THE CORRELATION BETWEEN STUDENTS' HABIT IN DIARY WRITING AND THEIR WRITING ABILITY IN RECOUNT TEXT AT EIGHT GRADE OF MTS AL-ISHLAH JENGGAWAH JEMBER

UNDERGRADUATE THESIS

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STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHING TRAINING
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Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirements
For the degree of Bachelor Education (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

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

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Approved by The Advisor

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THESIS

It has been examined and approved
to fulfill the requirements of Bachelor Degree (S. Pd.)
Faculty of Education and Teacher Training
English Education Department

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MOTTO

<div dir="rtl">

١ – اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ ۚ

٢ – خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ ۚ

٣ – اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ ۙ

٤ – الَّذِيْ عَلَّمَ بِالْقَلَمِ ۙ

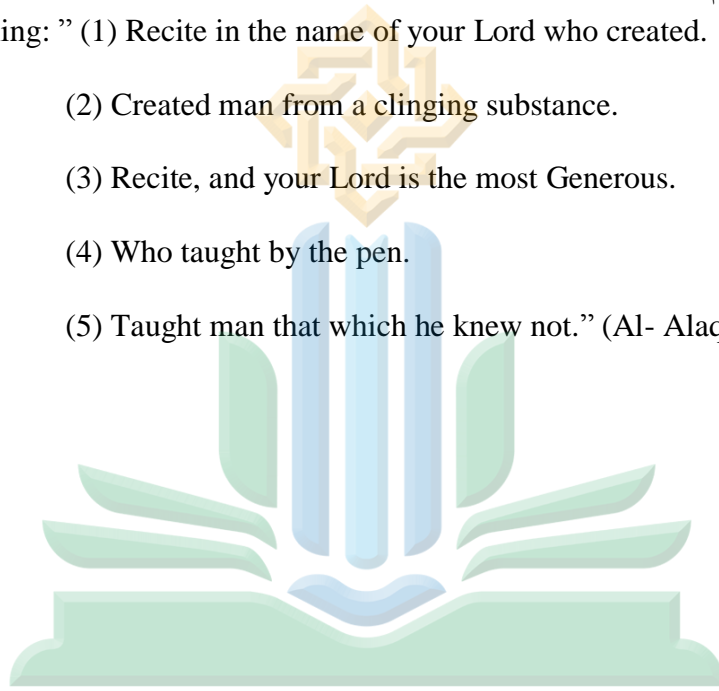٥ – عَلَّمَ الْاِنْسَانَ مَا لَمْ يَعْلَمْ ۗ

</div>

The meaning: " (1) Recite in the name of your Lord who created.

(2) Created man from a clinging substance.

(3) Recite, and your Lord is the most Generous.

(4) Who taught by the pen.

(5) Taught man that which he knew not." (Al- Alaq [96] : 1-5)*

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*Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Qur'an English Translation of the Meanings and Commentary*, terj. (Medina Dar-us Salam Publications, 1996), 577.

DEDICATION

This thesis is proudly dedicated to:

1. My beloved Mother and Father, who have always loved, prayed, motivated, and supported me to finish this thesis. Thank you for everything.

2. My sister, who have always supported me.

3. All people around me who have always been present for me, helped and motivated me to finish this thesis. You all are blessed and amazing.
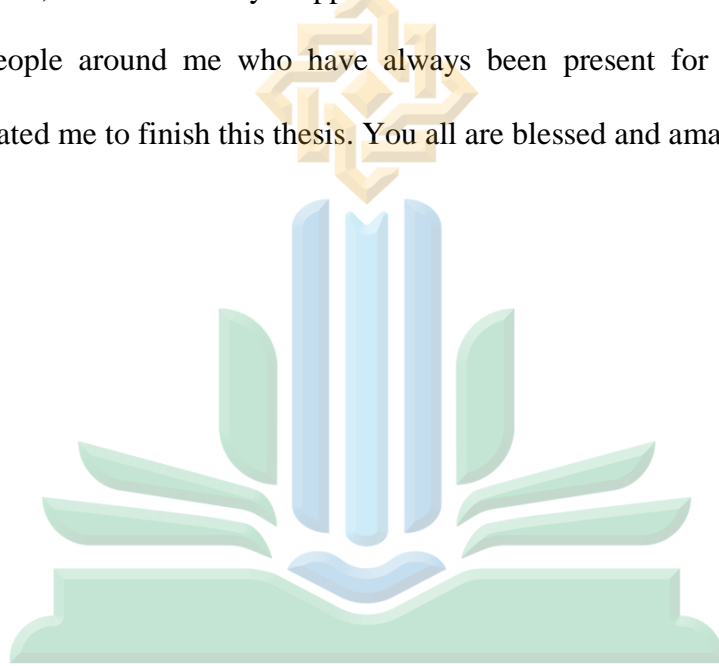
ACKNOWLEDGMENT

بِسْـــــــمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillahi Rabbil 'Alamin. In the name of Allah, the most merciful and graceful who has given the writer an opportunity to finish this thesis. *May shalawat and salam always be upon our prophet Muhammad SAW,* who has guided us from the darkness to the brightness.

This thesis is written to fulfill a part of requirements to obtain the degree of bachelor (S1) in English Education Program of Universitas Islam negeri Kiai Haji Achmad Siddiq Jember, under the title "The Correlation Between Students' Habit in Diary Writing and Their Writing Ability in Recount Text at Eight Grade of MTs. Al-Ishlah Jenggawah Jember".

The researcher realized that this thesis would not finish without help and guidance from other people. Therefore, the writer would like to express the greatest gratitude to the honorable people who have given their help, encouragement, and contribution to the writer in the process of the study:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM. as the Rector of State Islamic University of Kiai Haji Ahmad Siddiq Jember (UIN KHAS Jember) who has given me opportunity to study in this university and provided all campus facilities.

2. Dr. H. Abdul Mu'is, S.Ag., M.Si. as the Dean of Faculty of Tarbiyah and Teaching Training who has given me approval signature for this thesis.

3. Nuruddin, M.Pd, as the head of Islamic studies and Language Education Department who has been managing Department.

Jember, June 11th , 2024

Icha Septi Anggraeni

ABSTRACT

Icha Septi Anggraeni, 2023: *The Correlation Between Students' Habit in Diary Writing and Their Writing Ability in Recount Text at Eight Grade of MTs. Al-Ishlah Jenggawah Jember.*

Keywords: *Diary writing, Recount Text, Writing Ability.*

Writing is the ability to express ideas, thoughts, opinions, and Feelings. Writing is needed by students in order they can express their feelings in writing. The students of Islamic junior high school have a habit of writing a diary by using English - Indonesian on their diary book. Therefore, this research examines the correlation between their habit in diary writing and their ability in writing recount text

There are two research questions; (1) Is there any Correlation between Students' Habit in Diary Writing habit using Indonesian and their Writing ability in Recount Text at eighth grade Of MTs Al-Ishlah Jenggawah Jember?". (2) Is there any Correlation Between Students' Habit in Diary Writing habit using mixed language (English - Indonesian) and their Writing ability in Recount Text at Eighth Grade Of MTs Al-Ishlah Jenggawah Jember?.

The method of the research is Quantitative Research by employing a Correlation Study. The research was conducted in two classes, They were VIII A (29 students) and VIII B (26 students). The researcher gave a questionnaire about students' habit in diary writing to both classes, also giving a test to know students' skills in writing recount text. When the questionnaire and the test of writing in recount text's scores were collected, the researcher then analyzed the data collected by Pearson product-moment by using IBM SPSS Version 20.

The result showed that the mean score in writing a diary by using Indonesian was 30,50 and the mean of scores in writing a diary by using English-Indonesian was 32,23 (30,50<32,23). While, The mean of scores in writing recount text test in VIII A was 74,72 and The mean of scores in writing recount text test in VIII B was 65,58 (74,72>65,58). Moreover, hypothesis testing showed that the significant 2-tailed of students' diary writing habit and students' writing ability is 0.012<0.05. It means that there is positive correlation if the significant 2-tailed is lower than 0.05. So, it concluded the students' writing score does not really reflect their habit in diary writing by using English-Indonesian and Indonesian at Al-Ishlah Islamic Junior High School in the academic year 2023/2024.
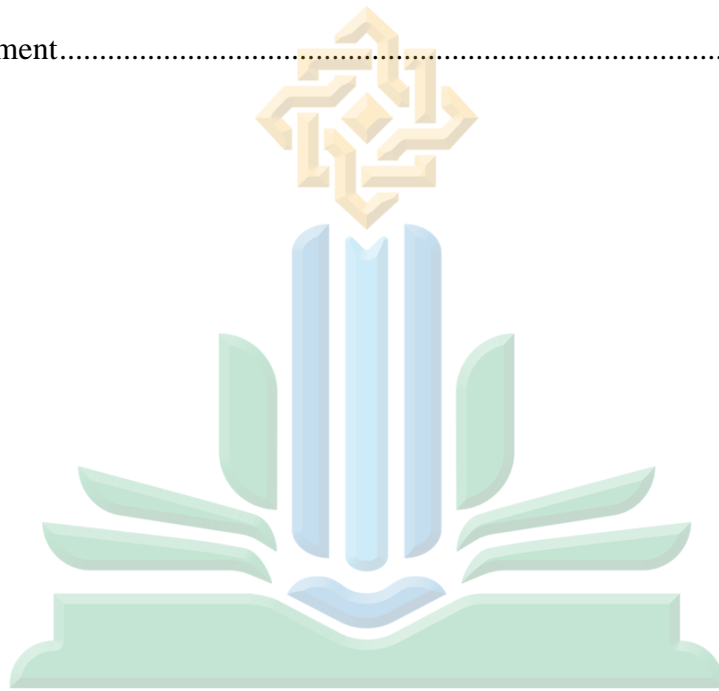
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CHAPTER I

INTRODUCTION

This chapter presents the research background, research question, research objective, research significance, research scopes, operational definitions, research assumption, and hypothesis.

A. Research Background

There are four language skills, writing is one of the skills that students should master. Linse and Nunan stated that writing is a combination of procedures made from discovering ideas, placing them on paper, and operating them until they are presented in a manner that is polished and understandable to readers.[1] Therefore, writing is a procedure to speak or to deliver our ideas in written form. Moreover, Fromkin, Rodman, and Hyams stated, "Writing is not acquired naturally through simple publicity to others speaking the language, but needs to be learned." Therefore, writing needs to be learned and integrated with different competencies.[2] In writing, college students had to be concerned with mechanics specifically in educational writing.

One of the skills that students need to develop is writing.[3] Learning to write can be difficult for beginners since individuals who do not practice writing regularly find it hard to do it successfully. An aspect of language skills

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[1] Linse, C. T. & Nunan, D, *Practical English Language Teaching: Young Learners*. (New York: Mc-Graw-Hill, 2006).

[2] Fromkin, V., Rodman, R., & Hyams, N. *An Introduction to Language*, (Boston: Wadsworth, Cengage Learning, 2009), 16.

[3] J. Charles Alderson & Lyle F. Bachman*, "Assessing Writing"*, (Cambridge Univercity Press, 2002), 116

Is necessary in writing, especially in expressing ideas, emotions, and feelings in essays (both fictional and nonfictional).[4]

Generally, students have difficulties in learning English, especially writing. The students faced many difficulties in using the correct grammar or developing their ideas in writing.[5] In the process of writing, they should pay attention to some important things, such as selecting the correct words, using the correct grammar, generating ideas, and developing ideas about specific topics, for example when they try to make a recount text.

Based on an interview with the Teachers in MTs Al–Ishlah, some students had problems with writing because of limited vocabulary and lack knowledge of grammar but some other students looked capable of writing, because they had background knowledge of English, and also they took English courses outside.[6] The researcher also saw that some students who were capable of writing recount text, they wrote some diaries in their books by using Mix Language (Indonesia – English), the researcher used this to see the correlation between students' habit in diary writing and their ability in writing recount text by telling stories about experiences or events that they wanted to tell through diary writing.

There are different types of text in writing, for example, descriptive text, narrative text, procedural text, and recount text. The researcher thought that what is very suitable for honing students' writing by sharing personal

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[4] Brown, H. D. *Language Assessment: Principles and Classroom Practice*. (San Fransisco: Pearson Education. 2007). p. 210

[5] Ma'ruf Nurizal – Albiyan Dwi Ardinda, *The Correlation Between Student's Reading Habit of Novel and Their Ability in Writing Recount*

[6] Febriyani, *english teacher at Mts Al – Ishlah,* 2023

experiences or memorable stories is recount text. Recount text is a text that retells beyond stories or experiences for the reason of informing and interesting. Anderson stated, "Recount textual content is a piece of textual content retells past activities which can be generally advised so as in which they happened."[7] A recount of textual content has common structures which are orientation, events, and re-orientations. Typically, orientation presents the setting and introduces individuals. Events describe series that happened in the past. Re-orientation tells about the private comment of the author on the story. Language capabilities of recount text are the use of a simple past tense, conjunction, and action verb. The tense used in recount text is past tense form.

According to Martin "recount text told an event or experience that has already happened in the past."[8] Recount texts were chosen by the researcher as the specific genre since they are familiar to students' lives. This medium was also used by students to share their experiences with others. It means that recount text is a written form of someone's experience. In addition, the choice of recount text was also based on its ability to improve students' writing skills by the researcher. By writing recount texts, students learn to arrange events chronologically and in detail, which strengthens their understanding of text structure and language use. This process not only helps students remember their own experiences but also improves their ability to convey information clearly and regularly. Therefore, recount text is not only a form of writing

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[7] Anderson and Cathy Anderson, *Text Types in English.South* (Yarra: McMillan, 1997), 48

[8] Martin, JR, *Text in The Middle School*. (London: Equinox, 2006), 183.

about one's experiences but also an effective educational tool for developing students' written communication skills.

According to Lenneberg Writing is related to a person's behavior. Since writing is related to someone's behavior, students can begin to write by doing something they've been doing as a habit.[9] Habitual activity is something that someone does as a way of life. The point is, that students found many interesting things in their writing if the teacher got them to practice writing as a student's habitual activity. The diary is connected with the real life of students. They did this because of their own lives, their own experiences, and their habits. It may be used to express past events and experiences in a way that is appropriate for recount text.

The researcher would like to know whether there is a correlation between student diary writing and their ability in recount text, based on the discussion above. In addition, the researcher wants to know how strongly these associations are correlated. So, the researcher researched "The Correlation Between Students' Habit in Diary Writing and Their Writing Ability in Recount Text at Eighth Grade of MTs Al – Ishlah Jenggawah."

B. RESEARCH QUESTIONS

The questions of this research are;

1. Is there any correlation between Students' habit in diary writing by using Indonesian and their writing ability in recount text in Eighth Grade of MTs Al-Ishlah Jenggawah Jember?"

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[9] Lenneberg in Mutiana Nurmalasari, *The Correlation Between Students' Habit in Writing Diary and Students' Ability In Writing Recount Text,* (2019).

2. Is there any correlation between Students' habits in diary writing by using mixed language (English-Indonesian) and their writing ability in recount text at Eighth Grade of MTs Al-Ishlah Jenggawah Jember?

C. **RESEARCH OBJECTIVES**

The research objectives are;

1. To examine whether or not there is a correlation Between Students' Habit Diary Writing by using Indonesian and their Writing ability in Recount Text at eighth grade Of MTs Al-Ishlah Jenggawah Jember.

2. To examine whether or not there is a Correlation Between Students' Habit Diary Writing by using mixed language (English-Indonesian) and their Writing ability in Recount Text at eighth grade Of MTs Al-Ishlah Jenggawah Jember.

D. **RESEARCH SIGNIFICANCES**

The two significances of this research are;

1. Theoretical Significance

This research is expected to contribute to the existing theory on writing ability in recount text, especially about the habit of diary writing.

2. Practical Significance

The research results are useful for:

a. English teachers

Provide information and insight to teachers, who at first did not know how much students were interested in writing, and in the course of the

study, the teacher was able to identify the students' diary writing, and to find out the correlation between diary writing and writing ability.

b. Further researches

The research result gave some contribution to the literature review for the State Islamic University of Kiai Haji Achmad Siddiq Jember in the English sector.

E. **RESEARCH SCOPE**

The researcher focused on the Correlation between Students' Habit of Diary Writing and Their Writing Ability in Recount Text at Eighth Grade of MTs Al – Ishlah Jenggawah. There are two variables. Firstly is the independent variable which is the change or cause of the dependent variable.[10] The independent variable is students' habit of diary writing. Secondly is the dependent variable that something affected because of the independent variable.[11] The dependent variable is students' writing ability in recount text.

F. **RESEARCH OF KEY TERMS**

The researcher described the research key terms as follows:

1. Diary Writing

The events that happenings of the day are mentioned and described in a diary.

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[10] Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R&D". *Bandung : Alfabeta*, (2014): 3.

[11] Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R&D". *Bandung : Alfabeta*, (2014): 3.

2. Writing Ability

All the knowledge and abilities related to expressing ideas through the written word in a form that is called writing skills.

3. Recount Text

A text that tells the reader about one story, action, or activity.

G. RESEARCH ASSUMPTION

This research assumes that the students' ability to write will be high if they have a high level of diary writing. If there is a lack of diary writing, the student's ability to write will also be weak.

H. HYPOTHESIS

The hypothesis is the measure's answer to the research problem. Nasution proposed that a hypothesis is a measurement by guessing the observation made by the researcher to deal with it.[12] The research hypotheses are:

H^0 : There is no positive Correlation between Student's Diary Writing and Their Writing Ability in Recount text at eighth grade of Junior High School.

H^a: There is a positive correlation between Students' Diary Writing and Their Writing Ability in Recount Text at eighth grade of Junior High School.

Note:

H^0 : Null hypothesis

H^a : Alternative hypothesis

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[12] Nasution, S. Metode Penelitian Ilmiah. *Jakarta: Bumi Aksara*, (2007): 39.

This chapter presents some previous studies and some reviews of relevant theories.

A. PREVIOUS STUDIES

There are similarities and differences between this research and previous studies below.

1. The first study conducted by Faiqoh, Abd.Ghofur (2021) entitled *"The Correlation Between Writing Diary Habit and Students' Writing Skill on Paragraph at Aphrodite English Club (AEC) Annuqoyyah Islamic Boarding School, Indonesia"*.[13] This research has two research objectives, it is to know whether or not the more student write a diary the better their writing skill in paragraphs at Aphrodite English Club (AEC) Annuqayah Islamic Boarding School and the strong of significance both variables.. The researcher collected the data by using the questionnaire. The result of this research that was analyzed from statistical analysis showed that there is correlation between students' writing diary habit and students' writing skill in paragraph at Aphrodite English Club (AEC).

2. The second study conducted by Sri Yustika Amelia (2020) entitled *"The Correlation Between Students' Habit In Writing a Diary and Achievement*

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[13] Faiqoh, Abd Ghofur, *The Correlation Between Writing Diary Habit and Students' Writing Skill on Paragraph at Aphrodite English Club (AEC) Annuqoyyah Islamic Boarding School, Indonesia.* 2021.

in Composing Skill of Descriptive Text".[14] The purpose of this study is to find out whether there is a significant correlation between the students' habit in writing a diary and the achievement in composing skill of descriptive text. It is an experimental design with an experimental class and a control class. The data were collected through pre-tests and post-tests. The sample of this research is a middle class consist 28 students'. The researcher concludes there was a significant correlation between students' habit in writing a diary and achievement in composing skill of descriptive text at ten grade of higher class in Yayasan Medan Generasi Impian.

3. The third study was conducted by Jenny Elvina Manurung (2020), entitled *"The Correlation Reading Comprehension and Writing Ability of Students of SMA Negeri 11 Palembang".*[15] This study was conducted using a correlation research design. The population of this study investigated the tenth-grade students of SMA Negeri 11 Palembang with the total number were 482 students. In selecting the sample of this study, a cluster random sampling technique was implemented. There were 147 students participated as the sample. The writer collected data by using two instruments from reading and writing test. In analyzing the data of the correlation analysis it was found that there is a significant correlation between reading comprehension and writing ability. The results of this

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[14] Sri Yustika Amelia, *The Correlation Between Students' Habit In Writing a Diary and Achievement in Composing Skill of Descriptive Text,* 2020.

[15] Jenny Elvina Mnurung, *The Correlation Reading Comperehension and Writing Ability of Students of SMA Negeri 11 Palembang, 2020.*

study showed that the correlation coefficient level between reading comprehension and writing ability was 0.323 with the significance value 0.000 that lower alpha value 0.05.

4. The fourth study conducted by Putri Ramadhani (2022), entitled *"The Correlation Between students' Habits of Reading Novel and Their Ability in Writing Recount Text"*.[16] This study is finding out whether there is a correlation between students' reading habit in novel and their ability to write recount text. 30 students were taken as the sample of this research through a random sampling technique. The researcher used a questionnaire to know students' level of reading habits in reading novels and writing tests to measure students' ability of writing recount text as research instruments. the result showed there is no significant between reading habit of novel and writing ability, students need to improve their reading habit and writing ability because they are very important to be mastered.

5. The fifth study conducted by Lilis Karlina (2022), entitled *"The Correlational Study Between Students' Habit in Writing Diary and Students' ability in Writing Recount Text at the Eighth Grade Students of MTs As Salam Sooko"*.[17] The purpose of the study is to find out whether there is any correlation between students' habit in writing diary and students' ability in writing recount text. For the sample the researcher took all of the population as the sample because the population are less than 100

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[16] Putri Ramadhani, *The Correlation Between students' habit of Reading Novel and Their Ability in Writing Recount Text*, 2022.

[17] Lilis Karlina, *The Correlational Study Between Students' Habit in Writing Diary and Students' ability in Writing Recount Text at the Eighth Grade Students of MTs As Salam Sooko*, 2022.

that are 46 students of the eighth grade students of MTs As Salam Sooko. To get a data of the research, some instruments are used. The instruments are valid questionnaire and writing test. The coefficient correlation between students habit in writing diary and students' ability in writing recount text is 0.992 which means that is has very high correlation. In the other hand, there is positive correlation between students who have habit in writing diary and students' ability in writing recount text at the eighth grade students of MTs As Salam Sooko.

The researcher found that there are similarities and differences between the previous studies with the study that conducted by the researcher as presented in the table 2.1.

Table 2.1
The Similarities and Differences
Between the Previous Research with the Research
Conducted by the Researcher

No	Name and Thesis Tittle	The Similarities	The Differences
1	2	3	4
1	Faiqoh, Abd. Ghofur (2021) "The Correlation Between Writing Diary Habit and Students' Writing Skill on Paragraph at Aphrodite English Club Annuqoyyah Islamic Boarding School, Indonesia	In this study, the researchers used the same method which is diary writing, and focused on students' writing ability.	In this proposed study, the researchers use writing skills in writing recount text to know their writing ability in diary writing. At the same time, they used paragraphs to know their writing skill.
2	Sri Yustika Amelia (2020) "The Correlation Between Students'	In this study, the researchers used the same method which is diary writing and	In this proposed study, the researcher used writing skill in write recount text to know their writing ability in

No	Name and Thesis Tittle	The Similarities	The Differences
1	2	3	4
	Habit In Writing a Diary and Achievement in Composing Skill of Descriptive Text"	focused on students' writing ability.	diary writing. While She used composing skill of descriptive text to know their writing skill.
3	Jenny Elvina Manurung (2020), "The Correlation Reading Comperehension and Writing Ability of Students of SMA Negeri 11 Palembang"	In this study, the researchers used the same method of Correlation and focused on students' writing ability.	In this proposed study, the researchers used diary writing to correlate with. While she used Reading Comprehension to correlate.
4	Putri Ramadhani (2022),"The Correlation Between students' habit of Reading Novel and Their Ability in Writing Recount Text"	In this study, the researchers used the same method which is diary writing and focused on students' writing ability.	In this proposed study, the researchers used diary writing to know their habit. While she used Reading Novel to know their habit.
5	Lilis Karlina (2022), "The Correlational Study Between Students' Habit in Writing Diary and Students' ability in Writing Recount Text at the Eighth Grade Students of MTs As Salam Sooko"	In this study, the researchers used the same method which is students' habit and focused on students' writing ability.	In this proposed study, the differences between the previous study and the researcher were about the object of the research

Based on previous findings above the researcher explains this research have similarities with the previous study. The previous research has indicators in common with the current research, and the similarity this research with the

research above is the main point talking about writing ability, while the
differences include context, skills to be correlated, namely the place, students'
want to be investigated, and the use of different theories so that the aspect
under study are also different. Besides that the researcher used a lower class or
level.

B. THEORETICAL FRAMEWORK

1. Writing

a. Definition of Writing

Writing is defined as a process of transforming an idea into
words on paper, also defined as the ability of creating words and idea.
According to Kern, writing in functional communication making
learning possible to create imagine words of their own design.[18]
Writing as a fourth language skill is considered very difficult, because
the writer should take into account some aspects in writing such as
content, organization, purpose, word count, vocabulary, punctuation
and spelling to balance it out.

Writing is the ability of a person who needs an idea to embody
it and to write as the essential means of life and of delivering
information. Therefore, in order to create good writing, the principle of
a good idea is essential. According to Harmer, writing is a way to
produce language and express idea, feeling and opinion.[19] Suparno and
Yunus proposed that writing is delivering messages (communication)

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[18] Richard Kern, *Literacy and Language Teaching,* (New York ; Oxford University Press, 2000), 172.
[19] Jeremy harmer, *How to Teach Writing,* (Longman, 2004) 31.

using written language as a media or tool. In written communication there are at least there four elements involved: (1) the author as the messenger, (2) the contents writing or message, (3) the channel or media in the form of writing, and (4) readers as the recipient of the message. It is a tool for communication with other people.[20]

The researcher concludes that writing skills are the ability to express ideas, feelings, or opinions in written form, based on some of the explanations given above. To get information, content, purposes, and suggestions, people may make contact with other people through writing. Creating ideas for readers is also a good way to do it, through process and creativity.

b. Kinds of Writing

There are many kinds of writing, they are;

1) Descriptive Text

Descriptive text is the word that describes what people and things are like. This is for describing and exposing a specific person, place, or thing. So, that descriptive text is in my opinion, the one that explains about whether a person or an object is like, whether its form, its property, its amount, and other things. The purpose of the description is to describe The text is clear, such as to describe, represent, or disclose a person. An object, either abstract or concrete.

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[20] Suparno and Yunus, *Basic Writing skills,* (Jakarta ; Universitas Terbuka, 2008), 1.

a) The Purpose of Description Text:

   (1) To describe a person, thing, or place in a specific

   (2) To describe a particular person, thing or place

b) Generic Structure of Descriptive Text:

   (1) Identification

      The first paragraph of a descriptive text is identification, which aims to identify the object being discussed. This part does not include the details of the object.

   (2) Description

      The next paragraph is the description. This section describes the characteristics of the object that has been described at the beginning of the text. In this section, the object must be described in as much detail as possible so that the characteristics of the object can be clearly illustrated in the reader's mind.

2) Recount Text

   Recount Text means "to tell." So recount text can be interpreted as "Text that tells". Recount text is a text that tells the reader about one story, action, or activity. Recount text is a text which retells events or experiences in the past.

a) The Purpose of Recount Text

   (1) To Inform the reader

   (2) Entertaining the reader

(3) Reflecting on something

(4) Documenting important experiences

(5) Learn about history

b) The Generic Structure of Recount Text

(1) Orientation

Orientation is an introduction, as it generally contains the introduction of a character, place, or time. it gives the reader the background information of that.

(2) Series of Events

In this part, the writer will write a series of events/incidents that they experienced (the essence of recount text).

(3) Re-orientation

In recount text, the end of a story is called reorientation. In this part, the writer will summarize and conclude the whole story while telling the ending (sad/happy).

3) Narrative Text

Narrative is a text that tells a sequence of events in the past. Narrative is an imaginary story that aims to entertain readers. Of course, an imaginary story is not necessarily true because it could be an imagination or a fictional story made by someone or a story made by a group of people that is not proven to be true. Examples of narrative are Cinderella, Sangkuriang, Snow White, Rabbit and Crocodile, etc.

a) The Purpose of Narrative Text

(1) To Entertain the readers

(2) To express the feeling

(3) To Inform and to Persuade the Readers

b) The Generic Structure of Narrative Text

(1) Orientation

Orientation is the introduction of the characters, place and time of the story (who or what, when and where).

(2) Complication

Complication is Problems arise / start to occur and develop.

(3) Resolution

Where the problem in the story is resolved in a good "happy ending" or bad "bad ending".

(4) Reorientation

The last part of the narrative text structure usually contains a conclusion, moral value, or change in character at the end of the story. This reorientation is optional as it does not always have to be present in a narrative text whether ending" or "bad ending".

4) Report Text

Report Text is a type of text in English that describes the details of an object. The details in this text are scientific details that include a description of the object, both physical and non-physical

from scientific facts about the object. Report Text is included in Descriptive Text which aims to provide information to the reader about the object of this text itself. Although Report Text and Description Text are almost the same, they are actually different. Report Text tends to lead to scientific factual text and is more general than Description Text so there is no subjective opinion from the author.

a) The Purpose of the Report Text

   (1) To present information about something,

b) The Generic Structure of Report Text

   (2) General Classification

   Contains a general statement that explains the object description, usually found in the first paragraph

   (3) Description

   This section usually provides a description of the phenomenon or situation, its parts, properties, habits or behavior. In this paragraph is usually more detailed explanation. In essence, this section describes the classification that is presented scientifically. However, it is important to remember that Report Text is not a news text, but a scientific factual text.

2. Recount Text

According to the kinds of writing text above which is a variable of recount text, so that what needs to explained from this variable is recount text. Recount text tells the reader what's contained in one story, action or activity. This is intended to entertain or inform the reader. Recount is the story of an event or experience from the past. The story can be an action or activity before someone writes the text. Furthermore, recount text can also be defined as a text that is basically written to make a report about an experience of a series of related event.[21] Recount text is written not only to retell past events, but it is also written to evaluate and interpret their meaning and significance in some way.[22]

a. The purpose of the Recount Text

   1) To Inform the reader

   2) Entertaining the reader

   3) Reflecting on something

   4) Documenting important experiences

   5) Learn about history

b. The Generic Structure of Recount Text

   1) Orientation

[21] Peter Knapp and Megan Watskin, Genre, TEXT, Grammar (Technolog ies for Teaching and Assessing Writing), (Australia: University of New South Wales Press, 2005), pp. 220—224.

[22] Nur Millah Mutsillah, *The Effectiveness of Diary Writing on Students' writing of Recount Text,* (Syarif Hidayatullah State Islamic University Jakarta, 2016), P. 20.

Orientation is an introduction, as it generally contains the introduction of a character, place or time. it gives the reader the background information of that.

2) Series Of Events

In this part, the writer will write a series of events/incidents that they experienced (the essence of recount text).

3) Re-orientation

In recount text, the end of a story is called reorientation. In this part, the writer will summarise and conclude the whole story while telling the ending (sad/happy).

c. Characteristics of Recount Text

1) In recount text, there is no conflict told by the writer, unlike English narrative text which has conflict in its structure.

2) There is always a chronological order of stories, for example, there is a story on the first day, the second day, and so on.

d. Language Features Of Recount Text

1) Using Simple Past

2) Using Specific Participant

3) Using Personal Participant

4) Using Action Verb

5) Using Linking Verb

6) Sequence Connection (Chronological)

7) Using Conjunction

8) Using Adverb

9) Using Adverbial Phrase

10) Sequence Connection (time)

e. Types of Recount Text

1) Personal Recount Text

2) Factual Recount Text

3) Imaginative Recount Text

4) Historical Recount Text

Therefore, those are the definition, purposes, and type of recount text.

3. **Diary**

A diary is a personal form of writing where the person maintains a diary to write about their lives or situations. It's almost as though writing a diary is the nearest thing to home and casual composition classes. Depending on the author's wishes, it may be written in any language, English or Hindi. A journal can be founded on the encounter, scene, depiction or interpretation of a particular moment, or any movement which an author thinks is important to write about in his own journal.

Writing Diary is a useful exercise both for people with special abilities but also in any case, for those who need to express their feelings only if they feel alone or discouraged. Looking back on your life and analyzing what you've been through, it's also a useful exercise. The nature of Diary composing relies upon the innovativeness, creative mind, and

articulation of the person. The possibility of imagining an event may enhance the skills of journal writing.

Although there are no published standards or guidelines in the journal design, a few features that should have been followed to make Diary writing more coherent, creative, comprehensive, and interesting may be found. Also, some basic elements need to pass for diary writing in the school context. If our diary is to be distributed later on, these very highlights should make the work interesting and appropriate for a larger audience.

Both a diary and journal are daily recordings, as shown by their etymological roots, while a journal may be more focused on a person's thoughts, feelings, and actions. A diary, journal, or notebook can be a detailed account of a person,s private life or a record of previous and upcoming experiments.

Notebooks, moreover, allow writers to record information for future use and to explore personal feelings and conflicts. They also enable writers to practice the craft of writing. The writers, then, will be the audience of the writing both at the moment and at some time in the future.[23]

4. Diary Writing Habit and Skills in Writing Recount

Ningrum, Rita and Hastini develop and improve students' writing skill, diary can be used as one of teaching media. By writing diary in

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[23] Elizabeth Penfield and Nancy Wicker, *The Writer's Roles: Readings with Rhetoric*, (US: Scott Foresman Company, 1985), pp.15.

English, the students can practice writing English. In the diary, they can write about anything in daily life.[24]

Meyers (2005) stated that discovering, organizing, putting ideas on paper, reshaping, and revising are a bundle of a writing process. In the theory, writing is defined as a process of doing something dealing with problem and difficulty in discovering interesting ideas, organizing and putting them on paper that is appropriate with the writing project. Then, reshaped and revised the writing product to make it better and understandable by the reader.[25]

Kaaf Iklilah Siregar said that "Diary can improve students' writing skill in recount text because diary as a media to express students ideas in written form. Diary can make students to be more motivated and easier them to express their feeling by writing diary. Students can write about their feeling, experiences, wishes, and freely write their ideas. Diary writing usually done every day which is becomes a habit for students. The frequency of writing something in their daily life will improve students' ability in writing skill. Students will become more fluent in writing something and reduce in making some errors in writing.[26]

The students can improve their writing habits if they have a habit of writing a diary. Understanding the vocabulary, and understanding a few

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[24] Ningrum, V., Rita, F., and Hastini, (2003), Improving Writing Skill in Writing Recount Text through Diary Writing. ELTS Journal, 1(1), 1-13.

[25] Meyers, A. 2005. Gateways to Academic Writing: Effective Sentences, Paraghraps, and Essays. NewYork: Longman

[26] Kaaf Iklilah Siregar, *Improving Students' Writing skill on Recount Text Through Diary Writing. (*Vision Journal : 2021), p. 11.

other aspects of language[27]. When people write a diary, they take up space for a certain period of time each day. It can be a few months, even a year. It makes humans accustomed to writing in a diary every day. The students will also get used to English when somebody writes a diary every day in English. Students are exposed to English every day when they write a diary in English. They'll be very fluent in English by the time they start writing their experiences. Fluent in English composing means that the students can compose easily. It is easy to interpret composing as writing without errors. The students write a composition that doesn't do any wrong things in writing, it means the product of their article is correct. Compose an English writing fluently is also said as writing English easily.
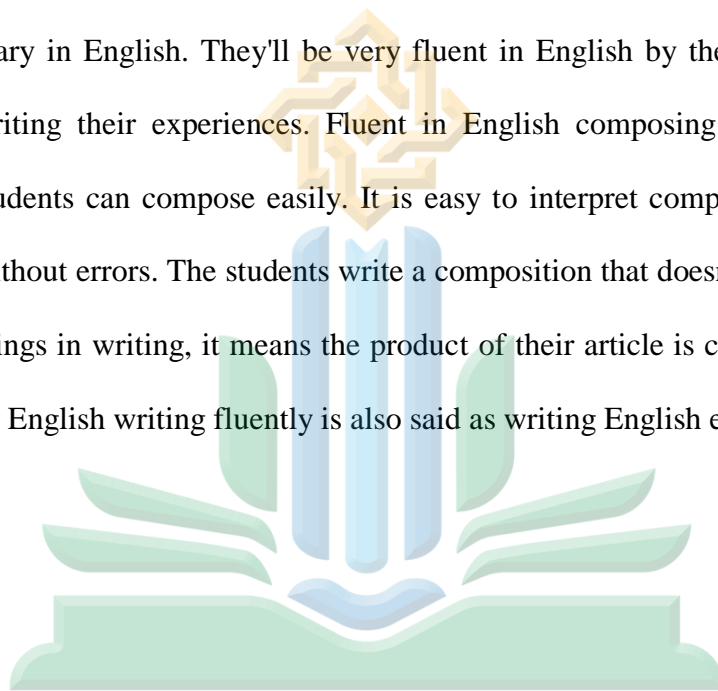
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research approach and design, population and sample, data collection technique and instrument test, and data analysis method.

A. Research Approach and Design

Quantitative research was used for this research. It was focused on improving knowledge by the use of technique, for example giving experiment, questionnaire observation, and others for getting data results.[28] The aim of this study is to investigate whether student's diary writing habit and writing ability in recount text are related, although it is a Correlation Study. Score on one variable may be used to predict score for the other, when two variables are highly correlated. There are two variables involved in this study, namely the habit diary and writing ability of Recount text.

There are two classes chosen for this research, they were VIII A (29 students) and VIII B (26 students). The researcher gave a questionnaire about students' habit in diary writing to both classes. Also giving a test to know students' skill in writing recount text. The research design is presented in the table 3.1.

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[28] Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R&D". *Bandung: Alfabeta*, (2013).

Table 3.1 Research Design
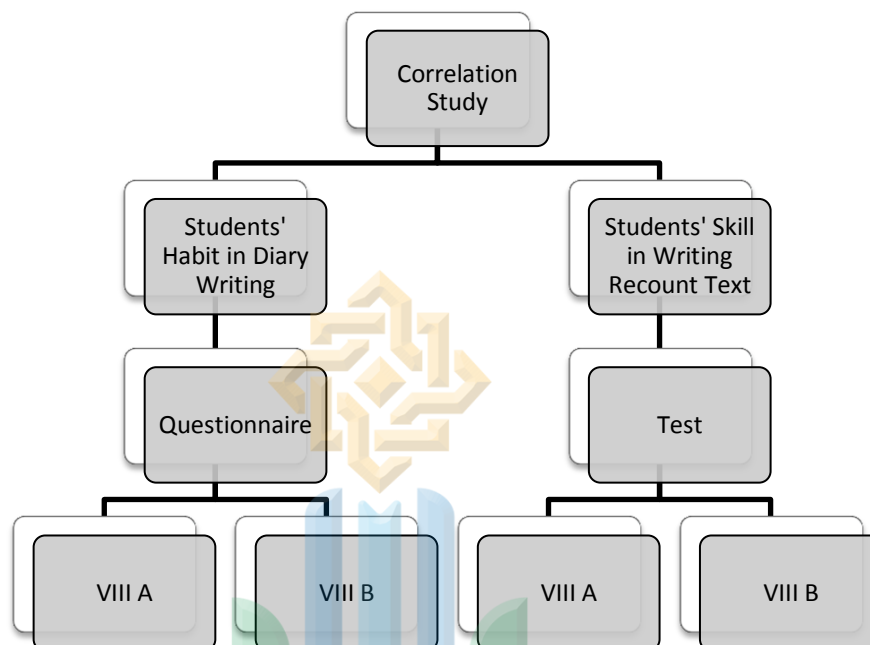
B. Population and Sample

Population is a group, the whole object or phenomenon that will be the center of research.[29] The populations of this research were eighth-grade students (VIII A and VIII B). The correlation between students' habit in diary writing and their writing ability in recount text was focused on by the researcher. The population of this research is shown in the table 3.2

Table 3.2 Population of the Study

Number	Class	Students
1.	VIII A	29
2.	VIII B	26

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[29] Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R&D*". Bandung: Alfabeta*, (2013): 117.

Sample is a subgroup or small group from the population.[30] The researcher used all the populations in the eighth grade of MTs. Al-Ishlah and it is called total sampling. Therefore, the researcher could see the correlation between writing a diary using Indonesian and English-Indonesian and their ability in writing recount text is interconnected. The sample of study is presented in the table 3.3.

Table 3.3 Sample of the Study

Number	Class	Student
1.	VIII A	29
2.	VIII B	26
Total number of students		55 Students

C. Data Collection Technique and Instrument Test

1. Data Collection Technique

To collect the research data, the researcher used testing and questionnaire techniques. The questionnaire was used for the collection of student habit diary writing data, while the test was used for gathering information on students' ability to write The instrument for collecting data

a. Questionnaire

The purpose of the questionnaire is to gather information about students' habits in diary writing. This tool was used by the researcher to collect responses by having the answer that best fits each question

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[30] Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R&D*". Bandung: Alfabeta*, (2013): 81.

chosen by the students, indicating their choice with a mark. In this study, the questionnaire was adapted from Sri Yustika Amalia and consisted of 9 questions. In this research, the questionnaire contained 9 items that were adapted from Sri Yustika Amalia using a five assessment by Likert Scale which is a technique of the rating scale, they are: *Totally Agree* (Sangat Setuju), *Agree* (Setuju), *Neutral* (Netral), *Disagree* (Tidak Setuju), *Totally Disagree* (Sangat Tidak Setuju). Each alternative answer has a different score.

b. Test

Researchers applied a test to measure students' ability to write diaries in recount text. The test was given to both classes. In this case, The researcher asked the teacher for help and asked for the results of the test scores that the teacher had given to the students. The researcher used data from the teacher to assess students' ability in writing recount texts, found accurate data, and write essay

2. Test Instrument

A test instrument is a learning tool that is used to examine the phenomena in the research.[31] The test instruments are questionnaires and writing tests. A questionnaire about writing a diary was given by the researcher to understand the students' habits in diary writing. Additionally, the researcher asked students of VIII A and VIII B to write a recount text to know their ability in writing.

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[31] Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R&D". *Bandung: Alfabeta*, (2013): 146.

3. Validity, Reliability, and Normality of Test Instrument

      The researcher did the validity, reliability, and normality of the questionnaire and test before applying it to the students. The validity, reliability, and normality test followed as;

a. Validity

      Validity is the degree to all predictions by confirming the validation of test instrument.[32] The test was performed by integrating each question into an overall score for each variable by using a Pearson Product correlation in IBM SPSS Statistics 20 application. The validity of the question items can be seen from the correlation value between each question and the resulting total score :

If ^{r}count value $>$ ^{r}table = valid

If ^{r}count value $<$ ^{r}table = invalid

      The ^{r}table can be seen in the interactions for the distribution of the ^{r}table value of 5% with the number of respondents (N) used.

(1) Questionnaire

      The validity result calculation of students' habit in Diary Writing with the total number of questions as much as 9 items. To see whether the data is valid or not, researchers use the Pearson correlation column using IBM SPSS Statistics 26. The sum of all items in a single variable equals the final score. The significance test was then run utilizing the r table criteria with a 2-tailed test and

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[32] H. Douglas Brown. "Teaching by Principles an Interactive Approach to language Pedagogy". *Longman*, (2004): 159.

a significance level of 5%. The data was tested and valued as valid if ^{r}count > ^{r}table.

While the value of ^{r}table at N=40 is 0.312. To see the level of validity of all the questionnaire statement items that the researchers compiled can be seen in the following table. The result of the validity test using Pearson Product Moment is presented in the table 3.4.

Table 3.4

Criteria of Validity by Using Pearson Product Moment

Item Number	^{r}count	Sig	^{r}table	status
1	0,526	0	0,312	valid
2	0,332	0	0,312	valid
3	0,552	0	0,312	valid
4	0,532	0	0,312	valid
5	0.294	0	0,312	valid
6	0,551	0	0,312	valid
7	0,436	0	0,312	valid
8	0.220	0	0,312	valid
9	0,708	0	0,312	valid

The result of the validity test using Pearson Product Moment is presented in the table 3.5.

Table 3. 5
The Result of construct Validity by using Pearson product
Moment

Correlations

		X7	X8	X9	TOTAL
X1	Pearson Correlation	.026	.207	.452	.505
	Sig. (2-tailed)	.853	.141	.001	.000
	N	52	52	52	52
X2	Pearson Correlation	.230	-.075	-.010	.257
	Sig. (2-tailed)	.101	.597	.944	.066
	N	52	52	52	52
X3	Pearson Correlation	-.092	.275	.453	.415
	Sig. (2-tailed)	.515	.048	.001	.002
	N	52	52	52	52
X4	Pearson Correlation	.131	-.038	.221	.301
	Sig. (2-tailed)	.355	.787	.116	.030
	N	52	52	52	52
X5	Pearson Correlation	.158	-.056	.171	.130
	Sig. (2-tailed)	.263	.692	.226	.359
	N	52	52	52	52
X6	Pearson Correlation	.285	.055	.154	.454
	Sig. (2-tailed)	.041	.700	.275	.001
	N	52	52	52	52
X7	Pearson Correlation	1	-.001	.032	.412
	Sig. (2-tailed)		.993	.822	.002
	N	52	52	52	52
X8	Pearson Correlation	-.001	1	-.034	.123
	Sig. (2-tailed)	.993		.813	.383
	N	52	52	52	52
X9	Pearson Correlation	.032	-.034	1	.558
	Sig. (2-tailed)	.822	.813		.000
	N	52	52	52	52
TOTAL	Pearson Correlation	.412	.123	.558	1
	Sig. (2-tailed)	.002	.383	.000	
	N	52	52	52	52

The result of the validity above showed that each question of the questionnaire is categorized as valid. The score of the sig. 2-tailed is 0.000 which is lower than 0.05. So the data is valid.

(2) Writing Test

Researchers use documentation study data collection techniques where researchers take data from the list of student learning outcomes.

The researcher was used content validity. It was a logical process which the test items and task that were given are connected.[33] If a through test The design process has been followed, the task analysis was properly performed, a set of test specifications had been drawn up and guidelines for writing articles have been thoroughly complied with, so it is expected that the content validity of this test will be very significant.[34] The validator of this instrument is the English Teacher Mrs. Habibah Febriyani, S.pd. to find the instrument is valid or not.

b. Reliability

Reliability is measured the result of test instrument is completed or not.[35] The researcher tested the reliability to see the consistency of the instrument test is reliable or not by using SPSS 20 with the formula of Pearson Product Moment.

1) Questionnaire

There are 9 items of question that the researcher tested to see the questionnaire is reliable or not. The questions items will be declared reliable if the *Cronbach's Alpha* value is greater than 0.06.[36] The criteria instrument reliability that used by the researcher is according to coefficient correlation by Guilford as

[33] Sugiyono. "Metode Penelitian Kuantitatif, Kualitatif, dan R&D". *Bandung: Alfabeta*, (2013): 129.
[34] Professional Testing Inc, (2006), PTI, p.1
[35] Roberta Heale and Alison Twycross. Validity and Reliability in Quantitative Studies. *Evid Based Nurs,* (2015): 66-67.
[36] Wiratna Sujarweni. *Metodologi Penelitian Bisnis Dan Ekonomi,* Yogyakarta: Pustaka Baru Press, 2015

shown in the table 3.6.

Table 3.6
Criteria of Reliability by Guildford

No	Coefficient Correlation	Qualification
1	0,90 – 1,00	Very High
2	0,71 – 0,90	High
3	0,41 – 0,70	Enough
4	0,21 – 0,40	Poor
5	Negative – 0,20	Very Poor

The Result *Cronbach's Alpha* testing of students' habit in diary writing is presented in the table 3.7

Table 3.7
The Result of Reliability Test of Students' Habit in Diary Writing

Cronbach's Alpha	N of Items
0,521	9

From the table 3.6, it shown that the *Cronbach's Alpha* value result is $0,521 > 0,06$. Therefore, the questionnaire is categorized as enough reliability $(0,41 – 0,70)$.

2) Writing Test

The researcher used inter-rater reliability. Inter-rater reliability is the degree of agreement between two or more raters.[37] There are two raters who were Habibah Febriyani, S.Pd and Sumiati, S.Pd to examine the students' writing test. The construction of Cohen's Kappa is presented in the table 3.8.

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[37] R. Burke Johnson and Larry Christensen. "Educational Research: Quantitative, Qualitative, and Mixed Approaches". *USA: SAGE Publications, Inc*, (2014): 207.

Table 3.8 Construction of Cohen's Kappa[38]

Kappa's Value	Level of Agreement	% of data that are reliable
0 - .20	None	0-4%
.21 - .39	Minimal	4-15%
.40 - .59	Weak	15-35%
.60 - .79	Average	36-63%
.80 - .90	Strong	64-81%
Above .90	Almost perfect	82-100%

The researcher collected scores of writing test that collected from VIII B students. The score from two raters is shown in the table 3.9.

Table 3.9 Scores from Two Raters

No.	Student	Rater 1	Rater 2
1	AISYAH	60	60
2	NAJMA	74	73
3	NOVIA	72	70
4	MEHLIKA	77	77
5	NUR SYIFATUL	82	82
6	FIKA	84	84
7	HOLILATUL	77	66
8	LINA	74	74
9	NELLY	62	60
10	GEISHA	80	80
11	MEISYA	62	62
12	INTAN	84	84
13	KALILA	78	77
14	AZIZAH	66	65
15	SUKMA PUJI	70	70
16	SITI SOLEHA	50	50
17	FANI KASI	80	80
18	AISYAH	50	50
19	SYARIFAH	76	75

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[38] Mary L.McHugh. *"Interrater Reliability: The Kappa Statistic". Biochemia Medica*, (2012): 279.

No.	Student	Rater 1	Rater 2
20	ZHAFIRA	72	70
21	ULFIATI	85	85
22	ZAHWA	66	65
23	AIDA	80	77
24	AINUR	85	80
25	NINGSIH	60	60
26	ALLUTFIA	50	50

However, the researcher analyzed the reliability of the instrument test on SPSS version 20. The result of reliability pre-test is presented in the table 3.10.

Table 3.10

The Result of Writing Test by Cohen's Kappa

Symmetric Measures

		Value	Asymp. Std. Error	Approx. T	Approx. Sig.
Measure of Agreement	Kappa	.546	.100	10.589	.000
N of Valid Cases		26			

The category of Kappa reliability was referred to the value of agreement Kappa. If the value was >0,400 so the instrument was reliable. The Value of Kappa measurement is 0,538. Therefore, the test is reliable and could give to the class VIII A and VIII B as students' writing test.

c. Normality Test

In this research, the normality test is used to find whether the independent variable and dependent variable have a normal distribution or not. The researcher used the normality test with Shapiro-Wilk as the sample of the research are less than 50 samples. The rule of this normality test is if the significant value is >0.05, so the data is contributed normal.

Meanwhile, if the significant value is <0.05, so the data is contributed abnormal. The result of the normality test is shown in Table 3.11.

Table 3.11

Test of Normality using Shapiro-Wilk

Tests of Normality

Kelas		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Hasilbelajar	kelas A	,214	29	,002	,948	29	,165
	kelas B	,163	26	,072	,936	26	,109

a. Lilliefors Significance Correction

According to the table above, there is a table of Shapiro-Wilk, the result of Shapiro-Wilk of the VIII A students is 0,165 and the result of Shapiro-Wilk of the VIII B students is 0,109. As the data of normality showed above, the significant value of both classes are >0,05. Therefore, the students' ability in writing recount text from class VIII A and class VIII B are contributed normal.

D. Data Analysis

The main purpose of this research was to find out the correlation between students' habit in writing a diary and their writing ability in recount text. For that reason, the analysis of these figures is based on correlation research. The figure that students' habit in writing a diary as an independent variable (X) and writing ability in recount text as dependent variable (Y).

The following steps were taken in the analysis of the data.

1. Scoring

2. Students' Answer

3. Students' scores in Questionnaire and the test has been separated.

4. Listing score, Questionnaire for habit diary writing (X) and Essay Writing in recount Text (Y)

5. By using Pearson's Product Moment, this correlation between both data can be achieved. This research aims to find out the correlation between habit in writing a diary and writing skill in recount text, by using Essay writing Test.

   The coefficient of correlation could be positive or negative. The result is positive if the Y variable has higher estimation, meanwhile, it is negative if the X variable has higher estimation than the Y variable.

If Sig is greater than 0,05 (> 0,05) = there is a correlation between the variable X and Y

If Sig is lower than 0,05 (< 0,05) = there is no correlation between the variable X and Y

Here is the formula of coefficient correlation is presented in Table 3.12.

Table 3.12
Criteria of Coefficient Correlation

Coefficient Interval	Relationship Level
0,00 – 0,199	There is very low correlation between the variable X and the variable Y
0,20 – 0,399	There is a low correlation between the variable X and the variable Y
0,40 – 0,599	There is enough correlation between the variable X and the variable Y
0,60 – 0,799	There is strong correlation between the variable X and the variable Y
0,80 – 1,000	There is very strong correlation between the variable X and the variable Y

According to the table, the researcher could categorized the result of correlation between X variable and Y is included to the criteria given.

The researcher used a quantitative study which is correlation study to find the relationship between two variables. The researcher analyzed the data that collected from the students by Product Moment Correlation from Carl Pearson IBM SPSS version 20. The researcher conducted validity, Reliability, and Normality before conducting sample test in order the data was valid, reliable, and normal or not. The researcher used steps to find the test result, they followed as;

1. Validity Test

    The Researcher analyzed validity test to measure the accuracy data or database. The steps to conduct Validity analysis, are:

    a. Open SPSS version 20

    b. Click *data view* and input the score

    c. Next, click *variable view* Control - F the number

    d. Click replace type *VAROW*

    e. Then, type X in "replace with"

    f. Then "replace all". The last number should be analyzed as 'total'

    g. Click *data view - analyze - correlate Bivariat*e

    h. Last click *ok* and the validity analysis result appeared

2. Reliability Test

    The researcher analyze reliability test to completeness and accuracy of data as a measure of how well it can be counted on to be

consistent and free from errors across time and sources. The steps followed as:

a. Open SPSS Program

b. Click *variable view,* change measure to scale.

c. Click *data view*, then input the data score.

d. Then *analyze* click *scale*, then click *reliability analysis.*

e. Click *statistics,* then click *scale if item deleted.*

f. Click *Continue* and *OK* for see the result.

3. Normality Test

Normality test used to find the significance as the data variable that composed with normal distribution. If the test score was higher than 0.05, so the data was normal.[39] The steps followed as:

a. Open SPSS program

b. Then, input the data in *data view*

c. Next click *Analyze* from the top menu then *choose descriptive statistics*, click explore and tick *normality plot* with tests.

d. Next, click *continue* and *OK*

e. Finally, the results appeared in the output window

those are the steps of analyzing the data by using SPSS to find out the Correlation between students' habit in diary writing and their writing ability in recount text.

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[39] Andrew Garth, *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to have to Actually Do It)* (Sheffield: Sheffield Hallam University, 2008), 73.

CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

This chapter presents about the description of the research object, research results, and discussion.

A. Description of The Research Object

Al-Ishlah Islamic junior high school is one of the Al-Ishlah Islamic boarding school. It is located in Jl. Mataram, Jenggawah Subdisctrict, Jember Regency, and 68171 postal code. The history of Islamic boarding school began with the hope to continue the struggle for Islamic values in education among the Jenggawah community. Mr.Ahmad Syadzili started building an Al-Qur'an educational institution in 1985. The enthusiasm of the society was quite large with around 200 students. Then, the leadership of the lodging was continued by Mr. Sirojuddin Ahmad in 1989 because Mr. Ahmad Syadzili moved to Jakarta. As time went by, Al-Qur'an educational institution continued to receive support from the community, proven by the community's trust in educating their childrenat this boarding school.

1. The vision of Al-Ishlah Islamic junior high school is having moral character and bilingual competence

2. School Mission

   The mission of Al-Ishlah Islamic junior high school are:

   Providing learning materials about morals and morality.

   Providing role models with good morals

   Students are required to memorize 5 sentences a day.

Students are required to memorize 5 vocabulary words a day.

Get used to listening to conversations in Arabic.

Get used to listening to conversations in English.

Get used to practicing Arabic speech.

Get used to practicing English speech.

B. Research Results

The researcher applied the questionnaire to the eight grade of MTs. Al-Ishlah which is consisted of 55 students on 21st of November 2023 at 10.55 to 11.35. The questionnaire is about students' habit in diary writing. Before answering the questions, the researcher explained how to answer the form to the students in easy way of communicative and understanding. The allocation time of doing the questionnaire is around 40 minutes. After giving a questionnaire to the VIII B class, the researcher continued to give the similar questionnaire to the VIII A class. It was conducted on 21st of November 2023 at 11.35 to 12.15. The students spent 40 minutes to fully answered the questions form. When the researcher completed the first data, then collected the writing test.

The researcher conducted the writing test to the students of VIII A on 23th of December 2023 at 07.45 to 08.20. The researcher explained what the students had to do in the writing test session. The students were given 40 minutes to do the test according to the instruction from the researcher. It was conducted to know the students skill in writing recount text. So, they wrote their experience or other kind that included to recount text. The researcher

assessed the students' writing skill according to the writing scoring rubric from Brown, they are: Content, Organization, Vocabulary, Grammar, and Mechanics.

The researcher conducted the writing test too to the students of VIII B on 24th of December 2023 at 08.20 to 09.05. The students of VIII B are consisted of 26 students. The researcher explained what the students had to do in the writing test session. The students were given the similar time which is 40 minutes to do the test according to the instruction from the researcher. It was conducted to know the students skill in writing recount text. So, they wrote their experience or other kind that included to recount text. The researcher assessed the students' writing skill according to the writing scoring rubric from Brown, they are: pronunciation, grammar, vocabulary, fluency, and comprehension.

1. **The Correlation Between Students' Habit in Diary Writing by using Indonesian and Their Writing Ability in Recount Text**

In this research, the students' habit in writing diary is the X Variable. The questionnaire form of the students' habit in writing diary included 9 items. The researcher used paper questionnaire to test the students' habit in writing diary. Therefore, the researcher analyzed the score of questionnaire by using descriptive statistic and level category distribution of students' habit in writing diary.

a. Descriptive statistic of Students' Habit in Diary Writing using Indonesian

The researcher used descriptive statistics to get the mean, minimum, and maximum of the score. The result is presented in the table 4.3.

Table 4.1
Descriptive Statistic of Students' habit in Diary Writing using Indonesian
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
kuisioner2	12	21	34	30,50	3,555
Valid N (listwise)	12				

According to the table above, there are 12 students who preferred to use Indonesian for writing diary. The mean of students' score is 30,50. The minimum score is 21 and the maximum score is 34.

b. Interpretation of Students' Habit in Writing Diary using Indonesian

The researcher used 5 level categories very low, low, range, high, and very high for the students' questionnaire score. The result is presented in the table 4.4.

Table 4.2
Level Category of Students' habit in Diary Writing using Indonesian
Kategori

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangatrendah	1	8,3	8,3	8,3
	Rendah	2	16,7	16,7	25,0
	Sedang	4	33,3	33,3	58,3
	Tinggi	3	25,0	25,0	83,3
	sangat tinggi	2	16,7	16,7	100,0
	Total	12	100,0	100,0	

According to the table above, there is 1 student who reached the lowest score. Meanwhile, there are 2 students who reached the low score, 4 students who reached the range score, 3 students who reached the high score, and 2 students who reached the highest score.

c. Descriptive statistic of Students' Ability in Writing Recount Text

The researcher used descriptive statistics to get the mean, minimum, and maximum of the recount text score from two classes. The result is presented in the table 4.5.

Table 4.3
Descriptive Statistic of Students' Ability in Writing Recount Text

Descriptive Statistics

	N	Minimum	Maximum	Mean
kelasA	29	50	100	74,72
kelasB	26	50	84	65,58
Valid N (listwise)	26			

According to the table above, the mean score of VIII A students is 74,72. The minimum score is 50 and the maximum score is 100. Meanwhile, the mean score of VIII B students is 65,58. The minimum score is 50 and the maximum score is 84.

d. Interpretation of Students' Ability in Writing Recount Text

After analyzing the descriptive statistic, then the researcher analyzed the level category distribution of the students' ability in writing recount text that categorized into 5 criteria; lowest, low, range, high, and highest for the students' recount text score. The result of

Level Category Distribution of Students' Ability in Writing Recount

Text is shown in the table 4.6.

Table 4.4
Level Category of Students' Ability in Writing Recount Text
Kategori

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sangat rendah	1	3,4	3,4	3,4
	Rendah	11	37,9	37,9	41,4
	sedang	10	34,5	34,5	75,9
	Tinggi	6	20,7	20,7	96,6
	sangat tinggi	1	3,4	3,4	100,0
	Total	29	100,0	100,0	

According to the table above, there is 1 student who reached the

lowest score. Meanwhile, there are 11 students who reached the low

score, 10 students who reached the range score, 6 students who reached

the high score, and 1 student who reached the highest score.

As a result, the students who preferred to write a diary using

Indonesian collected more a range score which are 4 students. It means

they only have a range or fair ability in writing diary using Indonesian

not higher ability because the students who got highest score there are

only 2 students. Meanwhile the students' ability in writing recount text

is categorized low because the low scores are more collected than the

range scores. So, in this category 1, the correlation between students'

ability in diary writing using Indonesian and students habit in writing

recount text is low.

2. **The Correlation Between Students' Habit in Diary Writing by using Mix language (English – Indonesian) and Their Writing Ability in Recount Text**

a. Descriptive statistic of Students' Habit in Diary Writing using English-Indonesian

The researcher used descriptive statistics to get the mean, minimum, and maximum of the score. The result is presented in the table 4.1

Table 4.5
Descriptive Statistic of Students' habit in Diary Writing using
English-Indonesian
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
kuisioner	40	23	38	32,23	3,752
Valid N (listwise)	40				

According to the table above, there are 40 students who preferred to use English-Indonesian to write diary. The mean of students' score is 32,23. The minimum score is 23 and the maximum score is 38.

b. Interpretation of Students' Habit in Writing Diary using English-Indonesian

The researcher used 5 level categories; lowest, low, range, high, and highest score for the students' questionnaire. The result is presented in the table 4.2.

Table 4.6
Level Category of Students' habit in Diary Writing using English-Indonesian
Kategori

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sangatrendah	1	2,5	2,5	2,5
	Rendah	8	20,0	20,0	22,5
	Sedang	15	37,5	37,5	60,0
	Tinggi	15	37,5	37,5	97,5
	sangat tinggi	1	2,5	2,5	100,0
	Total	40	100,0	100,0	

According to the table above, there is 1 student who reached the lowest score. Meanwhile, there are 8 students who reached the low score, 15 students who reached the range score, 15 students who reached the range score, and 1 student who reached the lowest score.

In this research, the students' ability in writing recount text is the Y Variable. The researcher asked students of VIII A which consisted of 29 students and VIII B students which consisted of 26 students to write recount text to measure their ability in writing recount text. Therefore, the researcher analyzed the score of recount text by using descriptive statistic and level category distribution of students' habit in writing diary

c. Descriptive statistic of Students' Ability in Writing Recount Text

The researcher used descriptive statistics to get the mean, minimum, and maximum of the recount text score from two classes. The result is presented in the table 4.5.

Table 4.7

Descriptive Statistic of Students' Ability in Writing Recount Text

Descriptive Statistics

	N	Minimum	Maximum	Mean
kelasA	29	50	100	74,72
kelasB	26	50	84	65,58
Valid N (listwise)	26			

According to the table above, the mean score of VIII A students is 74,72. The minimum score is 50 and the maximum score is 100. Meanwhile, the mean score of VIII B students is 65,58. The minimum score is 50 and the maximum score is 84.

d. Interpretation of Students' Ability in Writing Recount Text

After analyzing the descriptive statistic, then the researcher analyzed the level category distribution of the students' ability in writing recount text that categorized into 5 criteria; lowest, low, range, high, and highest for the students' recount text score. The result of Level Category Distribution of Students' Ability in Writing Recount Text is shown in the table 4.6.

Table 4.8
Level Category of Students' Ability in Writing Recount Text

Kategori

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	sangat rendah	1	3,4	3,4	3,4
	Rendah	11	37,9	37,9	41,4
	sedang	10	34,5	34,5	75,9
	Tinggi	6	20,7	20,7	96,6
	sangat tinggi	1	3,4	3,4	100,0
	Total	29	100,0	100,0	

49

According to the table above, there is 1 student who reached the lowest score. Meanwhile, there are 11 students who reached the low score, 10 students who reached the range score, 6 students who reached the high score, and 1 student who reached the highest score.

As a result, the students who preferred to write a diary using English- Indonesian collected similar scores of range and high scores which are 15 students. It means they have higher ability than the students who write a diary using Indonesian only. Meanwhile, the students' ability in writing recount text is categorized low as they got low scores in writing recount text. So, in this category 2, the correlation between students' ability in diary writing using English-Indonesian and students habit in writing recount text is categorized low.

C. **Analysis and Hypothesis Testing**

1. **Correlation Research**

The researcher used Pearson Product Moment formula to find the correlation between two variables that are students' habit in diary writing and students' ability in writing recount text. The result of the calculation is shown in table 4.8.

Table 4.9
Test of The Correlation between two variables
using Pearson Product Moment
Correlations

		X	Y
	Pearson Correlation	1	.137
X	Sig. (2-tailed)		.318
	N	55	55
	Pearson Correlation	.137	1
Y	Sig. (2-tailed)	.318	
	N	55	55

According to the table above, the score of the sig.2 tailed of Y and X is 0.318 which is > 0.05. So the correlation between students' habit in diary writing and their writing ability in recount text is categorized low, Moreover, the coefficient of the correlation is categorized very low as the score is 0.137.

2. **Hypothesis Testing**

When the researcher found out the result of normality test and Pearson product Moment, the researcher continued to test the hypothesis. The researcher is aimed to answer the hypothesis whether it is accepted or rejected. The formula of hypothesis followed as:

a. Alternative Hypothesis (Hª)

There is a significant correlation between students' habit in diary writing and their ability in writing recount text.

b. Null Hypothesis (H°)

There is no significant correlation between students' habit in diary writing and their ability in writing recount text.

The assumptions of the correlation research are:

1) If the result of calculation data rxy is smaller than $r_{rable,}$ rxy $r_{table,}$ so (Ho) null hypothesis is accepted and alternative hypothesis (Ha) rejected.

2) If the result of calculation data is more than significance that the $r_{table,}$ rxy $t_{table,}$ so the null hypothesis (Ho) is rejected if the significance values (Ha) accepted.

Based on the result of correlation calculation, the researcher stated that "There is a significant correlation between students' habit in diary writing and their ability in writing recount text."

D. Discussion

The researcher did this research is to find the correlation between students' habit in diary writing and their ability in writing recount text. There are two classes that the researcher chose for the research object, those are VIII A and VIII B. The researcher used two instrument test; questionnaire and writing test. The researcher gave the questionnaire to the VIII A students and VIII students with the allocation time 40 minutes. After giving a questionnaire, the researcher asked the teacher for students' writing in recount text's score. After collecting the data, then the researcher analyzed the

descriptive statistic and level category distribution of the questionnaire score and writing test score.

According to the descriptive statistic result of students' habit in diary writing, there are 40 students who preferred to use English-Indonesian to write diary. The mean of students' score is 32,23. The minimum score is 23 and the maximum score is 38. Meanwhile, there are 12 students who preferred to use Indonesian for writing diary. The mean of students' score is 30,50. The minimum score is 21 and the maximum score is 34. However, according to the descriptive statistic result of students' ability in writing recount text, the mean score of VIII A students is 74,72. The minimum score is 50 and the maximum score is 100. Meanwhile, the mean score of VIII B students is 65,58. The minimum score is 50 and the maximum score is 84.

Moreover, the result of Normality test using Shapiro-Wilk for the VIII A students is 0,165 and the result of Shapiro-Wilk of the VIII B students is 0,109. As the data of normality showed above, the significant value of both classes are >0,05. Therefore, the students' ability in writing recount text from class VIII A and class VIII B are contributed normal. After finding the data showed normally, the researcher used to calculate the data by using Pearson Product Moment. The researcher found that there is positive correlation between students' habit in diary writing and their ability in writing recount text. The significant 2-tailed of students' diary writing habit and students' writing ability is 0.012<0.05, means that there is positive correlation if the significant 2-tailed is lower than 0.05. Then, the Pearson correlation value is

0.337 means there is low correlation between students' diary writing and students' writing ability in the eighth grade students of Al-Ishlah Islamic junior high school. So, the students' writing score does not really all reflect their habit in diary writing by using English- Indonesian and Indonesian.

According to the previous studies reviewed by Jenny Elvina Manurung[40] that writing is the process of expressing ideas, thinking, or feeling in words on the piece of paper, transferring information and massage in grammatical sentence that expressed in the text. Moreover, faiqoh and Abdul Ghofur[41] stated that a way to have a good writing is a practice. The more students practice their writing the more they have a good quality in writing. So, they need a media to create writing habit. Sri Yustika Amelia[42] that students' habit in writing a diary has a correlation with achievement in composing skill of descriptive text. It means that students who familiar with writing a diary or on another writing activity has the high score. So, it can be interpreted that if students have no good habit in writing diary, their writing skill in recount text are not good either.

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[40] Jenny Elvina Mnurung, *The Correlation Reading Comperehension and Writing Ability of Students of SMA Negeri 11 Palembang*, 2020.

[41] Faiqoh, Abd Ghofur, *The Correlation Between Writing Diary Habit and Students' Writing Skill on Paragraph at Aphrodite English Club (AEC) Annuqoyyah Islamic Boarding School, Indonesia.* 2021.

[42] Sri Yustika Amelia, *The Correlation Between Students' Habit In Writing a Diary and Achievement in Composing Skill of Descriptive Text,* 2020.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion of this study and suggestion for English teacher and for further researcher.

A. Conclusion

The research results and discussion in the chapter four showed that there was a positive correlation between students' habit in diary writing and their writing ability in which the value of $r = 0.337$. It means there is low correlation between students' diary writing and students' writing ability in the eighth grade students of Al-Ishlah Islamic junior high school. So, the students' writing score does not really all reflect their habit in diary writing by using English- Indonesian and Indonesian. As a result, the students who frequently writing diary by using English- Indonesian is not necessary mean that they will have a good writing in recount text.

B. Suggestion

There are some recommendations for whoever relates to this research, they are:

1. For The English Teacher

The teacher is able to use diary writing to teach students' writing skill, as it could improve students' writing mastery. They are able to practice more in writing a diary and participate more in the writing class activity.

2. For The Next Researcher

The researcher hopes this research gives some benefits for the next researchers to create better and interactive teaching technique in the English class. Also, this research as a guide for future research with varied objectives, samples, and methodologies.

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Appendix 1

DECLARATION OF AUTHORSHIP

The Undersigned below:

Name	: Icha Septi Anggraeni
NIM	: T20196158
Program	: English Education Department
Faculty	: Tarbiyah and Teacher Training
Institution	: State Islamic University of Kiai haji Achmad Siddiq Jember

States that the undergraduate thesis entitled "The Correlation Between Students' Habit in Diary Writing and their Writing ability in Recount Text at Eight Grade of MTs Al-Ishlah Jenggawah" is truly my original work. It doesn't incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Due to the fact; I am the only person who is responsible for this thesis if there is any objection of claim from other.

Jember, June 6th, 2024
The Writer

Icha Septi Anggraeni
SRN.T20196158

Appendix 2

RESEARCH MATRIX

Title	Variable	Variable Indicators	Data Resources	Research Method	Research Questions and Hypothesis
1	2	3	4	5	6
The Correlation Between students'Habit in Diary Writing and Their Writing Ability in Recount text at Eight Grade of MTs Al-Ishlah Jenggawah Jember	Independent Variable: Students' Habit in Diary writing Dependent variable: Students'writing ability in recount text	-Content -Vocabulary -Grammar -Mechanics	Eighth Grade Students of Islamic Junior High School of Al-Ishlah Jenggawah	-Research Approach: Quantitative Research -Data Collection: Questionnaire and Test -Data Analysis Method: Normality Test, and Pearson Product Moment.	Research Questions: - Is there any Correlation between Students' Habit in Diary Writing habit using Indonesian and their Writing ability in Recount Text at Eight grade Students'? - is there any correlation between students' habit in diary writing habit using mix language (English-Indonesian) and their writing ability in recount text at Eight grade Students? Hypothesis: -H^0 : There is no positive correlation between Students' habit in Diary writing and Their Writing ability in Recount text at Eight grade of MTs Al-Ishlah Jenggawah Jember. -Hª: There is positive correlation between Students' habit in Diary Writing and their Writing ability in Recount text at Eight grade of MTs Al-Ishlah Jenggawah Jember.

Appendix 3

RESEARCH JOURNAL

No	Day/ Date	Research Activity	Signature
1.	November, 20th 2023	Submission of research permission letter to the headmaster of Al- Ishlah Islamic junior high school	
2.	November, 21th 2023	Class observation and interview with Mrs. Febriyani as the English teacher at Al-Ishlah Islamic junior high school	
3.	November, 22nd 2023	Giving Questionnaire to the Students of VIII A & VIII B	
4.	November, 23rd 2023		
5.	November, 25th 2023	Giving Writing test of Recount Text which held by The Teacher to the students of VIII A & VIII B	
6.	November, 26th 2023		
7.	November, 27th 2023		
8.	November, 28th 2023		
9.	November, 29th 2023	Go to the teacher to ask the data of Writing Test of Recount Text	
10.	November, 30th 2023	Final research and asking for final research completion letter	

Jember, November 30th 2023

Acknowledgment,

The Headmaster of MTs. Al- Ishlah

Researcher

Muhammad Syafi`i,S.Pd

Icha Septi Anggraeni

Appendix 4
Research Permitting Letter

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

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

Nomor : B-4366/In.20/3.a/PP.009/10/2023
Sifat   : Biasa
Perihal : Permohonan Ijin Penelitian

Yth. Kepala Mts Al-Ishlah Jenggawah Jember
Jl. Mataram, No. 7 RT. 18 RW. 2, Jenggawah, Jember.
    Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan,
maka mohon diijinkan mahasiswa berikut :

NIM	:	T20196158
Nama	:	ICHA SEPTI ANGGRAENI
Semester	:	Semester sembilan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai & quot;The Correlation Between Students' Habit in Diary Writing and Their Writing in Recount Text at Eighth Grade of MTs Al-Ishlah Jenggawah Jember. & quot; selama 14 (empat belas) hari di lingkungan lembaga wewenang Bapak/Ibu Muhammad Syafi'i, S.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 25 Oktober 2023 an.
Dekan,
Wakil Dekan Bidang Akademik,

MA'SHUDI

Appendix 5
Research Accomplishment Letter

YAYASAN PENDIDIKAN AL-ISHLAH
MADRASAH TSANAWIYAH AL-ISHLAH JENGGAWAH
NSM : 121235090045   NPSN : 20581482
Jalan Mataram No. 7 RT. 18 RW. 02 Jenggawah Jember JawaTimur
Email:mts.alishlah.jenggawah@gmail.com Telp/Hp:082244018954

SURAT KETERANGAN PENELITIAN

NOMOR: 097/A.1/B/PP.AI/II/2023

Kepala Sekolah MTs Al-Ishlah Jenggawah, menerangkan dengan sebenarnya:

Nama   : Icha Septi Anggraeni

Nim   : T20196158

Program Studi : Tadris Bahasa Inggris

Jenjang   : S1

Perguruan Tinggi : Universitas Islam Negeri Kiai haji Achmad Siddiq Jember

Telah mengadakan penelitian di madrasah kami, dari tanggal 20 November 2023 s/d 30 November 2023 dalam rangka penyusunan skripsi dengan judul :

The Correlation Between Students' Habit in Diary Writing and Their Writing Ability in Recount Text at Eight Grade of MTs Al-Ishlah Jenggawah Jember

Demikian surat keterangan ini dibuat dengan sebenar-benarnya kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Jenggawah, 05 Desember 2023
Kepala
MTs Al-Ishlah Jenggawah

MUHAMMAD SYAFI'I, S.Pd

Appendix 6
The Blueprint of Questionnaire for Students' Habit in Diary writing
Questionnaire about Student's habit in Diary Writing
Put a check mark (√) to the answer that suits you

No	Statement	6-7	4-5	2-3	1	0
1	Berapa kali anda menulis diary dalam seminggu?					
2	Menulis adalah salah satu hobi saya	Strongly agree	Agree	Netral	Disagree	Strongly Disagree
3	Saya suka menulis diari					
4	Saya mempunyai buku diari saya sendiri					
5	Saya juga menulis jadwal Pelajaran dan tugas di buku diari					
6	Saya menulis kegiatan sehari hari saya di buku diari saya					
7	Saya hanya menulis pengalaman saya di buku diari saya					
8	Saya merasa tenang dan senang setelah menulis di buku diari saya					
9	Setiap menulis Diary, biasanya saya menulis minimal 1 halaman					

Jika kamu terbiasa menulis diary, Bahasa apa yang kamu gunakan? Bahasa Inggris, Bahasa Indonesia, atau Bahasa Campuran (Inggris & Indonesia)? Answer :

Appendix 7

Students' Habit in Diary Writing Scores

NO	Student's Initial	student's answer									Total Score
		1	2	3	4	5	6	7	8	9	
1	AFI	2	5		4	2	3	3	3	4	26
2	AN	4	3	4	5	3	1	3	5	3	31
3	AS	3	3	3	4	2	2	4	4	3	28
4	AY	3	3	4	2	3	3	4	5	4	31
5	BAS	4	4	4	5	2	3	4	3	5	34
6	CA	3	3	4	5	4	5	5	5	3	37
7	DIA	3	4	5	5	2	3	3	4	3	32
8	FF 1	2	4	3	4	4	3	5	3	4	32
9	FF 2	2	4	3	5	4	4	4	3	2	31
10	GIH	4	4	3	5	2	4	3	3	4	32
11	HDR	5	4	4	5	2	3	4	5	4	36
12	HF	2	2	3	4	3	1	3	3	2	23
13	HJ	4	3	5	5	3	2	3	5	4	34
14	IA	2	3	4	5	5	5	3	3	3	33
15	IKN	4	3	5	5	2	3	3	5	3	33
16	JNA	4	4	4	4	4	4	4	4	4	36
17	JSK	3	3	3	4	2	2	4	5	2	28
18	KFMA	5	4	5	5	3	3	5	4	4	38
19	KZAM	4	3	4	4	3	4	2	5	3	32
20	LAIS	3	4	4	4	2	3	3	2	3	28
21	LB	4	5	4	5	1	4	4	3	3	33
22	MNA	3	2	5	5	1	2	4	3	2	27
23	NAP	5	3	5	5	5	3	4	2	5	37
24	NF	5	5	5	5	2	3	3	4	5	37
25	NR	2	5	4	5	3	3	5	5	3	35
26	NSA	3	3	4	4	4	4	5	5	4	36
27	OWJ	3	3	4	5	2	4	2	5	5	33
28	RRP	2	3	2	3	3	2	3	4	2	24
29	RZ	3	3	3	3	2	2	3	5	2	26
30	SA	5	3	4	5	2	2	5	4	4	34
31	SAM	3	5	4	5	2	4	5	4	3	35
32	SPA	5	4	4	5	2	3	3	5	3	34
33	SY	3	3	3	4	3	3	3	3	3	28
34	SZ	3	4	4	5	3	3	4	4	4	34
35	UA	3	2	3	4	5	5	5	5	5	37
36	WRS	2	3	3	5	4	5	5	3	3	33
37	ZA	4	4	4	5	3	4	5	3	5	37

38	ZAN	3	3	3	4	3	3	4	3	2	28
39	ZSF	2	4	3	4	4	4	4	3	3	31
40	ZV	3	5	3	4	2	3	5	3	4	32
41	ANS	3	4	5	5	2	3	3	4	4	29
42	BAL	2	3	4	5	4	3	3	4	3	19
43	CASPM	3	4	3	5	2	3	5	4	1	33
44	DWS	2	3	2	4	2	2	3	1	2	30
45	FKZ	3	5	3	5	3	4	5	5	1	27
46	HNA	4	3	4	5	2	3	4	5	3	26
47	HS	2	5	3	2	3	4	3	5	1	29
48	MP	3	2	4	5	4	2	2	4	4	27
49	NANR	3	3	4	5	3	2	4	5	3	31
50	NQ	3	4	2	5	3	3	4	3	2	27
51	SAM	3	3	4	5	2	5	4	5	3	34
52	SESN	3	3	3	4	4	3	4	3	4	31
53	sigma	167	186	192	238	152	170	204	211	177	1629

Appendix 8
Distribution of value r table 5% and 1% significant

N	The Level of Significance		N	The Level of Significance	
	5%	1%		5%	1%
3	0.997	0.999	38	0.320	0.413
4	0.950	0.990	39	0.316	0.408
5	0.878	0.959	40	0.312	0.403
6	0.811	0.917	41	0.308	0.398
7	0.754	0.874	42	0.304	0.393
8	0.707	0.834	43	0.301	0.389
9	0.666	0.798	44	0.297	0.384
10	0.632	0.765	45	0.294	0.380
11	0.602	0.735	46	0.291	0.376
12	0.576	0.708	47	0.288	0.372
13	0.553	0.684	48	0.284	0.368
14	0.532	0.661	49	0.281	0.364
15	0.514	0.641	50	0.279	0.361
16	0.497	0.623	55	0.266	0.345
17	0.482	0.606	60	0.254	0.330
18	0.468	0.590	65	0.244	0.317
19	0.456	0.575	70	0.235	0.306
20	**0.444**	0.561	75	0.227	0.296
21	0.433	0.549	80	0.220	0.286
22	0.432	0.537	85	0.213	0.278
23	0.413	0.526	90	0.207	0.267
24	0.404	0.515	95	0.202	0.263
25	0.396	0.505	100	0.195	0.256
26	0.388	0.496	125	0.176	0.230
27	0.381	0.487	150	0.159	0.210
28	0.374	0.478	175	0.148	0.194
29	0.367	0.470	200	0.138	0.181
30	0.361	0.463	300	0.113	0.148
31	0.355	0.456	400	0.098	0.128
32	0.349	0.449	500	0.088	0.115
33	0.344	0.442	600	0.080	0.105
34	0.339	0.436	700	0.074	0.097
35	0.334	0.430	800	0.070	0.091
36	0.329	0.424	900	0.065	0.086
37	0.325	0.418	1000	0.062	0.081

Appendix 9
The blueprint of Writing Test for Students' Writing Ability in Recount Text

Name   **:**   **Class**   **:**   **Please, Write down your daily activity, or your experiences in Recount Text Below!**

Appendix 10
Teacher's Scoring Rubric for Writing test

Components of Writing	Score	Level	Indicators	Weighting
Content (C)	4	Excellent	Present the information well chosen details across the paragraph	
	3	Good	Present the information with details in parts of the paragraph	3
	2	Fair	Present the information with some details	
	1	Poor	Present no clear information	
Vocabulary (V)	4	Excellent	Good in vocabulary choice	
	3	Good	Error in vocabulary choice are few and do not interfere with understanding	
	2	Fair	Error in vocabulary choice are and sometimes they interfere with understanding	2.5
	1	Poor	Many error in vocabulary choice that severally interfere with understanding	
Grammar (G)	4	Excellent	Good in grammar	
	3	Good	Error in grammar choice are few and do not interfere with understanding	
	2	Fair	Error in grammar choice are and sometimes they interfere with understanding	2.5
	1	Poor	Many error in grammar choice that severally interfere with understanding	
Mechanics (M)	4	Excellent	Good in spelling, punctuation and capitalization	
	3	Good	Error in spelling, punctuation and capitalization are few	
	2	Fair	Error in spelling, punctuation and capitalization, and sometimes interfere with understanding	2
	1	Poor	Error in spelling, punctuation and capitalization and severely interfere with understanding	

Final Score : $\frac{3C+2.5V+2.5G+2M}{40} x100$

Appendix 11
The Writing Test in Recount Text Score

CLASS A RECOUNT TEXT	VALUE	CLASS B RECOUNT TEXT	VALUE
AINUN	60	AIDA	70
AIRIN	80	AINUR	65
ALFIATUS	75	AISYAH	65
ALFIRA IMAMAH	90	AISYAH	68
AMELIA	85	ALLUTFIA	75
BINTANG AURA	70	AZIZAH	50
BUNGA	75	FANI KASI	61
CHAMELIA	75	FIKA	71
DEVI IKE	65	GEISHA	70
DINI	75	HOLILATUL	65
FELA FILIANA	90	INTAN	70
FELI FILIANI	88	KALILA	60
HAPPY DWI	65	LINA	68
HUMAIROH	50	MEHLIKA	65
HUMAIROTUS	71	MEISYA	71
JIHAN	100	NAJMA	50
KARINA	75	NELLY	65
NADIA ULFA	70	NINGSIH	60
NOVELISA	70	NOVIA	50
NURUL	88	NUR SYIFATUL	71
OKTAVIA	75	SITI SOLEHA	60
RINA	75	SUKMA PUJI	84
RONA	65	SYARIFAH	60
SYAFA AMIRA	70	ULFIATI	75
WIRANDA	90	ZAHWA	71
ZAHRA	70	ZHAFIRA	65
ZAHROTUS	75		
ZULFA ANIS	65		
ZULFA ULIN	65		

Appendix 12

EXPERT OF VALIDATION SHEET TEST

School : MTs Al-Ishlah	Topic : Recount Text
Lesson : English	Date : 25th of November 2023
Class : VIII	Allocation Time : 35 Minutes

Directions !

Please, Write down your daily activity, or your experiences in Recount Text Below!

Jember, 25th of November 2023

Habibah Febriyani, S.Pd

Appendix 13

AUTOBIOGRAPHY

Personal Information

Nama	: **Icha Septi Anggraeni**
SRN	: **T20196158**
Gender	: **Female**
Place, Date and Birth	: **Jember, 10th of September 1999**
Address	: **Jenggawah - Jember**
Religion	: **Islam**
Department / Major Courses	: **English Department**

Educational Background

2004 – 2006	: **TK Al-Barokah**
2006 – 2012	: SDN Sruni 02
2012 – 2015	: SMP Nurul Jadid
2015 – 2018	: MA Nurul Jadid