris Tri K | 15 | 16 | 14 | 16 | 18 | 79 |
| 10. | Marsuki | 15 | 14 | 13 | 14 | 18 | 74 |
| 11. | Moh. Rozikin | 15 | 15 | 13 | 17 | 17 | 77 |
| 12. | Muhammad Yusril | 16 | 17 | 14 | 15 | 18 | 80 |
| 13. | Muhammad Ilyasin Y | 15 | 14 | 13 | 15 | 16 | 73 |
| 14. | Nabilatus Zakiya | 19 | 18 | 18 | 18 | 20 | 95 |
| 15. | Oktavia Nadya Karissa | 19 | 19 | 18 | 20 | 20 | 96 |
| 16. | Rahmah Adinta Ainur | 15 | 17 | 15 | 18 | 18 | 83 |
| 17. | Reni Farida | 19 | 18 | 19 | 19 | 20 | 95 |

| 18. | Siti Rofiatul H | 16 | 14 | 13 | 14 | 17 | 74 |
| 19. | Siti Roudhotul Jannah | 16 | 17 | 16 | 18 | 18 | 85 |
| 20. | Tia Lestari | 19 | 18 | 18 | 20 | 20 | 95 |
| 21. | Yuda Putra Ramadhani | 16 | 17 | 14 | 15 | 16 | 78 |
| 22. | Muhammad Husni | 16 | 16 | 17 | 18 | 18 | 85 |
| Total | | | | | | | 1.826 |
| Mean | | | | | | | 83 |

As seen in table 4.1 above, the mean score of post test in the experimental class was 82.6. By assessing five aspects of writing, the minimum score that students must be achieved is for 75. The minimum score of students in the experimental class was 73 and the maximum score was 96. There were 4 out of 22 students who got a score lower than the minimum score.

2. Student Writing Score in The Control Class

In this section, the researcher would describe the obtained data on students writing scores after treatment by used conventional strategy or without English Diary writing strategy in the control class. The researcher took class XB as the control class that consists of 24 students. The result of students post test in the csssontrol class can be seen in the following table.

**Table 4.2**
**Writing score of post test in the Control class (X B)**

| NO. | NAME | Aspect of Writing | | | | | Total Score |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | Organization | Cotent | Grammar | Vocabulary | Mechanics | |
| 1. | Alfiatul Rohmah | 13 | 11 | 10 | 13 | 14 | 61 |
| 2. | Amelia | 11 | 10 | 9 | 9 | 10 | 49 |
| 3. | Arjuun Kabir | 12 | 12 | 9 | 10 | 11 | 54 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 4. | Bayu Setyo Nugroho | 13 | 12 | 10 | 12 | 13 | 60 |
| 5. | Erlangga Satria A | 11 | 12 | 8 | 10 | 10 | 51 |
| 6. | Faiqotul Himma | 14 | 15 | 14 | 14 | 15 | 72 |
| 7. | Geby Ayu Lestari | 13 | 14 | 17 | 16 | 17 | 77 |
| 8. | Hamdanil Marzuki | 12 | 13 | 10 | 8 | 11 | 64 |
| 9. | Faris Durori | 11 | 13 | 11 | 10 | 11 | 56 |
| 10. | Kevin Prasetyo | 12 | 13 | 10 | 13 | 15 | 63 |
| 11. | M. Wahyu Ramadhani | 12 | 14 | 12 | 12 | 15 | 65 |
| 12. | Moch. Shohibullah | 12 | 14 | 9 | 12 | 12 | 69 |
| 13. | Muhammad Diki R | 14 | 14 | 11 | 15 | 16 | 70 |
| 14. | Muhammad Lutfi | 12 | 13 | 10 | 12 | 13 | 60 |
| 15. | Muhammad Muksin | 12 | 14 | 10 | 14 | 15 | 65 |
| 16. | Nahwali Intan R | 12 | 12 | 8 | 10 | 12 | 64 |
| 17. | Naura Deliya F | 11 | 13 | 8 | 11 | 12 | 65 |
| 18. | Siti Aichatun N | 17 | 18 | 18 | 17 | 17 | 87 |
| 19. | Sulis Setyowati | 15 | 16 | 15 | 15 | 17 | 78 |
| 20. | Angga Sadurra | 11 | 12 | 10 | 11 | 13 | 57 |
| 21. | Yula Indriani | 13 | 14 | 10 | 12 | 13 | 62 |
| 22. | Yunda Amaliatul H | 15 | 16 | 14 | 17 | 17 | 75 |
| 23. | Lailatul Mukarromah | 15 | 16 | 14 | 15 | 16 | 76 |
| 24. | Riski Dwi Puta | 10 | 10 | 8 | 10 | 11 | 49 |
| | Total | | | | | | 1.548 |
| | Mean | | | | | | 64.5 |

As seen in table 4.2 above, the mean score of post test in the control class was 64.5. The minimum score of students in the control class was 49 and the maximum score was 67.

**Table 4.3**
**Group Statistics**

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Test Score | Control Class | 24 | 64.542 | 9.6863 | 1.9772 |
| | Experimental Class | 22 | 83.000 | 7.9162 | 1.6877 |

In conclusion the description of the data from the experimental class and control class can be seen as the table above. The table above showed the mean score of post test in the control class was 64.542 and the mean score of post test in the experimental class was 83.000. It can

be seen that the data shown has increased score from and there was significant difference between experimental class was taught English Diary in learning to write and control class was taught without English Diary.

## C. Data analysis

Based on research conducted from 21 September to 10 October at SMK As Syafi'i in class XA as an experimental class was taught by using English Diary Writing and class XB as control class was taught using conventional strategies. Some of the value comparison was seen from the data obtained through the pre test and post test, the the researcher analyzed the data obtained using SPSS. The results are as follows:

1. Normality Test

Before researcher caaried out data analysis, researcher carried out a normality test as a first step in carrying out data analysis. At this stage there are two ways to test normality, using Kolmogorov Smirnov and using Shapiro Wilk. However in analyzing the normality of the data, researcher used Shapiro Wilk as a technique of normality test, and the results were presented as follows:

**Table 4.4**
**Test of Normality**

| | Class | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | Df | Sig. |
| Test Score | Control Class | .148 | 24 | .189 | .972 | 24 | .718 |
| | Experimental Class | .148 | 22 | .200[*] | .887 | 22 | .317 |

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

In the normality test table above, it can be seen that there are two calculation results but in this research the normality test only focused on the significance value of the Shapiro Wilk. It can be seen that the data was distibuted normally because the significance value of the post test on the control class and experimental class showed the significance value was .718 and .317. It can be concluded that the significance value was higher than 0.05. All significance values of the Shapiro Wilk normality test were higher than 0.05.

2. Homogenity Test

Besides testing the normal distributions of the data, it is necessary to carried out a homogeneity test whether the data variance was homogeneous or heterogeneous. This homogeneity test was carried out in order to find out whether the post test data in the experimental class and control class were homogeneous. If it is found that the data was homogeneous then it can be able to proceed to conduct the independent sample t-test. The result can be seen in table 4.5.

**Table 4.5**
**Test of Homogeinity of Variance**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Test Score | Based on Mean | .319 | 1 | 44 | .575 |
| | Based on Median | .318 | 1 | 44 | .576 |
| | Based on Median and with adjusted df | .318 | 1 | 41.770 | .576 |
| | Based on trimmed mean | .308 | 1 | 44 | .582 |

The researcher used Levene's test, if the significance value (p) was higher than 0.05 it means that the variance was homogeneous and if the significance value (p) was lower than 0.05 it means that the variance

value comes from a population with the same variance (heterogeneous). As seen in table 4.5 the significance was 0.575 > 0.05. Thus, it concluded that the data on the experimental and control class post test are homogeneous. Therefore, one of the independent sample t-test requirements has been fulfilled.

3. Independent Sample T-test

Before carried out an independent sample t-test with SPSS, the researcher carried out a normality test and homogeneity test. If the data was normally distributed and data variance was homogeneous, the resarcher conducted an independent sample t-test. The independent sample t-test was conducted to determine whether or not there was significant differences in writing score between the students who were taught by used writing an English Diary and those who were not. Independent sample t-test was performed by testing the post-test data of experimetal and control class. the results is displayed in table 4.6.

**Table 4.6**
**Independent Sample Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Test Score | Equal variances assumed | .319 | .575 | -7.038 | 44 | .000 | -18.4583 | 2.6227 | -23.7440 | -13.1726 |
| | Equal variances not assumed | | | -7.100 | 43.458 | .000 | -18.4583 | 2.5996 | -23.6993 | -13.2174 |

As seen in table 4.6, the sig. (2 tailed) was 0.000 < 0.05. The alternative hypothesis (H$_a$) is accepted, and null hypothesis (H$_0$) is rejected. It means there is a different on the average of data post-test in the experimental class and control class.

D. **Hypothesis Testing**

1. If the value sig. (2-tailed) of independent sample t-test was lower than Research Alpha (0.05), the alternative hypothesis (H$_a$) is accepted, and the null hypothesis (H$_0$) is rejected. It means that there is an effect of the use writing an English Diary towards Students Writing Descriptive Text at SMK As-Syafi'i academic year 2023/2024. So, writing an English Diary is effective for students writing descriptive.

2. If the value sig. (2-tailed) of independent sample t-test was higher than Research Alpha (0.05), the alternative hypothesis (Ha) is rejected, and null hypothesis (H$_0$) is accepted. There is no significant effect of the using the writing an English Diary towards Students Writing Descriptive Text at SMK As-Syafi'i academic year 2023/2024. So, using writing an English Diary is inneffective for students writing descriptive.

The significance value (sig.) obtained is based on independent sample t-test calculations (2-tailed) is 0.000 < 0.05. if the value sig. (2-tailed) of independent sample t-test is < Research Alpha (0.05), the alternative hypothesis (H$_a$) is accepted and (H$_0$) is rejected. If the value sig. (2-tailed) of the independent sample t-test is > Research Alpha (0.05), and the altenative the null hypothesis (H$_0$) is accepted and (Ha) is rejected.

In brief, there is a significant difference between the mean scores of the experimental calss and control class. Therefore, the use of Writing an English Diary is effective for students writing descriptive. It means, based on pre-test and post-test score in the experimetal class ad control class, it concluded that there were significant differences of the students scores before and after treatment.

### E. Discussion

The aim of this research was to investigate whether there were significant differences in the use of writing an Eglish Diary as a strategy for teaching writing descriptive texts of X grade students at SMK As-Syafi'i 2023/2024. The rsearcher used pre-test and post-test to collect the data. The instrument used a writing test. The writing test was conducted in the experimental class and control class of X grade students. The researcher conducted a pre-test and post-test to compare the students writing scores obtained by students before and after treatment. Which is the experimental class received treatment while the control class did not receive treatment.

Before teaching materials, the students in both classes felt bored during the English lesson process especially during writing leasson. The students had difficulty conveying the ideas they have and the vocabulary was lacking so that their writing makes them relatively monotonous, apart from that the use of grammar was not appropriate they should use the simple tense formula to write descriptive text, however they mix it up. Especially during the pre-test process, most of them struggled to writing correctly. Based on the

treatment given, applying diary writing could help students to develop the ideas they have. It can be seen from the results of students writing, the results of each day's writing were better than the preliminary results. The statement could be supported by Bella Amelia Resmanto in her research that diary writing can be useful as a prewriting activity for a writing classroom, so that the students writing got improvement in some aspects.[69] Those are grammar, vocabulary, mechanic, content and organization.

During the learning process, some students in the control class did not focus on the material and the other students did not understand some example of the materials. On the others hand, in the experimental class used strategy of writing an English Diary makes students more interested in studying the material and more easly understanding the examples given. Due to, in the experimental class were taught and guided how to write correctly and they were accustomed to write. It was in line with Ivana Wuri Yusridanova entitled "The Implemetation of Diary Writing in Teaching Writing Recount Text for Tenth Grade Students" in her article she said that the students writing skills had a better progress during the implementation of diary writing.[70]

The use of Writing an English Diary as a writing learning strategy makes students practice writing descriptive texts every day, so that students could gradually correct their mistakes when starting to write. As seen from the results score in the pre-test and post-test, the experimental class students have

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[69] Bella Amelia Resmanto. 2022. "*The Implementation of Diary Writing to Improve Students Writing Ability in Recount Text  at The Eighth Grade of MTs Baniy Kholiel Bangsalsari*"
[70] Ivana Wuri Yusridanova. 2021. *"The Implementation of Diary Writing Recount Text for Tenth Grade Students"*

increased their writing score. It was line with the previous resesarch conducted by Nur Millah Mutsliah in her research entitled "The Effectivness of Diary Writing on Students Writing of Recount Text at the Eight Grade of SMPN 166 Jakarta in the Academic Year 2015/2016" that after implementing Diary Writing it showed that the experimental class scores were higher than the control class score. In her determination, the students who taught without Diary Writing scores were lower than those who taught by Diary Writing. In brief Diary Writing is effective in improving students writing of recount text.[71]

From the data analysis using the SPSS and comparison of the final findings between students mean scores of post-test in the control class and the experimental class and the results of significance in Independent Sample T-Test that showed $0.000 < 0.05$. based on hypothesis testing, the Alternative Hypothesis ($H_a$) was accpeted, it means there was significant difference of using writing an English Diary strategy to students writing for X grade at SMK As-Syafi'i. This finding was consistent with studies conducted by Hotdalila Daulay.[72] In her determination, she said that there was significant effect of diary writing to students writing ability at grade VIII of SMPN 2 Padangsidimpuan.

From the discussion explanation above, the students outcomes that use the English Diary writing strategy were better than students who used

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[71] Nurmillah Mutsliah. 2016. *"The Effectiveness of Diary Writing on Studets of Recount Text, a Quasi-Experimental Study at the Eight Grade of SMPN 166 Jakarta in the Academic Year 2015/2016".*

[72] Hotdalila Daulay. 2019. *"The Effect of Diary Writing to Students Writing Ability at Grade VIII of SMPN/ 2 Padangsidimpuan".*

conventional strategy where students were not required to write in every day. Besides, one of the advantages the use of English Diary writing strategy not only increase students writing scores but also can increase students habits of writing correctly. Applaying the English Diary writing strategy has a good effect on students can building enthusiasm for learning to write. Also by this strategy, provides the students with opportunities for students to repair their writing based on feedback given by the teacher.
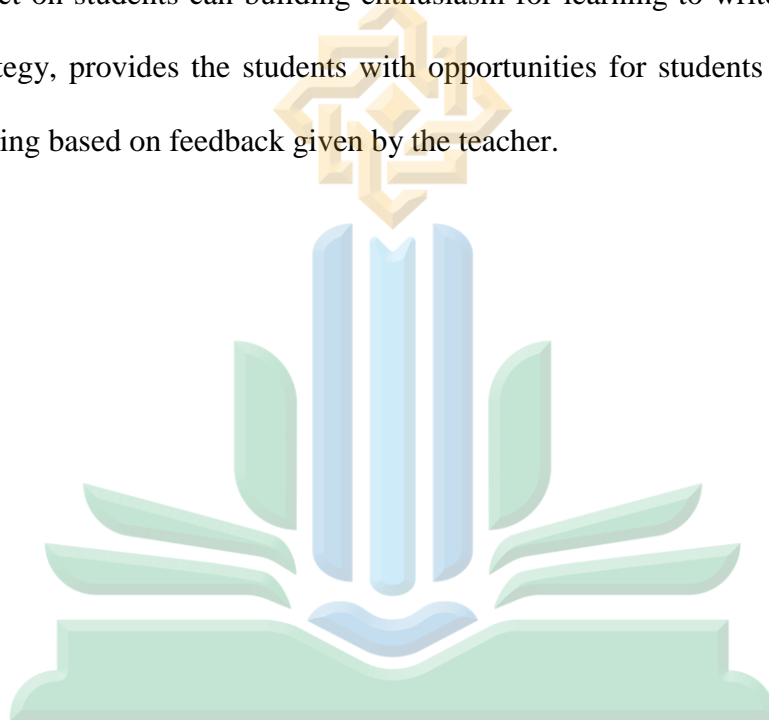
# CHAPTER V

# CONCLUSION AND SUGGESTION

### A. Conclussion

Based on the results of this research, the researcher could find the difference scores between the experimental class and the control class from that research. In the pre-test, the mean score obtained by the experimental class before giving treatment was 57.4, while in the control class was 53.75. Meanwhile, the mean score in the experimental class after giving treatment by using the English Diary writing strategy was 83, and in the control class the mean score obtained was 64.5 without treatment by using the English Diary writing strategy.

After the data was analyzed using SPSS, the result score between the experimental calss and the control class have differences. The experimental class got a higher score than the control class. it can be seen from the result of the independent sample t-test analysis that the significance sig. (2-tailed) was 0.000. it was lower than the significance value of 0.05. As a results, ($H_a$) is accepted and ($H_0$) is rejected. The researcher concluded that there was a significant differences of using English Diary writing strategies among X grade student.

### B. Suggestion

After conducting this research, the researcher offered some advice for students, teacher and also further researcher as follow:

1. For students

   Students should practice writing in their dialy life, whether it's formal writing or simple writing. Students can use steps writing a diary as prewiting or students can also use other writing strategies to improve their writing.

2. For teacher

   Teachers as educators should prepare effective learning methods or strategies so that the students can carry out various writing practices to enhance astudents writing skill. Therefore , english teacher can apply the English diary writing strategy when teaching writing. Due to this strategy is proven to be able to build students enthusiasm in learning to write, apart from that this strategy is effective in improving students ability to write.

3. For further researcher

   For futher researcher who are interested in coducting research on the similar topics, researcher suggested using the results of this research as a source of information and reference in order to make a better research in the related field.

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Appendix 1

Name    : Malikatun Nufus

Title    : The Effect of  Writing an English Diary Towards Students Writing Descriptive Text at MA Nurul Islam jember

| Variable | Indicator | Research Methods | Problem | Hypothesis |
|---|---|---|---|---|
| English Diary | • Explanation of diary writing in the form descriptive text<br>• Provide general topics<br>• Write the descriptive text in the form of a diary<br>• Submit to the teacher<br>• Give the feedback and the student can repair the error of the diary | Type of research<br>• Quantitative approach with quasi exerimental<br>Research Design<br>• Quasi experimental design<br>Technique<br>• Test<br>Research subject<br>• Tenth grade of MA/SMA<br><br>Validity<br>• Content validity<br><br>Data analysis<br>• Normality test<br>• Homogenity test<br>• Independent test | Is there significat difference between student  taught by english diary in their writing than those who taught by using conventional strategy. | Ha (alternative hypothesis) There is significant difference between student taught by english diary in their writing than those who taught by using conventional strategy.<br><br>Ho (null hypothesis There is no significant difference between student taught by english diary in their writing than those who taught by using conventioal strategy. |
| Writing | • Vocabulary<br>• Content<br>• Grammar<br>• Mechanic<br>• Organization | | | |

# DECLARATION OF AUTHORSHIP

The undersigned below:

Name                   : Malikatun Nufus

SRN                   : T20186060

Study Program    : English Education Department

Faculty             : Tarbiyah and Teacher Training Faculty

University        : UIN Kiai Haji Achmad Siddiq Jember

      I hereby sicerely declare that the thesis entitled "The Effect of Writing an English Diary Towards Students Writing Descriptive Text at SMK As-Syafi'i 2023/2024 Academic Year" is my own work and free from plagiarism. Created and completed by myself based on data obtained from research results. If I quote other people's work I will include the source in accordance with applicable regulations. I make this statement truthfully and if this statement is not true, I am the only person who is responsible for this undergraduate thesis.

Jember, December 06th 2023
The writer
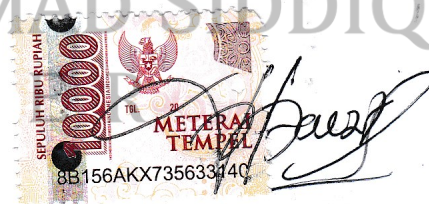
**Malikatun Nufus**
SRN. T20186060

Nomor  : B-3686/In.20/3.a/PP.009/09/2023

Sifat    : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK As-Syafi'i
Dsn. Gumuksari Ds. Nogosari Kec. Rambipuji Jember

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan IlmuKeguruan, maka mohon diijinkan mahasiswa berikut :

| | | |
|---|---|---|
| NIM | : | T20186060 |
| Nama | : | MALIKATUN NUFUS |
| Semester | : | Semester sebelas |
| Program Studi | : | TADRIS BAHASA INGGRIS |

untuk mengadakan Penelitian/Riset mengenai :

**The Effect of Writing an English Diary Towards Students Writing Descriptive Text at SMK As-Syafi'i**

Selama 30 ( tiga puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu kepala sekolah.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 20 September 2023an.
Dekan,
Wakil Dekan Bidang Akademik,

**MASHUDI**

# LEMBAR PENILAIAN PERANGKAT RPP

Nama Validator : Nina Hayuningtyas, M.Pd.

NIP : 198108142014112003

**Petunjuk pengisian**

1. Penilaian perangkat Rencana Pelaksanaan Pembelajaran (RPP) ini dilaksanakan berdasarkan pada aspek dan indikator penilaian yang telah ditetapkan.

2. Berilah tanda centang (√) pada kolom yang sesuai dengan penilaian Bapak/Ibu dengan ketentuan sebagaia berikut.

   4 = sangat baik

   3 = baik

   2 = kurang

   1 = sangat kurang

3. Pengisian dilakukan pada tiap-tiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik/saran Bapak/Ibu pada kolom yang telah disediakan.

4. Atas kerjasama Bapak/Ibu kami ucapkan terima kasih.

## LEMBAR PENILAIAN PERANGKAT RPP

| No. | Aspek dan Indikator yang Dinilai | Skala Penilaian | | | | Catatan |
|---|---|---|---|---|---|---|
| | | 4 | 3 | 2 | 1 | |
| A | **Kompetensi Dasar** | | | | | |
| | 1. Kesesuaian degan rumusan kompetesi dasar | | ✓ | | | |
| B | **Indikator Pencapaian Kompetensi Dasar** | | | | | |
| | 2. Ketetapan penjabaran kompetensi dasar dalam indikator | | ✓ | | | |
| | 3. Kejelasan rumusan indikator | | ✓ | | | |
| | 4. Keterukuran indikator | | ✓ | | | |
| | 5. Kesesuaian indiokator dengan perkembangan kognitif siswa | | ✓ | | | |
| C | **Isi dan Kegiatan Pembelajaran** | | | | | |
| | 6. Kebenaran isi materi pembelajaran | | ✓ | | | |
| | 7. Sistematika penyusunan rencana pembelejaran | | ✓ | | | |
| | 8. Kesesuaian materi pembelajaran dengan indikator | | ✓ | | | |
| | 9. Pemilihan strategi, pendekatan, metode dan sarana pembelajaran dilakukan dengan cepat, sehingga kemungkinan siswa aktif belajar | | ✓ | | | |
| | 10. Kejelasan kegiatan guru dan siswa pada setiap tahapan pembelajaran | | ✓ | | | |
| | 11. Kegiatan guru dan siswa dirumuskan secara jelas dan opsional, sehinggaa mudah dilaksanakan oleh guru dalam proses pembelajaran | | ✓ | | | |
| | 12. Memberikan kesempatan kepada siswa untuk bertanya dan mengajukan ide | | ✓ | | | |
| D | **Bahasa** | | | | | |
| | 13. Penggunaan bahasa ditinjau dari penggunaan kaidah bahasa Inggris | | ✓ | | | |

| | | | ✓ | | | |
|---|---|---|---|---|---|---|
| | 14. Kesederhanaan struktur kalimat | | ✓ | | | |
| E | **Waktu** | | | | | |
| | 15. Kesesuaian alokasi waktu yang dilakukan | | ✓ | | | |
| | 16. Rincian waktu untuk setiap tahapan pembelajaran | | ✓ | | | |
| F | **Penutup** | | | | | |
| | 17. Mengarahkan siswa untuk membuat rangkuman materi pembelajaran | | ✓ | | | |
| | 18. Memberikan tugas pekerjaan rumah | | ✓ | | | |

Jember, 21 September 2023
Validator,

Nina Hayuningtyas, M.Pd.
NIP : 198108142014112003

Note :
- Bisa digunakan setelah direvisi sesuai saran .

## LEMBAR PENILAIAN PERANGKAT RPP

Nama Validator       : Pradana Firman Maulana, S.Pd.

NIP                       :
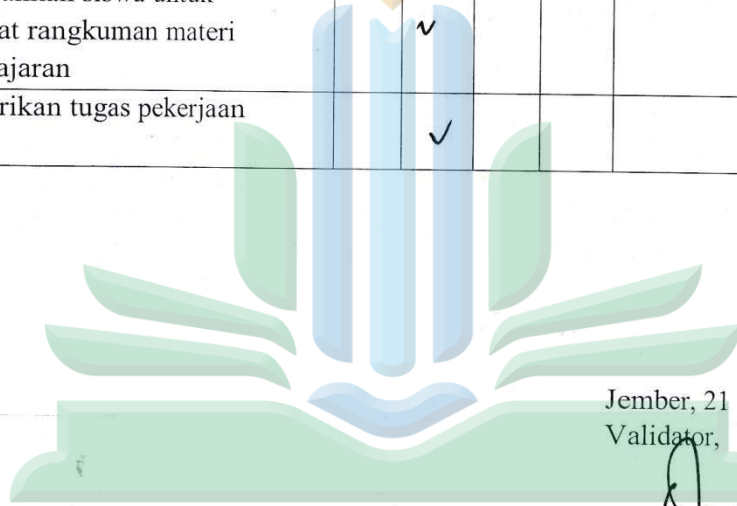
**Petunjuk pengisian**

1. Penilaian perangkat Rencana Pelaksanaan Pembelajaran (RPP) ini dilaksanakan berdasarkan pada aspek dan indikator penilaian yang telah ditetapkan.

2. Berilah tanda centang (√) pada kolom yang sesuai dengan penilaian Bapak/Ibu dengan ketentuan sebagaia berikut.

   4 = sangat baik

   3 = baik

   2 = kurang

   1 = sangat kurang

3. Pengisian dilakukan pada tiap-tiap kolom. Jika ada penilaian yang tidak sesuai atau terdapat kekurangan, tulislah kritik/saran Bapak/Ibu pada kolom yang telah disediakan.

4. Atas kerjasama Bapak/Ibu kami ucapkan terima kasih.

# LEMBAR PENILAIAN PERANGKAT RPP

| No. | Aspek dan Indikator yang Dinilai | Skala Penilaian | | | | Catatan |
|-----|----------------------------------|---|---|---|---|---------|
| | | 4 | 3 | 2 | 1 | |
| A | **Kompetensi Dasar** | | | | | |
| | 1. Kesesuaian degan rumusan kompetesi dasar | | ✓ | | | |
| B | **Indikator Pencapaian Kompetensi Dasar** | | | | | |
| | 2. Ketetapan penjabaran kompetensi dasar dalam indikator | | ✓ | | | |
| | 3. Kejelasan rumusan indikator | | ✓ | | | |
| | 4. Keterukuran indikator | | ✓ | | | |
| | 5. Kesesuaian indiokator dengan perkembangan kognitif siswa | | ✓ | | | |
| C | **Isi dan Kegiatan Pembelajaran** | | | | | |
| | 6. Kebenaran isi materi pembelajaran | | ✓ | | | |
| | 7. Sistematika penyusunan rencana pembelejaran | | ✓ | | | |
| | 8. Kesesuaian materi pembelajaran dengan indikator | | ✓ | | | |
| | 9. Pemilihan strategi, pendekatan, metode dan sarana pembelajaran dilakukan dengan cepat, sehingga kemungkinan siswa aktif belajar | | ✓ | | | |
| | 10. Kejelasan kegiatan guru dan siswa pada setiap tahapan pembelajaran | | ✓ | | | |
| | 11. Kegiatan guru dan siswa dirumuskan secara jelas dan opsional, sehinggaa mudah dilaksanakan oleh guru dalam proses pembelajaran | | ✓ | | | |
| | 12. Memberikan kesempatan kepada siswa untuk bertanya dan mengajukan ide | | ✓ | | | |
| D | **Bahasa** | | | | | |
| | 13. Penggunaan bahasa ditinjau dari penggunaan kaidah bahasa Inggris | | ✓ | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 14. Kesederhanaan struktur kalimat | | ✓ | | | |
| E | **Waktu** | | | | | |
| | 15. **Kesesuaian alokasi waktu yang dilakukan** | | ✓ | | | |
| | 16. **Rincian waktu untuk setiap tahapan pembelajaran** | | ✓ | | | |
| F | **Penutup** | | | | | |
| | 17. Mengarahkan siswa untuk membuat rangkuman materi pembelajaran | | ✓ | | | |
| | 18. Memberikan tugas pekerjaan rumah | | ✓ | | | |

Jember, 21 September 2023
Validator,

Pradana Firman Maulana, S.Pd.
NIP :

**(RPP CONTROL CLASS)**

| | |
|---|---|
| Satua Pendidikan | : SMK As-Syafi'i |
| Mata Pelajara | : Bahasa Inggris |
| Kelas/Semester | : X/1 (ganjil) |
| Materi Pokok | : Teks Deskriptif |
| Skill | : Writing |
| Alokasi Waktu | : 2 x 45 menit (1 JP) |

## A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, taggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 : Mengolah, menyaji, dan menalar dalam ranh konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

## B. KOMPETENSI DASAR DAN INDIKATOR

| Kompetensi Dasar | Indikator |
|---|---|
| 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahsaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah, pendek dan sederhana, sesuai dengan konteks penggunaanya | 4.4 Teks deskriptif<br>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait, tempat wisata dan bangunan bersejarah<br>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur |

| | teks, dan unsur kebahsaan, secara benar dan sesuai konteks |
|---|---|

## C. TUJUAN PEMBELAJARAN

Setelah selesai pembelajaran siswa diharapkan dapat:

1. Siswa dapat mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah
2. Siswa dapat menerapkan structure teks dan unsur kebahasaan untuk melaksanakan fungsi sosial pada teks deskriptif sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah
3. Siswa dapat merespon makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, wisata dunia atau bangunan bersejarah
4. Siswa dapat menyusun teks descriptive lisan ataupun tulis sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah

## D. MATERI PEMBELAJARAN

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur Descriptive Text *(Generic Structure)* adalah:

1. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama-nama bagiannya yang dipilih untuk dideskr ipsikan
2. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama-nama bagiannya
3. Identification (identifikasi) adalah pendahuluan berupa gambaran umum tentang suatu topik
4. Description (deskripsi) adalah berisi ciri -ciri khusus yang dimiliki benda, tempat, banguan atau orang yang dideskripsikan
5. Menggunakan simple present tense
6. Mengguakan attribute verb, seperti be (am, is, are)
7. Hanya fakus pada satu objek pembahasan

Unsur kebahasaan:

1. Kata benda yang terkait dengan orang, benda, tempat bersejarah atau binatang
2. Kata sifat yang terkait dengan sifat orang, benda, tempat bersejarah atau binatang
3. Kata kerja bentuk pertama (simple present tense)

4. Ejaan dan penulisan yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi ketika memdeskripsikan suatu objek
6. Pemilihan kata yang sesuai

## E. MEDIA PEMBELAJARAN

1. Media
   - Papan tulis
   - Kapur/spidol
   - Proyektor
   - Gambar yang berkaitan dengan materi
   - Buku tulis siswa
   - Video pembelajaran
2. Sumber Belajar
   - Buku pegangan guru mata pelajaran bahasa Inggris kelas X
   - Kamus bahasa Inggris
   - Sumber lain yang relevan
3. Strategi Pembelajaran
   - Pendekatan saintifik
   - Conventional strategy

## F. KEGIATAN PEMBELAJARAN

1. **Pertemuan ke-1**

| Kegiatan pendahuluan (10 menit) |
|---|
| • Guru memberikan salam, menyapa dan menanyakan kabar kepada siswa<br>• Berdoa bersama sebelum memulai kegiatan belajar mengajar<br>• Guru memeriksa kehadiran siswa sebagai sikap kedisiplinan<br>• Guru menginformasikan tujuan yang akan di capai selama pembelajaran (rasa ingin tahu) |
| **Kegiatan inti (70 menit)** |

**Mengamati**
- Guru memberi motivasi dan panduan kepada siswa untuk melihat, mengamati, dan membaca materi yang ada pada buku pelajaran
- Siswa mengamati, membaca materi tentang descriptive text
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi materi tentang descriptive text (Fungsi sosial, generic structure, dan unsur kebahasaan)
- Guru memberikan tugas individual (pre test) kepada siswa untuk membuat teks deskriptif sesuai dengan tema yang telah guru berikan dengan fokus pada fungsi

sosial, struktur teks, dan unsur kebahsaan

**Menanya**

- Guru membimbing siswa untuk mempertanyakan fungsi dan struktur teks deskriptif

**Mengeksplorasi**

- Guru menjelaskan fungsi teks deskriptif dan struktur teks deskriptif (identification and description)
- Guru memberikan contoh teks deskriptif tentang mendeskripsikan orang

**Mengasosiasi**

- Guru mengajari siswa cara membuat kalimat teks deskriptif sederhana tentang mendeskripsikan orang
- Guru memberikan teks deskriptif rumpang kepada siswa setelah itu guru menjelaskan tujuan diberikannya teks deskriptif rumpang tersebut
- Guru meminta siswa untuk melengkapi teks yang kosong dengan menggunakan kata-kata yang telah disediakan

| **Penutup (10 menit)** |
|---|

- Guru dan siswa bersama-sama membuat kesimpulan dan merefleksi materi yang sudah diajarkan
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang
- Guru mengakhiri pembelajaran hari ini dengan doa bersama

## G. PENILAIAN HASIL PEMBELAJARAN

1. Buatlah kalimat deskriptif berdasarkan judul dibawahi ini:
   - My beloved family (pre test)
   - The Greatest People (post test)
2. Indikator penulisan

Scoring rubric for writing test adopted from D. Brown

| No. | Indicators | Scores |
|-----|------------|--------|
| 1. | Organization | 20 |
| 2. | Content | 20 |
| 3. | Grammar | 20 |
| 4. | Vocabulary | 20 |

| 5. | Mechanics | 20 |
|----|-----------|-----|
|    | Total     | 100 |

3. Prosedur penilaian teks tulis

| No. | Nama siswa | Aspek penilaian | | | | | Jumlah skor |
|-----|-----------|---|---|---|---|---|-------------|
|     |           | O | C | G | V | M |             |
| 1.  |           |   |   |   |   |   |             |
| 2.  |           |   |   |   |   |   |             |
| 3.  |           |   |   |   |   |   |             |
| 4.  |           |   |   |   |   |   |             |
| 5.  |           |   |   |   |   |   |             |

Keterangan :
O : Organization
C : Content
G : Grammar
V : Vocabulary
M : Mechanics

Mengetahui,                                        Jember, 26 September 2023
Guru Pamong/ Guru Mata Pelajaran                   Peneliti

**PRADANA FIRMAN MAULANA, S.Pd**                   **MALIKATUN NUFUS**
NIP :                                              NIM : T20186060

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP CONTROL CLASS)**

Satua Pendidikan   : SMK As-Syafi'i
Mata Pelajara       : Bahasa Inggris
Kelas/Semester    : X/1 (ganjil)
Materi Pokok       : Teks Deskriptif
Skill                : Writing
Alokasi Waktu      : 2 x 45 menit (1 JP)

## A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, taggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 : Mengolah, menyaji, dan menalar dalam ranh konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

## B. KOMPETENSI DASAR DAN INDIKATOR

| Kompetensi Dasar | Indikator |
|---|---|
| 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahsaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah, pendek dan sederhana, sesuai dengan konteks penggunaanya | 4.4 Teks deskriptif<br>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait, tempat wisata dan bangunan bersejarah<br>4.4.2 Menyusun teks desskriptif lisan dan tulis, pendek dan sederhana, terkait orang, tempat wisata dan |

| | bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahsaan, secara benar dan sesuai konteks |
|---|---|

## C. TUJUAN PEMBELAJARAN

Setelah selesai pembelajaran siswa diharapkan dapat:

5. Siswa dapat mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah
6. Siswa dapat menerapkan structure teks dan unsur kebahasaan untuk melaksanakan fungsi sosial pada teks deskriptif sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah
7. Siswa dapat merespon makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, wisata dunia atau bangunan bersejarah
8. Siswa dapat menyusun teks descriptive lisan ataupun tulis sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah

## D. MATERI PEMBELAJARAN

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur Descriptive Text *(Generic Structure)* adalah:

8. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama-nama bagiannya yang dipilih untuk dideskripsikan
9. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama-nama bagiannya
10. Identification (identifikasi) adalah pendahuluan berupa gambaran umum tentang suatu topik
11. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, banguan atau orang yang dideskripsikan
12. Menggunakan simple present tense
13. Mengguakan attribute verb, seperti be (am, is, are)
14. Hanya fakus pada satu objek pembahasaan

Unsur kebahasaan:

7. Kata benda yang terkait dengan orang, benda, tempat bersejarah atau binatang

8. Kata sifat yang terkait dengan sifat orang, benda, tempat bersejarah atau binatang
9. Kata kerja bentuk pertama (simple present tense)
10. Ejaan dan penulisan yang jelas dan rapi
11. Ucapan, tekanan kata, intonasi ketika memdeskripsikan suatu objek
12. Pemilihan kata yng sesuai

### E. MEDIA PEMBELAJARAN
1. Media
   - Papan tulis
   - Kapur/spidol
   - Proyektor
   - Gambar yang berkaitan dengan  materi
   - Buku tulis siswa
   - Video pembelajaran
2. Sumber Belajar
   - Buku pegangan guru mata pelajaran bahasa Inggris kelas X
   - Kamus bahasa Inggris
   - Sumber lain yang relevan
3. Strategi Pembelajaran
   - Pendekatan saintifik
   - Conventional strategy

### F. KEGIATAN PEMBELAJARAN
1. **Pertemuan ke-2**

| Kegiatan pendahuluan (10 menit) |
|---|
| <ul><li>Guru memberikan salam, menyapa dan menanyakan kabar kepada siswa</li><li>Berdoa bersama sebelum memulai kegiatan belajar mengajar</li><li>Guru memeriksa kehadiran siswa sebagai sikap kedisiplinan</li><li>Guru menginformasikan tujuan yang akan di capai selama pembelajaran (rasa ingin tahu)</li></ul> |
| **Kegiatan inti (70 menit)** |
| **Mengamati** <ul><li>Guru memberi motivasi dan panduan kepada siswa untuk melihat, mengamati, dan membaca materi tentang tour guide yang dipresentasikan oleh guru</li><li>Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari materi yang telah guru presentasikan</li></ul> |

| | • Dengan bimbingan dan arahan guru, siswa mengidentifikasi materi tour guide tentang teks deskriptif (Fungsi sosial, generic structure, dan unsur kebahasaan) |
|---|---|

**Menanya**
- Guru membimbing siswa untuk menanyakan pertayaan terkait pelajaran tour guide

**Mengeksplorasi**
- Guru menjelaskan fungsi teks deskriptif tentang tempat wisata dalam konteks tour guide

**Mengasosiasi**
- Guru meminta siswa untuk membuat kalimat deskriptif sederhana tentang tempat wisata dengan menggunakan tense yang telah diajarkan
- Kemudian guru meminta siswa untuk mengumpulkan hasil kerja mereka kepada guru untuk dinilai

| **Penutup (10 menit)** |
|---|

- Guru dan siswa bersama-sama membuat kesimpulan dan merefleksi materi yang sudah diajarkan
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang
- Guru megakhiri pembelajaran hari ini dengan doa bersama

## G. PENILAIAN HASIL PEMBELAJARAN

4. Buatlah kalimat deskriptif berdasarkan judul dibawahi ini:

    • My beloved family (pre test)

    • The Greatest Person (post test)

5. Indikator penulisan

Scoring rubric for writing test adopted from D. Brown

| No. | Indicators | Scores |
|---|---|---|
| 1. | Organization | 20 |
| 2. | Content | 20 |
| 3. | Grammar | 20 |
| 4. | Vocabulary | 20 |
| 5. | Mechanics | 20 |

| | Total | 100 |
|---|---|---|

6. Prosedur penilaian teks tulis

| No. | Nama siswa | Aspek penilaian | | | | | Jumlah skor |
|---|---|---|---|---|---|---|---|
| | | O | C | G | V | M | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |

Keterangan :
O : Organization
C : Content
G : Grammar
V : Vocabulary
M : Mechanics

Mengetahui,                                             Jember, 3 Oktober 2023
Guru Pamong/ Guru Mata Pelajaran          Peneliti

**PRADANA FIRMAN MAULANA, S.Pd**        **MALIKATUN NUFUS**
NIP :                                                        NIM : T20186060

# RENCANA PELAKSANAAN PEMBELAJARAN

## (RPP CONTROL CLASS)

Satua Pendidikan    : SMK As-Syafi'i
Mata Pelajara       : Bahasa Inggris
Kelas/Semester      : X/1 (ganjil)
Materi Pokok        : Teks Deskriptif
Skill               : Writing
Alokasi Waktu       : 2 x 45 menit (1 JP)

## A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, taggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 : Mengolah, menyaji, dan menalar dalam ranh konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

## B. KOMPETENSI DASAR DAN INDIKATOR

| Kompetensi Dasar | Indikator |
|---|---|
| 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahsaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah, pendek dan sederhana, sesuai dengan konteks penggunaanya | 4.4 Teks deskriptif<br>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait, tempat wisata dan bangunan bersejarah<br>4.4.2 Menyusun teks desskriptif lisan dan tulis, pendek dan sederhana, terkait orang, tempat |

| | wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahsaan, secara benar dan sesuai konteks |
| --- | --- |

## C. TUJUAN PEMBELAJARAN

Setelah selesai pembelajaran siswa diharapkan dapat:

1. Siswa dapat mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah
2. Siswa dapat menerapkan structure teks dan unsur kebahasaan untuk melaksanakan fungsi sosial pada teks deskriptif sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah
3. Siswa dapat merespon makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, wisata dunia atau bangunan bersejarah
4. Siswa dapat menyusun teks descriptive lisan ataupun tulis sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah

## D. MATERI PEMBELAJARAN

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur Descriptive Text *(Generic Structure)* adalah:

1. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama-nama bagiannya yang dipilih untuk dideskripsikan
2. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama-nama bagiannya
3. Identification (identifikasi) adalah pendahuluan berupa gambaran umum tentang suatu topik
4. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, banguan atau orang yang dideskripsikan
5. Menggunakan simple present tense
6. Mengguakan attribute verb, seperti be (am, is, are)
7. Hanya fakus pada satu objek pembahasaan

Unsur kebahasaan:

8. Kata benda yang terkait dengan orang, benda, tempat bersejarah atau binatang

9. Kata sifat yang terkait dengan sifat orang, benda, tempat bersejarah atau binatang
10. Kata kerja bentuk pertama (simple present tense)
11. Ejaan dan penulisan yang jelas dan rapi
12. Ucapan, tekanan kata, intonasi ketika memdeskripsikan suatu objek
13. Pemilihan kata yng sesuai

## E. MEDIA PEMBELAJARAN
1. Media
   - Papan tulis
   - Kapur/spidol
   - Proyektor
   - Gambar yang berkaitan dengan materi
   - Buku tulis siswa
   - Video pembelajaran
2. Sumber Belajar
   - Buku pegangan guru mata pelajaran bahasa Inggris kelas X
   - Kamus bahasa Inggris
   - Sumber lain yang relevan
3. Strategi Pembelajaran
   - Pendekatan saintifik
   - Conventional strategy

## F. KEGIATAN PEMBELAJARAN
### 1. Pertemuan ke-3

| Kegiatan pendahuluan (10 menit) |
|---|
| • Guru memberikan salam, menyapa dan menanyakan kabar kepada siswa <br> • Berdoa bersama sebelum memulai kegiatan belajar mengajar <br> • Guru memeriksa kehadiran siswa sebagai sikap kedisiplinan <br> • Guru menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu) |
| **Kegiatan inti (70 menit)** |
| **Mengamati** <br> • Guru membagi jumlah siswa menjadi 6 kelompok <br> • Guru memperlihatkan video tentang deskripsi bangunan bersejarah (historical building) pada siswa <br> • Guru memberi panduan dan bimbingan kepada siswa untuk mengamati video tentang deskripsi bangunan bersejarah (historical builing) yang telah guru tayangkan |

- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari video deskripsi bangunan bersejarah (historical building) yang telah ditayangkan

**Menanya**
- Guru menanyakan kepada siswa tentang apa yang tidak dimengerti dari video deskripsi bangunan bersejarah (historical building) yang telah ditayangkan
- Guru bersama-sama dengan siswa merespon pertanyaan yang diajukan oleh siswa

**Mengeksplore**
- Guru membagikan gambar tentang bangunan Indonesia yang bersejarah pada tiap-tiap pasangan
- Siswa mengeksplore gambar tentang banguan Indonesia yang bersejarah

**Mengasosiasi**
- Dalam kerja kelompok terbimbing siswa mengidentifikasi gambar yang telah mereka dapat dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan
- Kemudian siswa diminta untuk mendeskripsikan gambar yang telah mereka dapat

| **Penutup (10 menit)** |
|---|

- Guru dan siswa bersama-sama membuat kesimpulan dan merefleksi materi yang sudah diajarkan
- Guru memberikan tugas individual (post test) kepada siswa untuk membuat teks deskriptif sesuai dengan tema yang telah guru berikan dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan
- Guru memberikan motivasi untuk semangat belajar kepada siswa
- Guru mengakhiri pembelajaran hari ini

**G. PENILAIAN HASIL PEMBELAJARAN**

1. Buatlah kalimat deskriptif berdasarkan judul dibawahi ini:

   - My beloved family (pre test)

   - The greatest person (post test)

2. Indikator penulisan

   Scoring rubric for writing test adopted from D. Brown

| No. | Indicators | Scores |
|---|---|---|
| 1. | Organization | 20 |
| 2. | Content | 20 |
| 3. | Grammar | 20 |

| | | |
|---|---|---|
| 4. | Vocabulary | 20 |
| 5. | Mechanics | 20 |
| | Total | 100 |

    3.  Prosedur penilaian teks tulis

| No. | Nama siswa | Aspek penilaian | | | | | Jumlah skor |
|---|---|---|---|---|---|---|---|
| | | O | C | G | V | M | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |

Keterangan :
O : Organization
C : Content
G : Grammar
V : Vocabulary
M : Mechanics

Mengetahui,
Guru Pamong/ Guru Mata Pelajaran

Jember, 10 Oktober 2023
Peneliti

**PRADANA FIRMAN MAULANA, S.Pd**
NIP :

**MALIKATUN NUFUS**
NIM : T20186060

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP EXPERIMENTAL CLASS)**

Satua Pendidikan    : SMK As-Syafi'i
Mata Pelajara       : Bahasa Inggris
Kelas/Semester      : X/1 (ganjil)
Materi Pokok        : Teks Deskriptif
Skill               : Writing
Alokasi Waktu       : 2 x 45 menit (1 JP)

## A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, taggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 : Mengolah, menyaji, dan menalar dalam ranh konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

## B. KOMPETENSI DASAR DAN INDIKATOR

| Kompetensi Dasar | Indikator |
|---|---|
| 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahsaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah, pendek dan sederhana, sesuai dengan konteks penggunaanya | 4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait, tempat wisata dan bangunan bersejarah 4.4.2 Menyusun teks desskriptif lisan dan tulis, pendek dan |

| | sederhana, terkait orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks |
|---|---|
| | |

## C. TUJUAN PEMBELAJARAN

Setelah selesai pembelajaran siswa diharapkan dapat:

1. Siswa dapat mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah
2. Siswa dapat menerapkan structure teks dan unsur kebahasaan untuk melaksanakan fungsi sosial pada teks deskriptif sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah
3. Siswa dapat merespon makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, wisata dunia atau bangunan bersejarah
4. Siswa dapat menyusun teks descriptive lisan ataupun tulis sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah

## D. MATERI PEMBELAJARAN

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur Descriptive Text *(Generic Structure)* adalah:

1. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama-nama bagiannya yang dipilih untuk dideskripsikan
2. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama-nama bagiannya
3. Identification (identifikasi) adalah pendahuluan berupa gambaran umum tentang suatu topik
4. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, banguan atau orang yang dideskripsikan
5. Menggunakan simple present tense
6. Menggguakan attribute verb, seperti be (am, is, are)
7. Hanya fakus pada satu objek pembahasaan

Unsur kebahasaan:

8. Kata benda yang terkait dengan orang, benda, tempat bersejarah atau binatang
9. Kata sifat yang terkait dengan sifat orang, benda, tempat bersejarah atau binatang
10. Kata kerja bentuk pertama (simple present tense)
11. Ejaan dan penulisan yang jelas dan rapi
12. Ucapan, tekanan kata, intonasi ketika memdeskripsikan suatu objek
13. Pemilihan kata yng sesuai

## E. MEDIA PEMBELAJARAN

14. Media
   - Papan tulis
   - Kapur/spidol
   - Proyektor
   - Gambar yang berkaitan dengan materi
   - Buku tulis siswa
   - Video pembelajaran
15. Sumber Belajar
   - Buku pegangan guru mata pelajaran bahasa Inggris kelas X
   - Kamus bahasa Inggris
   - Sumber lain yang relevan
16. Strategi Pembelajaran
   - Pendekatan saintifik
   - English diary writing strategy

## F. KEGIATAN PEMBELAJARAN

1. **Pertemuan ke-1**

| Kegiatan Pendahuluan (10 Menit) |
|---|
| <ul><li>Guru memberikan salam, menyapa dan menanyakan kabar kepada siswa</li><li>Berdoa bersama sebelum memulai kegiatan belajar mengajar</li><li>Guru memeriksa kehadiran siswa sebagai sikap kedisiplinan</li><li>Guru menginformasikan tujuan yang akan dicapai selama pembelajaran (rasa ingin tahu)</li></ul> |
| **Kegiatan Inti (70 menit)** |
| **Mengamati**<ul><li>Guru memberi motivasi dan panduan kepada siswa untuk melihat, mengamati, dan membaca materi yang ada pada buku pelajaran</li></ul> |

| |
|---|
| • Siswa mengamati, membaca materi tentang descriptive text |
| • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yag dibaca |
| • Dengan bimbingan dan arahan guru, siswa mengidentifikasi materi tentang descriptive text (Fungsi sosial, generic structure, dan unsur kebahasaan) |
| • Guru memberikan tugas individual (pre test) kepada siswa untuk membuat teks deskriptif sesuai dengan tema yang telah guru berikan dengan fokus pada fungsi sosial, struktur teks, dan usur kebahasaan |

**Menanya**

• Guru membimbing siswa untuk mempertanyakan fungsi dan struktur teks deskriptif

**Mengeksplorasi**

• Guru memberikan penjelasan singkat kepada siswa tentang penulisan buku harian
• Guru membimbing siswa memahami penulisan buku harian dalam bentuk teks deskriptif
• Guru memberikan beberapa contoh diary (teks deskriptif) tentang mendeskripsikan orang
• Guru menjelaskan fungsi teks deskriptif dan struktur teks deskriptif (identification and description)

**Mengasosiasi**

• Guru meminta siswa untuk mengamati teman sebangkunya
• Guru meminta siswa untuk menuliskan ciri-ciri fisik teman sebangkunya
• Kemudian siswa diminta untuk membuat diary (teks deskriptif) tentang teman sebangkunya berdasarkan ciri-ciri yang telah ditulis sebelumnya dengan fokus pada fungsi sosial, generic structure, dan unsur kebahasaan
• Setelah siswa selesai menulis diary siswa diminta untuk mengumpulkan hasil tulisan mereka kepada guru
• Guru memberikan feedback dan komen terhadap diary yang ditulis siswa untuk membuat siswa termotivasi dalam menulis
• Sebelum guru mengakhiri pembelajaran, guru memberikan tugas individual (home work) kepada siswa untuk menulis diary sebagai bentuk latihan dari teks deskriptif berdasarkan tema yang telah ditentukan

| **Penutup (10 menit)** |
|---|
| • Guru dan siswa bersama-sama membuat kesimpulan dan merefleksi materi yang sudah diajarkan |
| • Guru menjelaskan rencana kegiatan pembelajaran yang akan datang |
| • Guru mengakhiri pembelajaran hari ini dengan doa bersama |

### G. PENILAIAN HASIL PEMBELAJARAN

1. Buatlah kalimat deskriptif berdasarkan judul dibawahi ini:

   - My beloved family (pre test)

   - The Greatest Person (post test)

2. Indikator penulisan

   Scoring rubric for writing test adopted from D. Brown

| No. | Indicators | Scores |
|-----|------------|--------|
| 1. | Organization | 20 |
| 2. | Content | 20 |
| 3. | Grammar | 20 |
| 4. | Vocabulary | 20 |
| 5. | Mechanics | 20 |
| | Total | 100 |

12. Prosedur penilaian teks tulis

| No. | Nama siswa | Aspek penilaian | | | | | Jumlah skor |
|-----|------------|---|---|---|---|---|-------------|
| | | O | C | G | V | M | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |

Keterangan :

O : Organization

C : Content

G : Grammar

V : Vocabulary

M : Mechanics

Mengetahui,                                    Jember, 23 September 2023
Guru Pamong/ Guru Mata Pelajaran               Peneliti

**PRADANA FIRMAN MAULANA, S.Pd**               **MALIKATUN NUFUS**
NIP :                                          NIM : T20186060

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP EXPERIMENTAL CLASS)**

Satua Pendidikan : SMK As-Syafi'i
Mata Pelajara : Bahasa Inggris
Kelas/Semester : X/1 (ganjil)
Materi Pokok : Teks Deskriptif
Skill : Writing
Alokasi Waktu : 2 x 45 menit (1 JP)

## A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, taggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 : Mengolah, menyaji, dan menalar dalam ranh konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

## B. KOMPETENSI DASAR DAN INDIKATOR

| Kompetensi Dasar | Indikator |
|---|---|
| 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahsaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah, pendek dan sederhana, sesuai dengan konteks penggunaanya | 4.4 Teks deskriptif<br>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait, tempat wisata dan bangunan bersejarah<br>4.4.2 Menyusun teks desskriptif lisan dan tulis, pendek dan sederhana, terkait orang, tempat |

| | wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahsaan, secara benar dan sesuai konteks |
|---|---|

## C. TUJUAN PEMBELAJARAN

Setelah selesai pembelajaran siswa diharapkan dapat:

1. Siswa dapat mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah

2. Siswa dapat menerapkan structure teks dan unsur kebahasaan untuk melaksanakan fungsi sosial pada teks deskriptif sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah

3. Siswa dapat merespon makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, wisata dunia atau bangunan bersejarah

4. Siswa dapat menyusun teks descriptive lisan ataupun tulis sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah

## D. MATERI PEMBELAJARAN

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur Descriptive Text *(Generic Structure)* adalah:

1. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama-nama bagiannya yang dipilih untuk dideskripsikan

2. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama-nama bagiannya

3. Identification (identifikasi) adalah pendahuluan berupa gambaran umum tentang suatu topik

4. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, banguan atau orang yang dideskripsikan

5. Menggunakan simple present tense

6. Mengguakan attribute verb, seperti be (am, is, are)

7. Hanya fakus pada satu objek pembahasaan

Unsur kebahasaan:

1. Kata benda yang terkait dengan orang, benda, tempat bersejarah atau binatang
2. Kata sifat yang terkait dengan sifat orang, benda, tempat bersejarah atau binatang
3. Kata kerja bentuk pertama (simple present tense)
4. Ejaan dan penulisan yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi ketika memdeskripsikan suatu objek
6. Pemilihan kata yng sesuai

## E. MEDIA PEMBELAJARAN

1. Media
   - Papan tulis
   - Kapur/spidol
   - Proyektor
   - Gambar yang berkaitan dengan materi
   - Buku tulis siswa
   - Video pembelajaran
2. Sumber Belajar
   - Buku pegangan guru mata pelajaran bahasa Inggris kelas X
   - Kamus bahasa Inggris
   - Sumber lain yang relevan
3. Strategi Pembelajaran
   - Pendekatan saintifik
   - English diary writing strategy

## F. KEGIATAN PEMBELAJARAN

### 1. Pertemuan ke-2

| Kegiatan Pendahuluan (10 Menit) |
|---|
| <ul><li>Guru memberikan salam, menyapa dan menanyakan kabar kepada siswa</li><li>Berdoa bersama sebelum memulai kegiatan belajar mengajar</li><li>Guru memeriksa kehadiran siswa sebagai sikap kedisiplinan</li><li>Guru menginformasikan tujuan yang akan di capai selama pembelajaran (rasa ingin tahu)</li><li>Guru meminta siswa untuk mengumpulkan tugas individual yang telah diberikan pada pertemuan sebelumnya untuk dikoreksi</li></ul> |
| **Kegiatan Inti (70 menit)** |

| |
|---|
| **Mengamati** |
|     • Guru memberi motivasi dan panduan kepada siswa untuk melihat, mengamati, dan membaca materi tentang tour guide yang dipresentasikan oleh guru<br>    • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari materi yang telah guru presentasikan<br>    • Dengan bimbingan dan arahan guru, siswa mengidentifikasi materi tour guide tentang teks deskriptif (Fungsi sosial, generic structure, dan unsur kebahasaan) |
| **Menanya** |
|     • Guru membimbing siswa untuk menanyakan pertanyaan terkait tour guide |
| **Mengeksplorasi** |
|     • Guru memberikan penjelasan singkat kepada siswa tentang penulisan buku harian<br>    • Guru membimbing siswa memahami penulisan buku harian dalam bentuk teks deskriptif<br>    • Guru memberikan beberapa contoh diary (teks deskriptif) tentang mendeskripsikan tempat wisata<br>    • Guru menjelaskan fungsi teks deskriptif tentang tempat wisata dalam konteks tour guide |
| **Mengasosiasi** |
|     • Guru meminta siswa untuk membuat diary (teks deskriptif) tentang tempat wisata dalam konteks tour guide<br>    • Guru meminta siswa untuk berpasangan dengan teman sebangkunya dan membuat sebuah percakapan berisi deskripsi tempat wisata dalam konteks tour guide dengan fokus pada fungsi sosial, generic structure, dan unsur kebahasaan<br>    • Setelah siswa selesai menulis diary siswa diminta untuk mengumpulkan hasil tulisan mereka kepada guru<br>    • Guru memberikan feedback dan komen terhadap diary yang ditulis siswa untuk membuat siswa termotivasi dalam menulis<br>    • Sebelum guru mengakhiri pembelajaran, guru memberikan tugas individual (home work) kepada siswa untuk menulis diary sebagai bentuk latihan dari teks deskriptif berdasarkan tema yang telah ditentukan |
| **Penutup (10 menit)** |
|     • Guru dan siswa bersama-sama membuat kesimpulan dan merefleksi materi yang sudah diajarkan<br>    • Guru menjelaskan rencana kegiatan pembelajaran yang akan datang<br>    • Guru mengakhiri pembelajaran hari ini dengan doa bersama |

## G. PENILAIAN HASIL PEMBELAJARAN

1. Buatlah kalimat deskriptif berdasarkan judul dibawahi ini:

- My beloved family (pre test)
- The Greatest Person (post test)

14. Indikator penulisan

Scoring rubric for writing test adopted from D. Brown

| No. | Indicators | Scores |
|---|---|---|
| 1. | Organization | 20 |
| 2. | Content | 20 |
| 3. | Grammar | 20 |
| 4. | Vocabulary | 20 |
| 5. | Mechanics | 20 |
| | Total | 100 |

3. Prosedur penilaian teks tulis

| No. | Nama siswa | Aspek penilaian | | | | | Jumlah skor |
|---|---|---|---|---|---|---|---|
| | | O | C | G | V | M | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |

Keterangan :
O : Organization
C : Content
G : Grammar
V : Vocabulary
M : Mechanics

Mengetahui,
Guru Pamong/ Guru Mata Pelajaran

Jember, 30 September 2023
Peneliti

**PRADANA FIRMAN MAULANA, S.Pd**
NIP :

**MALIKATUN NUFUS**
NIM : T20186060

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP EXPERIMENTAL CLASS)**

Satua Pendidikan      : SMK As-Syafi'i
Mata Pelajara         : Bahasa Inggris
Kelas/Semester        : X/1 (ganjil)
Materi Pokok          : Teks Deskriptif
Skill                 : Writing
Alokasi Waktu         : 2 x 45 menit (1 JP)

## A. KOMPETENSI INTI (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI-2 : Menghargai dan menghayati perilaku jujur, disiplin, taggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaanya

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI-4 : Mengolah, menyaji, dan menalar dalam ranh konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

## B. KOMPETENSI DASAR DAN INDIKATOR

| Kompetensi Dasar | Indikator |
|---|---|
| 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahsaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah, pendek dan sederhana, sesuai dengan konteks penggunaanya | 4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait, tempat wisata dan bangunan bersejarah 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, |

| | terkait orang, tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahsaan, secara benar dan sesuai konteks |
| --- | --- |
| | |

## C. TUJUAN PEMBELAJARAN

Setelah selesai pembelajaran siswa diharapkan dapat:

1. Siswa dapat mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah
2. Siswa dapat menerapkan structure teks dan unsur kebahasaan untuk melaksanakan fungsi sosial pada teks deskriptif sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah
3. Siswa dapat merespon makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, wisata dunia atau bangunan bersejarah
4. Siswa dapat menyusun teks descriptive lisan ataupun tulis sederhana tentang orang, tempat wisata dunia atau bangunan bersejarah

## D. MATERI PEMBELAJARAN

Fungsi sosial

Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan, dsb.

Struktur Descriptive Text *(Generic Structure)* adalah:

1. Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama-nama bagiannya yang dipilih untuk dideskripsikan
2. Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan nama-nama bagiannya
3. Identification (identifikasi) adalah pendahuluan berupa gambaran umum tentang suatu topik
4. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, banguan atau orang yang dideskripsikan
5. Menggunakan simple present tense
6. Mengguakan attribute verb, seperti be (am, is, are)
7. Hanya fakus pada satu objek pembahasaan

Unsur kebahasaan:

1. Kata benda yang terkait dengan orang, benda, tempat bersejarah atau binatang
2. Kata sifat yang terkait dengan sifat orang, benda, tempat bersejarah atau binatang
3. Kata kerja bentuk pertama (simple present tense)
4. Ejaan dan penulisan yang jelas dan rapi
5. Ucapan, tekanan kata, intonasi ketika memdeskripsikan suatu objek
6. Pemilihan kata yng sesuai

## E. MEDIA PEMBELAJARAN

1. Media
   - Papan tulis
   - Kapur/spidol
   - Proyektor
   - Gambar yang berkaitan dengan materi
   - Buku tulis siswa
   - Video pembelajaran

2. Sumber Belajar
   - Buku pegangan guru mata pelajaran bahasa Inggris kelas X
   - Kamus bahasa Inggris
   - Sumber lain yang relevan

3. Strategi Pembelajaran
   - Pendekatan saintifik
   - English diary writing strategy

## F. KEGIATAN PEMBELAJARAN

### 1. Pertemuan ke-3

| Kegiatan Pendahuluan (10 Menit) |
|---|
| <ul><li>Guru memberikan salam, menyapa dan menanyakan kabar kepada siswa</li><li>Berdoa bersama sebelum memulai kegiatan belajar mengajar</li><li>Guru memeriksa kehadiran siswa sebagai sikap kedisiplinan</li><li>Guru menginformasikan tujuan yang akan di capai selama pembelajaran (rasa ingin tahu)</li><li>Guru meminta siswa untuk mengumpulkan tugas individual yang telah diberikan pada pertemuan sebelumnya untuk dikoreksi</li></ul> |
| **Kegiatan Inti (70 menit)** |
| **Mengamati** |

- Guru memperlihatkan video tentang deskripsi bangunan bersejarah (historical building) pada siswa
- Guru memberi panduan dan bimbingan kepada siswa untuk melihat, mengamati video tentang deskripsi bangunan bersejaraah (historical building) yang telah guru tayangkan
- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari video deskripsi bangunan bersejarah (historical building) yang telah ditayangkan

**Menanya**
- Guru memancing pemahaman siswa dengan memberikan beberapa pertanyaan terkait video yang telah siswa lihat dan amati
- Guru bersama-sama dengan siswa merespon pertanyaan yang telah diajukan oleh siswa

**Mengeksplorasi**
- Guru memberikan penjelasan singkat kepada siswa tentang penulisan buku harian
- Guru membimbing siswa memahami penulisan buku harian dalam bentuk teks deskriptif
- Guru memberikan beberapa contoh diary (teks deskriptif) tentang deskripsi bangunan bersejarah
- Guru menjelaskan fungsi teks deskriptif dan struktur teks deskriptif (identification and description)

**Mengasosiasi**
- Guru membagikan beberapa gambar bangunan bersejarah kepada siswa
- Siswa mengamati gambar bangunan bersejarah yang telah guru berikan
- Kemudian siswa diminta untuk membuat diary (teks deskriptif) berdasarkan gambar yang telah mereka dapat dengan fokus pada fungsi sosial, generic structure, dan unsur kebahasaan
- Setelah siswa selesai menulis diary siswa diminta untuk mengumpulkan hasil tulisan mereka kepada guru
- Guru memberikan feedback dan komen terhadap diary yang ditulis siswa untuk membuat siswa termotivasi dalam menulis

| **Penutup (10 menit)** |
| --- |

- Guru dan siswa bersama-sama membuat kesimpulan dan merefleksi materi yang sudah diajarkan
- Guru memberikan tugas individual (post test) kepada siswa untuk membuat teks deskriptif sesuai dengan tema yang telah guru berikan dengan fokus pada fungsi sosial, struktur teks, dan usur kebahasaan
- Guru memberikan motivasi untuk semangat belajar kepada siswa

| • Guru mengakhiri pembelajaran hari ini dengan doa bersama |
| --- |

## G. PENILAIAN HASIL PEMBELAJARAN

1. Buatlah kalimat deskriptif berdasarkan judul dibawahi ini:

- My beloved family (pre test)

- The Greatest Person (post test)

2. Indikator penulisan

Scoring rubric for writing test adopted from D. Brown

| No. | Indicators | Scores |
| --- | --- | --- |
| 1. | Organization | 20 |
| 2. | Content | 20 |
| 3. | Grammar | 20 |
| 4. | Vocabulary | 20 |
| 5. | Mechanics | 20 |
| | Total | 100 |

18. Prosedur penilaian teks tulis

| No. | Nama siswa | Aspek penilaian | | | | | Jumlah skor |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | O | C | G | V | M | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| 3. | | | | | | | |
| 4. | | | | | | | |
| 5. | | | | | | | |

Keterangan :
O : Organization
C : Content
G : Grammar
V : Vocabulary
M : Mechanics

Mengetahui,                                          Jember, 7 Oktober 2023
Guru Pamong/ Guru Mata Pelajaran        Peneliti

**PRADANA FIRMAN MAULANA, S.Pd**        **MALIKATUN NUFUS**
NIP :                                                      NIM : T20186060

**YAYASAN PONDOK PESANTREN AS - SYAFI'I**

**SEKOLAH MENENGAH KEJURUAN (SMK) AS - SYAFI'I**

**BIDANG STUDY KEAHLIAN BISNIS DAN MANAGEMENT**
**PROGRAM STUDY KEAHLIAN TATA NIAGA**
**KOMPETENSI KEAHLIAN PEMASARAN**
**NSS : 342052412338  NPSN : 69757524**
**Alamat :Dsn. Gumuksari Ds. NogosariKec. RambipujiKab. Jember**
**Tlp 0331-4072046,082330427842kodepos 68152**

## WRITING TEST (Pre-Test)

This test aims to collect data from students regarding students writing.

INSTRUCTIONS :

1. Make a descriptive text using the topics below, then write it in your diary.

2. The title is "My Beloved Family"

3. The students write it in 20 minutes

4. Do not forget to write your name, absence number, and the class

5. If the are questions, ask the supervisor directly

## WRITING TEST (Post-Test)

This test aims to collect data from students regarding students writing.

INSTRUCTIONS :

1. Make a descriptive text using the topics below, then write it in your diary.

2. The title is "The Greatest Person"

3. The students write it in 20 minutes

4. Do not forget to write your name, absence number, and the class

5. If the are questions, ask the supervisor directly

membuat teks deskripsi:

ibu (mother)

amelia, that is my name, was ~~to~~ born from the womb of a mother who I really respect. Even though she is not a farmer woman who is not rich in wealth, she is very rich in love. my mother's name is Endang, born in ~~cita~~ Jember on June 9 ~~1974~~ 1901. married my father when she was only 30 years old.

Nama = Rahma adhinta ainur rohmah
dhani

≠ Rumus Simpel Present Tense.

⇒ Subject + Verb $1$ + Objek

Mother

my mother is a beautiful woman, my mother's skin is longan yellow with long and slightly wavy hair, I am very happy to be around her because she has been very kind to me since I was born. She takes care of me with all her heart and my mother has a hardworking nature That's why. I like it very much

That's why I really like and love my mother ♡

a) you can explain / describe more about your mom.
b) Please your mechanics, kep satu poor.

Lucia Francisca Susy Susanti born February 11, 1597) is an Indonesian badminton Player of chinese descent. He is famous for his distinctive Playing style, fit body, tricks like no other, and menthal toughness. she is considered by many to be one of the greatest women's singles players of all time. She is the first Indonesian gold medalist at the olympics.

She is married to Alan Budikusuma, with whom she won a gold medal at the 1592 Barcelona olympics. In addition, she also won a bronze medal at the 1596 Atlanta olympics. Alan and Sus have 3 children named Laurencia Averina, Albertus Edward, and Sebastianus Frederick.

In May 2004, the Badminton World Federation honored Susi Susanti with the Badminton Hall of Fame award. other Indonesian players who earned Hall of fame honors are Rudy Hartono Kurniawan, Dick Sudirman, christian Hadinata, and Liem Swie king. Previously, she also received, the Republic of Indonesia Honorary Star of merit in 1992. the story we can take from Susi Susanti is that there is no success without regular practice.

•) where is the content?
•) use simple tense.

Good Job

8.
7/23 Oktober

SiDU

Name ? Class ?

ustade Abdul Shomadz

\# UAS is know as a Preacher who is good at conveying dakwah in languange that is easy for ordinary People to understand. many of his lecture videos have gone viral on social media and been (accussed) by milions of People. He often gives lectures on various topicks such as religion, society and Polics

Ustadz Abdul Somad is very ~~so~~ inspiring for many young People out there who are very inspired by his Preaching which he convexs. There are also many young People who like his Preaching. He really inpires young People to change themselvs to be better and be able to be succesfull in their old age (46)

In many of his lectures, Ustad Abdul Shomad ~~geten~~ often discusses being fillial to one's Parents. because he loved his article will discuss a summory of he topic of fillial Piety to one's Parents

Great.
Pertahankan kemampuanya !
Dont use Capital in the middle

**Writing score of pre test in the experimental class (XA)**

| No. | Name | Aspect of Writing | | | | | Total Score |
|---|---|---|---|---|---|---|---|
| | | Organization | Content | Grammar | Vocabulary | Mechanics | |
| 1. | Ahmad Ramadhani | 12 | 10 | 6 | 13 | 15 | 56 |
| 2. | Andika Aprilianto | 10 | 9 | 6 | 9 | 11 | 45 |
| 3. | Andika Dwi Romadhon | 10 | 9 | 6 | 11 | 11 | 47 |
| 4. | Anisatus Sholihah | 14 | 13 | 12 | 12 | 14 | 65 |
| 5. | Aril Leo Saputra | 13 | 10 | 8 | 12 | 13 | 55 |
| 6. | Ferdi Febriansyah | 12 | 11 | 10 | 14 | 12 | 59 |
| 7. | Jamilatul Haliyah | 15 | 13 | 12 | 14 | 15 | 69 |
| 8. | Syarif Ahmad Ali. Z.A | 10 | 9 | 8 | 12 | 12 | 51 |
| 9. | Lucky Faris Tri K | 10 | 9 | 8 | 12 | 12 | 51 |
| 10. | Marsuki | 10 | 9 | 6 | 9 | 11 | 45 |
| 11. | Moh. Rozikin | 10 | 9 | 6 | 10 | 13 | 48 |
| 12. | Muhammad Yusril | 10 | 8 | 6 | 8 | 10 | 42 |
| 13. | Muhammad Ilyasin Y | 11 | 10 | 10 | 10 | 13 | 54 |
| 14. | Nabilatus Zakiya | 15 | 14 | 14 | 16 | 16 | 75 |
| 15. | Oktavia Nadya Karissa | 16 | 15 | 14 | 15 | 16 | 76 |
| 16. | Rahmah Adinta Ainur | 13 | 11 | 10 | 11 | 13 | 58 |
| 17. | Reni Farida | 16 | 14 | 17 | 15 | 17 | 79 |
| 18. | Siti Rofiatul H | 9 | 9 | 6 | 10 | 11 | 45 |
| 19. | Siti Roudhotul Jannah | 10 | 8 | 8 | 11 | 13 | 59 |
| 20. | Tia Lestari | 13 | 14 | 12 | 14 | 15 | 77 |
| 21. | Yuda Putra Ramadhani | 9 | 8 | 8 | 10 | 13 | 47 |
| 22. | Muhammad Husni | 10 | 9 | 8 | 10 | 12 | 60 |
| Total | | | | | | | 1.263 |
| Mean | | | | | | | 57.4 |

**Writing score of post test in the experimental class (XA)**

| NO. | Name | Organization | Content | Grammar | Vocabulary | Mechanics | Total Score |
|-----|------|--------------|---------|---------|------------|-----------|-------------|
| | | **Aspect of Writing** | | | | | |
| 1. | Ahmad Ramadhani | 16 | 15 | 14 | 16 | 18 | 79 |
| 2. | Andika Aprilianto | 15 | 13 | 14 | 14 | 17 | 73 |
| 3. | Andika Dwi Romadhon | 15 | 16 | 13 | 15 | 17 | 77 |
| 4. | Anisatus Sholihah | 18 | 17 | 18 | 20 | 19 | 92 |
| 5. | Aril Leo Saputra | 15 | 16 | 17 | 16 | 18 | 82 |
| 6. | Ferdi Febriansyah | 17 | 16 | 15 | 18 | 17 | 83 |
| 7. | Jamilatul Haliyah | 19 | 19 | 18 | 17 | 20 | 93 |
| 8. | Syarif Ahmad Ali. Z.A | 15 | 16 | 14 | 16 | 17 | 78 |
| 9. | Lucky Faris Tri K | 15 | 16 | 14 | 16 | 18 | 79 |
| 10. | Marsuki | 15 | 14 | 13 | 14 | 18 | 74 |
| 11. | Moh. Rozikin | 15 | 15 | 13 | 17 | 17 | 77 |
| 12. | Muhammad Yusril | 16 | 17 | 14 | 15 | 18 | 80 |
| 13. | Muhammad Ilyasin Y | 15 | 14 | 13 | 15 | 16 | 73 |
| 14. | Nabilatus Zakiya | 19 | 18 | 18 | 18 | 20 | 95 |
| 15. | Oktavia Nadya Karissa | 19 | 19 | 18 | 20 | 20 | 96 |
| 16. | Rahmah Adinta Ainur | 15 | 17 | 15 | 18 | 18 | 83 |
| 17. | Reni Farida | 19 | 18 | 19 | 19 | 20 | 95 |
| 18. | Siti Rofiatul H | 16 | 14 | 13 | 14 | 17 | 74 |
| 19. | Siti Roudhotul Jannah | 16 | 17 | 16 | 18 | 18 | 85 |
| 20. | Tia Lestari | 19 | 18 | 18 | 20 | 20 | 95 |
| 21. | Yuda Putra Ramadhani | 16 | 17 | 14 | 15 | 16 | 78 |
| 22. | Muhammad Husni | 16 | 16 | 17 | 18 | 18 | 85 |
| | Total | | | | | | 1.826 |
| | Mean | | | | | | 83 |

**Writing score of pre test in the contol class (XB)**

| NO. | NAME | Aspect of Writing | | | | | Total Score |
|-----|------|-------------------|---|---|---|---|-------------|
| | | Organization | Cotent | Grammar | Vocabulary | Mechanics | |
| 1. | Alfiatul Rohmah | 10 | 8 | 10 | 12 | 12 | 52 |
| 2. | Amelia | 7 | 6 | 6 | 8 | 10 | 37 |
| 3. | Arjuun Kabir | 8 | 9 | 6 | 9 | 10 | 42 |
| 4. | Bayu Setyo Nugroho | 12 | 10 | 8 | 10 | 13 | 53 |
| 5. | Erlangga Satria A | 11 | 10 | 6 | 8 | 10 | 45 |
| 6. | Faiqotul Himma | 12 | 12 | 10 | 12 | 14 | 60 |
| 7. | Geby Ayu Lestari | 12 | 12 | 17 | 14 | 14 | 69 |
| 8. | Hamdanil Marzuki | 11 | 10 | 11 | 14 | 16 | 62 |
| 9. | Faris Durori | 10 | 11 | 10 | 8 | 11 | 50 |
| 10. | Kevin Prasetyo | 10 | 9 | 8 | 12 | 13 | 52 |
| 11. | M. Wahyu Ramadhani | 10 | 9 | 10 | 11 | 13 | 53 |
| 12. | Moch. Shohibullah | 12 | 12 | 6 | 10 | 11 | 51 |
| 13. | Muhammad Diki R | 14 | 12 | 10 | 14 | 14 | 64 |
| 14. | Muhammad Lutfi | 10 | 10 | 8 | 10 | 12 | 50 |
| 15. | Muhammad Muksin | 10 | 9 | 8 | 11 | 12 | 60 |
| 16. | Nahwali Intan R | 12 | 10 | 6 | 9 | 10 | 47 |
| 17. | Naura Deliya F | 9 | 10 | 8 | 11 | 12 | 49 |
| 18. | Siti Aichatun N | 14 | 14 | 15 | 16 | 16 | 75 |
| 19. | Sulis Setyowati | 12 | 14 | 11 | 14 | 15 | 66 |
| 20. | Angga Sadurra | 9 | 8 | 8 | 10 | 13 | 48 |
| 21. | Yula Indriani | 10 | 8 | 6 | 9 | 10 | 43 |
| 22. | Yunda Amaliatul H | 12 | 13 | 12 | 12 | 14 | 63 |
| 23. | Lailatul Mukarromah | 12 | 12 | 10 | 12 | 14 | 60 |
| 24. | Riski Dwi Puta | 6 | 6 | 8 | 9 | 10 | 39 |
| Total | | | | | | | 1.290 |
| Mean | | | | | | | 53.75 |

**Writing score of post test in the Control class (XB)**

| NO. | NAME | Organization | Cotent | Grammar | Vocabulary | Mechanics | Total Score |
|-----|------|--------------|--------|---------|------------|-----------|-------------|
| | | — Aspect of Writing | | | | | |
| 1. | Alfiatul Rohmah | 13 | 11 | 10 | 13 | 14 | 61 |
| 2. | Amelia | 11 | 10 | 9 | 9 | 10 | 49 |
| 3. | Arjuun Kabir | 12 | 12 | 9 | 10 | 11 | 54 |
| 4. | Bayu Setyo Nugroho | 13 | 12 | 10 | 12 | 13 | 60 |
| 5. | Erlangga Satria A | 11 | 12 | 8 | 10 | 10 | 51 |
| 6. | Faiqotul Himma | 14 | 15 | 14 | 14 | 15 | 72 |
| 7. | Geby Ayu Lestari | 13 | 14 | 17 | 16 | 17 | 77 |
| 8. | Hamdanil Marzuki | 12 | 13 | 10 | 8 | 11 | 64 |
| 9. | Faris Durori | 11 | 13 | 11 | 10 | 11 | 56 |
| 10. | Kevin Prasetyo | 12 | 13 | 10 | 13 | 15 | 63 |
| 11. | M. Wahyu Ramadhani | 12 | 14 | 12 | 12 | 15 | 65 |
| 12. | Moch. Shohibullah | 12 | 14 | 9 | 12 | 12 | 69 |
| 13. | Muhammad Diki R | 14 | 14 | 11 | 15 | 16 | 70 |
| 14. | Muhammad Lutfi | 12 | 13 | 10 | 12 | 13 | 60 |
| 15. | Muhammad Muksin | 12 | 14 | 10 | 14 | 15 | 65 |
| 16. | Nahwali Intan R | 12 | 12 | 8 | 10 | 12 | 64 |
| 17. | Naura Deliya F | 11 | 13 | 8 | 11 | 12 | 65 |
| 18. | Siti Aichatun N | 17 | 18 | 18 | 17 | 17 | 87 |
| 19. | Sulis Setyowati | 15 | 16 | 15 | 15 | 17 | 78 |
| 20. | Angga Sadurra | 11 | 12 | 10 | 11 | 13 | 57 |
| 21. | Yula Indriani | 13 | 14 | 10 | 12 | 13 | 62 |
| 22. | Yunda Amaliatul H | 15 | 16 | 14 | 17 | 17 | 75 |
| 23. | Lailatul Mukarromah | 15 | 16 | 14 | 15 | 16 | 76 |
| 24. | Riski Dwi Puta | 10 | 10 | 8 | 10 | 11 | 49 |
| | Total | | | | | | 1.548 |
| | Mean | | | | | | 64.5 |

# SPSS OUTPUT

## Group Statistics

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Test Score | Control Class | 24 | 64.542 | 9.6863 | 1.9772 |
| | Experimental Class | 22 | 83.000 | 7.9162 | 1.6877 |

## Tests of Normality

| | Class | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Test Score | Control Class | .148 | 24 | .189 | .972 | 24 | .718 |
| | Experimental Class | .148 | 22 | .200* | .887 | 22 | .317 |

\*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

## Test of Homogeneity of Variance

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Test Score | Based on Mean | .319 | 1 | 44 | .575 |
| | Based on Median | .318 | 1 | 44 | .576 |
| | Based on Median and with adjusted df | .318 | 1 | 41.770 | .576 |
| | Based on trimmed mean | .308 | 1 | 44 | .582 |

## Independent Samples Test

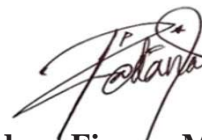| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Test Score | Equal variances assumed | .319 | .575 | -7.038 | 44 | .000 | -18.4583 | 2.6227 | -23.7440 | -13.1726 |
| | Equal variances not assumed | | | -7.100 | 43.458 | .000 | -18.4583 | 2.5996 | -23.6993 | -13.2174 |

# JOURNAL OF THE RESEARCH

Name          : Malikatun Nufus
SRN           : T20186060
Setting       : SMK As-Syafi'i

| No. | Ttime | Activity | Research Subjctive |
|---|---|---|---|
| 1. | September, 22$^{nd}$ 2023 | Sending permission letter for doing research and conduct try out | Head master and student tenth grade of SMK As-Syafi'i |
| 2. | September, 23$^{rd}$ 2023 | Coduct pre test, giving material and first treatment | Students of XA |
| 3. | September, 26$^{th}$ 2023 | Conduct pre test, giving material and first treatmet | Students of XB |
| 4. | September, 30$^{th}$ 2023 | Giving second treatment | Students of XA |
| 5. | October, 03$^{rd}$ 2023 | Giving second treatment | Students of XB |
| 6. | October, 07$^{th}$ 2023 | Giving third treatment and post tets | Students of XA |
| 7. | October, 10$^{th}$ 2023 | Giving third treatment and post test | Students of Xb |
| 8. | October, 12$^{th}$ 2023 | Asking for the accomplishment of the research | English teacher of SMK As-Syafi'i |

Jember, 12$^{th}$ October 2023

English teacher of X grade

**Pradana Firman Maulana**

NIP.

# DOCUMENTATION



The students was doing Pre test, they wrote diary writing



The teacher was giving material about descriptive text and students was paying attention.

The teacher giving a treatment



The was student doing post test, they wrote diary writing

# YAYASAN PONDOK PESANTREN AS - SYAFI'I
## SEKOLAH MENENGAH KEJURUAN (SMK) AS - SYAFI'I
**BIDANG STUDY KEAHLIAN BISNIS DAN MANAGEMENT**
**PROGRAM STUDY KEAHLIAN TATA NIAGA**
**KOMPETENSI KEAHLIAN PEMASARAN**
NSS : 342052412338  NPSN : 69757524
**Alamat :Dsn. Gumuksari Ds. NogosariKec. RambipujiKab. Jember**
**Tlp 0331-4072046,082330427842kodepos 68152**

## SURAT KETERANGAN
Nomor : 421.4/121/210.13/20513902/2023

Yang bertanda tangan dibawah ini:

| | |
|---|---|
| Nama | : Ahmad Amin Sururi |
| Pangkat | : Kepala sekolah |
| Unit Kerja | : SMK As-Syafi'i |

Menerangkan dengan sebenarnya bahwa nama dibawah ini :

| | |
|---|---|
| Nama | : Malikatun Nufus |
| NIM | : T20186060 |
| Program/Jurusan | : Tadris Bahasa Inggris |
| Jenjang | : Strata (S.1) |
| Fakultas | : Tarbiyah dan Ilmu keguruan |

Terhitung mulai 22 September sampai dengan 12 Oktober 2022 yang bersangkutan telah selesai melaksanakan penelitian di SMK As-Syafi'i, dengan judul skripsi : **The Effect of Writing an English Diary Towards Students Writing Descriptive Text at As-Syafi'i Vocational High School Jember 2023/2024 Academic Year.**

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Jember, December 12th 2023
Kepala Sekolah

Ahmad Amin Sururi

# BIODATA OF THE RESEARCHER



## Personal Information

Name : Malikatun Nufus

SRN : T20186060

Place/Date of Birth : Jember, October 27$^{th}$ 1999

Adress : Krajan II RT.010 RW.004 Gambiran Kalisat Jember

Faculty : Tarbiyah and Teacher Training Faculty

Program : English Education Department

University : UIN Kiai Haji Achmad Siddiq Jember

## Education Background

1. TK 17 Agustus Gambiran graduated in 2006
2. MI Al-Husna Gambiran graduated in 2012
3. SMPN 5 Sumber Jambe graduated in 2015
4. MA Miftahul Ulum Suren graduated in 2018