

APPROVAL

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: THE ADVANTAGES OF DAILY JOURNAL WRITING Title

> TEACHING RECOUNT TEXT FOR THE FIRST IN

> GRADE STUDENTS AT MA NEGERI 1 KOTA

MOJOKERTO

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ABSTRACT

Riya Pebriana Jamiarsih. D05207077. 2011. The advantages of daily journal writing in teaching recount text for the first grade students at MA Negeri 1 Kota mojokerto. English Department, Tarbiyah Faculty, State Institute for Islamic Studies.

Dra. Arbaiyyah Ys, MA

Keyword: journal, daily journal writing, writing, recount text,

This research is about using daily journal writing to teach recount text of first grade student at MAN 1 Kota Mojokerto, the purpose of the study are the get information on the advantages daily journal writing in teaching recount text and how the teacher implemented the daily journal in teaching recount text.

The research design is descriptive qualitative. The subject of this research is the teacher and the student of first grade student in MAN 1 Kota Mojokerto. She was inviting to participate of this research because the students have some problem in writing. The research instrument used observation guidance, documentation, questioner guidance, and interview guidance. The data are collected by observation in a class, interview to the English teacher, documentation from the school, and questioner is supporting instrument for gained supporting data of the students' responds.

The result of the research, there are many advantages of using writing daily journal in teaching recount text of MAN 1 Kota Mojokerto. The advantages are the technique helped to student in learning English, student become easy to write in using daily activities, because they have enough vocabulary, the technique effective for teaching learning make student motivated to write well, student easy to arrange a simple paragraph with their vocabulary.

Finally, it is expected to give useful contribution to the teacher and the students in English teaching learning process in addition, this study is expected to help the other researcher as reference if they want to conduct the similar study about writing daily journal with different aspect of teaching learning.

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CHAPTER I

INTRODUCTION

This chapter presents such topics as: background of the study, problems of the study, objective of study, scope and limitation, significance of the study, definition of key term and thesis organization.

A. Background of The Study

In Indonesia, English is one of the important subjects. It has been taught since elementary school up to university level. Moreover, in big cities English has been taught since kindergarten. It is one of the effects of the importance of English. Learners know that exploring and learning English are master and favor them, because they will know international business, technology, science, travel or tourism, and culture.

In learning English, students need to comprehend all the things that they have received. Parrott says, comprehension involves extracting meaning from a text, from participating in a conversation or from listening to a person or people speaking. The kinds of meaning which are extracted, and the ways in which they are extracted will depend on the purposes which underlie the reading, interacting or listening.

¹ Parrot, Marfin. Tasks for Language Teachers. (United Kingdom: Cambridge University Press 2002). Page 54

For Indonesian students, understanding English is not easy because it is different from their native language, Indonesian. The differences are found in the system of sound, vocabulary and structure. These differences may bring some problems in learning language and will influence the students' acquisition in mastering English. The objective of English instruction is to develop students' communicative competence.

According to Hamps-Lyons and Heasley, when we learn a second language, we learn to communicate with other people, with their language. To understand their language, we talk with them, read what they write their language. The fact that people frequently have to communicate with each other in writing is one of the reasons to master writing skill.

Writing is clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired. Few people write spontaneously, and few feel comfortable with a formal writing task intended for the eyes of someone else. When the 'someone else' is a teacher, whose eye may be critical, and who indeed may assign a formal assessment to the written product, most people feel uncomfortable. It makes sense then, that the atmosphere of the writing classroom should be warm and supportive, and non-threatening. It helps if the teachers show willingness to write too, and to offer their attempts for class discussion along with those of the students. Writing is commonly seen as a threestage process: pre-writing, writing and rewriting. Although this is very much oversimplification, it is a helpful one. In the past, teachers concentrated on the end of the second stage, i.e. after the writing had been done. They did not see how they could intervene at the pre-writing and writing stages, as rewriting was seen only as 'correcting the mistakes'. We now understand the importance of all three stages as part of The writing process, and try to help the students master the process by participating in it with them, rather than contenting ourselves with

criticizing the product, i.e. the composition, without knowing much about how it was arrived.²

Writing is a kind of expression media and a mean of communication. That is why writing is very essential to be learned by student to make good relationship with other people. There are many kinds of writing activity that we do, for example final paper, research paper, poetry, short or long story, passage or short massage and recount text. There are various ways to organize the sentences in a piece of writing text. One of them is recount text. Recount text is the form of text that aims at retelling events for the purpose of informing or entertaining. In the recount text, the sentences are usually organized according to time order or chronological order. One thing happens and then another thing happens, and the events are told in the same order.

This study uses daily journal writing in teaching recount text, because students have adequate vocabulary, and reflect on their idea, by daily journal writing students will find it easier to write. Anything written by human beings is creative to some extent. ³

Based on the interview with the English teacher at MAN 1 Mojokerto, I could identify the problems faced by the students related with writing skill. The difficulty faced by the students can be seen in writing a simple paragraph; firstly the students get difficulty in exploring their ideas into words. Secondly In writing simple paragraph students often chooses inappropriate words. In other words, the

³ Robert keith miller, Motives for Writing (McGraw-Hill Companies)p: 609

² Nunan, David. 1998. Language Teaching Methodology. Sydney: Prentice Hall Regents

students haven't used the right diction. Thirdly the students can't make a good word order in simple sentences yet. Finally, the students have low vocabulary mastery.

Based on phenomenon above the researcher chooses MA Negeri 1 Kota Mojokerto as a subject to do this research because in this school she found an interesting problem especially in writing. The researcher found information from the English teacher that the teacher has implemented daily journal writing for students' writing activity. The researcher will investigate the first grade students of MA Negeri 1 Kota Mojokerto to know the advantages and the process of learning activity in writing class using daily journal writing as a technique in teaching recount texts.

So, this research is conducted on the title: THE ADVANTAGES OF DAILY JOURNAL WRITING IN TEACHING RECOUNT TEXTS FOR THE FIRST GRADE STUDENTS AT MA NEGERI 1 KOTA MOJEKERTO.

B. Problem of the Study

From the background above, THE ADVANTAGES OF DAILY JOURNAL WRITING IN TEACHING RECOUNT TEXT FOR THE FIRST GRADE STUDENTS AT MA NEGERI 1 KOTA MOJEKERTO, the researcher formulates the problem as the following:

1. How is the implementation of daily journal writing in teaching recount text for the first grade students at MA Negeri 1 Kota Mojokerto?

2. What are the advantages of daily journal writing in teaching recount text for the first grade students at MA Negeri 1 Kota mojokerto?

C. Objective of the Study

According to the problem of the study, the writer has some purposes:

- 1. To describe the implementation of daily journal writing to teach recount text for first grade at MA Negeri 1 Kota Mojokerto
- 2. To know what are the advantages of daily journal writing in teaching recount text of first grade at MA Negeri 1 Kota mojokerto

D. Scope and Limitation

This study focuses on the learning process and the advantages of daily journal writing in teaching recount text. So that, the researcher will do the action research with the limitations bellow:

The objects of this research are the teachers and the first grade students of MA Negeri 1 kota mojokerto. There are four English teachers in this school, who teach in the different classes. The writer chooses one English teacher that has already used daily journal in his -learning process in writing as a subject of this research. The teacher uses his own strategies in the -learning process using daily activities writing. The writer chooses the first grade students because they have difficulties in writing especially in recount text.

- The research will focus on the advantages of daily journal writing in writing skill especially in recount text for the first grade students of senior high school.

E. Significance of the study

- Readers know the advantage of using daily activities in teaching recount text.
- Students can easily to explore their idea by using daily activities writing.

F. Definition of key term

- 1. Journal is a daily written record of (usually personalExperiences)⁴
- 2. Daily journal writing is writing daily activities based on students experience in their own life. Students' own writing wich records their thought, and their ideas.⁵
- 3. Writing is productive skills besides speaking, in which user require the ability to produce language both spoken and written⁶. students explore their mind on daily journal
- 4. Recount text is text that tells the students' own experiences. It can also be found in personal letter, biography, and history. The students story in their daily activities on students experience

Jeremey, harmer. How to teach English(Harlow: Longman.1998) page 44

⁴ http://www.thefreedictionary.com/piece+of+writing

⁵ Brown, principles of Language Learning and Teaching, (San Francisco University, 2000)page18

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G. Thesis Organization

The thesis organization consists of:

Chapter I: Introduction

The first chapter is introduction. This chapter discusses about background of the study, statement problem of the study, objective of the study, significance of the study, definition of key terms, and thesis organization.

Chapter II: Review of Related Literature

This chapter explains about the some previous of study, review of learning English, review of writing skill that consists of: the definition of writing, the importance of writing in language. The kinds of writing is taught in SMA/MA, the purpose of writing, the criteria of good writing, the definition of recount text and the last definition of daily journal writing

Chapter III: Research Method

In this chapter, research of methodology is presented. The research method consists of research design, research subject, research setting, and source of data, data collection technique, instrument of data collection, and data analysis technique.

Chapter IV: Result and discussion

The researcher describes the result in this research, and discusses about findings and data analysis

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Chapter V: Conclusions

The conclusion of this research has been done by the researcher.

Here the writer also gives suggestions for the future writers on

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Preview of Previous Study

The first research that was done by Nurul Farida with title Using Dairy Writing to Improve Students' Writing Skill, her research used descriptive study. The significance of the study was to know of the language use and the mechanic use by students. The second research was done by Neneng Nauziyah she useed the study experiment research. She conducted the study as the way to know the effectiveness of using that technique and to know the content, the organization, vocabulary, and the language use.

Those researchers have similarity about mechanics which is they used dairy writing to improve students' writing skill. This research also used daily activities in teaching recount text. Moreover, this research focuses on the advantages of daily activities writing.

Another research was done by ULFAH FITRI IKAYATI in 2010 entitled "Writing Recount through Daily Activity" in her conclusion, the improved technique the students' writing ability. However, this study has a different research design. She used Classroom Action Research (CAR).

This study used daily activities in teaching recount text from with the researcher will know the advantages of daily journal writing as a technique in writing especially in recount text.

B. Review of Learning English

According to Brown learning has many definitions, such as:

- 1) Acquisition or getting.
- 2) Retention of information or skill.
- 3) Retention implies storage system, memory, cognitive organization.
- Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- 5) Learning is relatively permanent but subject to forgetting.
- 6) Learning involves some form of practice, perhaps reinforced practice.
- 7) A change of behavior.⁶

Language learning is very important. It is used in daily activities, especially for communication.⁷ The ability is the most important thing in this world. From this ability, learner can learn, practice, and understand the lesson. Learning is also the key of education. English is considered a symbol of modernization, a key to expand functional roles. It is also believed that English contributes to another type of transmutation: it internationalizes one's outlook.⁸

In learning English, students need to comprehend all the things that they have received. Parrott says, comprehension involves extracting meaning from a text, from participating in a conversation or from listening to a person or people

⁶ Brown. Douglas. Principle of Language Learning And Teaching. New York: Mc Millan Publishing Company 2000 page 7
⁷ Ibid. Page 5

⁸ Kachru, Braj. The Alchemy of English. The Spread, Functions, and Models of Non-Native English. Urbana & Chicago: University of Illinois press 1990.page 1

speaking. The kinds of meaning which are extracted, and the ways in which they are extracted will depend on the purposes which underlie the reading, interacting or listening.⁹

Beliefs, goals, and expectations for success and failure can enhance or interfere with the learner's quality of thinking and information processing. Students' beliefs have a marked influence on their motivation. Positive emotions, such as curiosity, generally improve motivation and facilitate learning and performance. ¹⁰

From several theories above, it can be said that learning English is very important. By learning English, learners will get some advantages there are learner can interactive with other people with their language by use English language. Learning also needs motivation because motivation will drive learner to do something better. Motivation as psychological aspect takes an important part and is influential for the learner. Therefore, learners must have motivation, goal and interest in learning process

C. Review of Writing Skill

Writing is one of the four language skills that should be mastered in learning English. It belongs to productive skills besides speaking, in which the language

Parrot, Marfin.Tasks for Language Teachers. United Kingdom: Cambridge University Press 2002. Page 54

¹⁰ Santrock, J.W. Educational Psychology. New York: Mc. Millan Publishing Company. 2001. Page371

users require the ability to produce language both spoken and written¹¹. There are several definitions of writing stated by some experts. The first definition is stated by Byrne that writing is an act of forming graphic symbols, or making marks on flat surface of some kind. Graphic symbols here include letters or combinations of letters that relate to the sound people make when they speak. The symbols have to be arranged, according to certain conventions, to form words, sentences, and/or paragraph ¹²

In line with Byrne, there is also definition of writing from wikipedia.com. Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and the recording of language via a non-textual medium such as magnetic tape audio.¹³

Writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Writing is most likely to encourage thinking and learning when students view writing as a process. Students' writing ability refers to the students' competence in applying

¹¹ Harmer, Jeremy. 1998. How to Teach English. Harlow: Longman (198 page 44)

¹² Byrne, Don. Teaching Writing Skill. London: Longman. 1997.page 1

¹³ Sarinten, Improving Students' Skill In Writing Narrative Text Through Picture Series (An Action Research at the Eighth Grade of SMP Negeri 1 Cawas, Klaten in the Academic Year of 2009/2010). Thesis S1 (Digilib. Sebelas Maret university, Surakarta 2011).page 20.

the components of writing including content, organization, vocabulary, language use (grammar), and mechanism.¹⁴

According to Celce-Murcia, writing is an act of communication that requires an interaction process which takes place between the writer and reader via text¹⁵. In other words, writing is an activity that requires communicative or interactive process between writer and reader.

From the definitions above, it can be concluded that writing is a complex process of forming graphic symbols or making marks on flat surface to explore thoughts and ideas as representation of language in a textual medium.

1. Writing

a) The Importance of Writing in Language

The fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of their second-language curriculum. There is an additional and very important reason such as; writing helps the students learn. How? First, writing reinforces the grammatical structures, idioms, and vocabulary that they have been the students. Second, when the students write, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risk. Third, when they write, they necessarily

¹⁴ Jacobs, H., et al. *Testing ESL Writing: A Practical Approach*. Rowley Mass.: Newbury House Publisher. 1981. Page 60

¹⁵ Celce-Murcia, Marianne. 2001. Teaching English as Second or Foreign Language, Third Edition. USA: Thomson Learning Inc.2001. page 207

become very involved with the new language; the effort to express ideas and the constant use the eye, hand, and brain is a unique way to reinforce learning. As writers struggle with what to put down next or how to put it down on paper, they often discover something new to write or a new way of expressing idea. They discover a real need for finding the right word and the right sentence. The close relationship between writing and thinking makes writing a valuable part of any language course. ¹⁶

The most important reason for writing, of course, is that is a basic language skill, just as important as listening, speaking, and reading. Students need to know how to write letters, how to put written reports together, how to replay to advertisement and increasingly, how to write using electronic media. They need to know some of the writing's special conventions (punctuation, paragraph, construction etc.) just as they need to know how to pronounce spoken English appropriately. Part of the teacher's job is to give them that skill since the students do not automatically posses writing competence, they have to learn and practice it¹⁷. In writing activity, the student needs not only the correct application of linguistic aspect but also the ability to organize ideas or thoughts well.

¹⁶ Raimes, Technique in Teaching Writing. Oxford: Oxford University Press. 1983. page 3

¹⁷ Harmer, Jeremy. How to Teach English. Harlow: Longman, 1988 page 79

According to Harmer the reasons for writing to students of English as a foreign language are reinforcement, language development, learning style and most importantly, writing as a skill in its own right. ¹⁸

- 1) Reinforcement: some students acquire languages in a purely oral/aural way, but most of them benefit greatly from seeing the language written down. Students often find it useful to write sentences using new language shortly after they have studied it.
- 2) Language development: it deals with the process of writing itself. The mental activity the students have to go through in order to construct proper written texts is all part of the ongoing learning experience.
- Learning style: writing is appropriate for learners who produce language in a slower way.
- 4) Writing as a skill: by far the most important reason for writing is that it is a basic language skill, just as important as speaking, listening, and reading.

From the explanation above, it can be concluded that the writing skill is very important and needed by the students. It will help students learn. The writing process, there should be good coordination among hand, brain, and eyes at the same time. When it is practiced as a habit, this writing process will become the writing skill. Besides, the result of

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¹⁸ Ibid..... page:79

students' writing will make their idea visible and can be judged and improved by refining it.

b) The of writing in SMA/MA

The program of and learning English as a foreign language in SMA/MA focuses on to developing students' skill in listening, speaking, reading, and writing. The students are expected to achieve competencies to communicate orally and written by using suitable language variation, fluently and accurately in interaction or monologue in the form of descriptive, recount, narrative, procedure, and report.¹⁹

- 1) Descriptive text: a kind of text which functions to describe a particular person, place and thing.
- 2) Recount: a kind of text, which functions to retell events for the purpose of informing or entertaining.
- 3) Narrative: to amuse, entertain, and to deal with actual or vicarious experience in different ways; narrative deals with problematic events, which lead to a crisis or turning point of some kind which in turn finds a resolution.
- 4) Procedures: a text procedure gives information about how something is accomplished through a sequence of actions or steps. This might

¹⁹ joko priyana dkk. Interlanguge: English for Senior High School Students (Departemen Pendidikan Nasional.2008) page: iv

include instructions for how to come out a task or play a game, directions for getting to a place, and rules of behavior.

5) Report: to describes the way things are, with reference to a range of natural, man made and social phenomena in our environment.

c) The Purpose of Writing

For most students, writing in English needs great effort. Due the fact that in writing the mastery of sentence structures and the ability to choose appropriate words for the expression of the thoughts are required.

There are many purposes of writing as the following are those stated

1) To express the writer's feeling

The researcher wants to produce and express what he feels or thinks through the written form, as in a diary or a love letter. It is what is so called expressive writing.

2) To entertain the readers

The researcher intends to entertain the readers through the written form. The researcher usually uses aesthetical material to entertain the readers. It is called literary writing

3) To inform the readers

The researcher intends to give information or explain something to the readers. It is a kind of informative writing.

4) To persuade the readers

The researcher wants to persuade or convince the readers about his opinion or concept or idea. It is called persuasive writing.²⁰.

d) The criteria of good writing

A good writing must meet at least two requirements. First, it must discuss one topic only. The writing must have unity of the subject matter. Second, the sentences within the paragraph must have coherence and cohesion. Finally, they must be tied together so that the readers can read the text as a unit, not as a collection of separate sentences.²¹

1) Unity

Unity of the text means the relevance of the sentences in a paragraph.

A text has unity if all of the sentences in the text discuss one main idea. The sentences in the paragraph must support the topic sentence.

If there is a sentence in a paragraph which is not in line with the topic sentence, it means that the paragraph does not have unity of text.

2) Cohesion and Coherence

a) Cohesion

It is defined as the more limited term; specific words and phrases (transitions, pronouns, repetitions of the key words and phrases)

²⁰ McMahan, Elizabeth, et al. *Literature and the Writing Process 4th Edition*. (New Jersey: Prentice Hall Inc.1996.) page 8

²¹ Miller. Motives for Writing fifth edition(McGraw-Hill Higher Education) page: 29

that tie prose together and direct the readers. Cohesion is achieved through the use of variety of lexical and grammatical relationship between items within a sentence in a text. There are five types of cohesiveness:

- b) References: Anna did not come to school because she was sick.
- c) Substitution: I want red skirt and the blue one.
- d) Ellipsis: Do you want another novel? I have ten more.
- e) Conjunction: I was not informed. **Otherwise**, I would not take some action.

3) Coherence

To improve the coherence of a paragraph need to rearrange the sentences the sentences it already contains. Or add transitional expressions (such as "for example" or" on the other hand") Achieving coherence in a text is actually the writer's job. The readers then just 'follow' the writer and not only understand the words, sentences, and paragraphs, but also relate them to each other and see what purpose the writer serves in the development of the text. The writer may use connectives to achieve coherence such as 'although', but', 'for example'. A paragraph can be said as coherent when the movement from one sentence to the next is logical and smooth.²²

²² Miller. Motives for Writing fifth edition(McGraw-Hill Higher Education) page:30

e) The Correction and the Scoring of Students' Writing

Correction of written work can be done by both teacher and student. In correcting students' writing, the teacher may use a variety of codes, instead of underlying the wrong point. By them, she not only indicates where the mistake is, but also what type of mistake it is.

Here are some of the correcting codes proposed by Bartram and Walton: ²³

GR : grammar () : unnecessary words

T: tense?: don't understand

Voc : vocabulary A : article

Sp : spelling λ : word missing

P : punctuation ! : Careless mistake

w.o. : Word order reg : register

Meanwhile, there are two general types of scoring students' writing: holistic and analytic scoring In holistic scoring, a single score is assigned to a student's overall test performance. It represents the teachers' overall impressions and judgments of students' writing. Genesse and Upshur emphasize that this type of scoring provides no detail about specific

²³ Bartram. Correction: Management Mistake: appositive approach for language teachers. (London: Language TeachingPublications.1994) page: 84



aspects of performance so that it is not very useful in guiding the and learning process of writing.

In analytic scoring, different components and features of students' writing are given separate scores. The components are content dealing with the appropriateness to the title, organization dealing with the text cohesion and paragraph unity, vocabulary dealing with the precision of choosing and using words, language use or grammar dealing with tenses, and mechanics dealing with spelling and punctuation. ²⁴

The scoring of each component is as follows:

The Scoring of Writing

No	Categories	Score
1.	Content	13-30
2.	Organization	7-20
3.	Vocabulary	7-20
4.	Language use/ tenses	6-25
5.	Mechanics	2-5
	Total	100

²⁴ Genesse. Classroom-based Evaluation in Second Language Education. (Cambridge: Cambridge University Press.1997) page: 208

D. Recount text

1. The definition of recount text

Recount text is a text that tells us about a past of experience. The purpose of the text to tell reader what happened in the past though a sequence of events (in order in which the events occurred).²⁵

2. Generic Structure of Recount Text

There are three generic structures of recount texts, namely, orientation, series of event, and reorientation. First, orientation is an introduction of events or experiences. It provides basic information about the story such as who was involved, what happened, where this event took place and when it happened so readers or audiences understand the text easily. In addition, setting and characters are introduced.

Second, series of events are called as a body of text. The series of events are usually written in chronological order or sequence. This stage includes how problems deal with, how character within the text feel about the events, and how the event told in detail.

Third, reorientation is stating a personal comment of the writer to the story or concluding the texts. In this stage, the writer summarizes the event

²⁵ Joko priyana, virga Renita sari, arnys Rahayu Irjayanti. *Interlanguage: English for Senior High School Students X*(Pusat Perbukuan Depatement Pendidikan Nasional. 2008) page 18

but it is optional based on the writer. In this stage, the sequence of event is ended and any issues or problem are completely resolved by characters.²⁶

3. Language Features:

- Use of simple past tense: e.g. On Saturday I went to Surabaya
- Focus on temporal sequence : e.g. On Monday, On Sunday
- Focus on specific participants : e.g. I (the writer)
- Use of action verbs : e.g. Went, stayed

4. The following are types of recount text:

- Letter
- Biographies
- Historical book
- Autobiographies
- News reports
- Dairy entries

This study used recount text type Dairy entries, by using daily journal writing. Researcher wants to know the advantages of this technique.

5. The example of recount text:

Last Sunday, my family and I went to Ragunan zoo. It was just outside our town. When we got there, we parked our car. We walked toward the entrance gate and paid the entrance fee. Since it was so crowded, we had to

Nuning. Kreatif Bahasa Inggris (Viva Pakarindo, 2006) page:7

stand in a long queue. Then, we continued our walk toward the animal cages.

There were some beautiful tigers and big lions. They were fierce animals, so
they were put in strong cages.

After that, we walked to other cages. There we saw some other animals, such as a horned rhinoceros, giraffes, and tapirs. We also saw tame animals like birds, deer, etc. finally, we had a rest and our meals on a mat under a big tree. We could feel the fresh air. We left Ragunan at 5 pm. We were tired, but we were really happy.

E. Daily journal writing

According to Brown a journal belongs to self-writing, students keep their own writing which records their thoughts, ideas, feelings on a piece of paper and teachers read and respond to. When students write their daily activities, it means they have to recall their memory about what happened in their daily lives²⁷.

Language learning or experience is documented through regular, can did entries in a personal journal and then analyzed for recurring pattern or salient events. From the definition, we know that writing daily activities can be employed to monitor either the learning process or the process or both. Daily

²⁷ Brown, *principles of Language Learning and Teaching*, (San Francisco University, 2000)page 18

Journal kept by learners about their learning experiences can provide information and insight into language learning which is unlikely to be obtained by other means.²⁸

1. The Steps of Daily Journal Writing

It appears that daily journal writing is simple but it might be effective to improve students' writing skill, for some students who do not like to write; writing daily journal writing will encourage them to write. In some cases, students do not like to write in an academic setting, but some of them like to write their personal experience. Students who do not take writing as their habit, they have some difficulties to start writing. Bell says that writing can help the writer to let the problem out, he suggests some tips to let the problem out:

- a) Think about the material in advance and to begin to develop an understanding
- b) Writing the material, because by writing about the material in advance, you will have a better idea of how to start.
- c) Reference your journals in order to remind you of your initial thoughts.
- d) Develop the framework of your first draft with only minimal cutting and pasting. ²⁹

²⁸ Ulfah Fitri Ikayati. *Teaching writing recount through daily activity*. Thesis S1(Digilib. Universitas of IBN Khaldun, Bogor.2010)

²⁹ http://und.edu/instruct/weinstei/writejournal.htm

CHAPTER III

RESEARCH METHODS

This chapter focuses on description of the research design, the subject of the study, source of data, data collection technique, instruments of data collection, and last data analysis technique.

The aim of this research is to find out the advantages of daily journal writing in teaching recount text, and how the teacher uses this technique.

A. Research Design

Research design refers to the plan or arrangement that is used to examine the question of interest. These terms tend to focus on the specific practices and options that characterize the research.

In this study, researcher used qualitative-descriptive method. Qualitative research is also name scientific paradigm.³⁰ Because daily journal writing is already used at MA Negeri 1 Kota Mojokerto. The writer will only do observation, interview, questioner, documentation, collecting the data. The researcher will finds out the how the implementation of daily journal writing in teaching recount text at MA Negeri 1 Kota Mojokerto by observation, collecting data of students at the first grade students, and the data will be analyzed as conclusion of this research.

 $^{^{30}}$ Moleong. Lexy J. *Metodologi Penelitian Kualitatif.*(PT Remaja Rosdakarya, Bandung : 1994) Page : 15

This research is aimed at to exploring and to describe is the advantages of daily journal writing

B. The subject of the study

The subject of this study was the X grade students of MA Negeri 1 Kota Mojokerto. The researcher observes this class because they felt difficult in writing t, especially recount text. The researcher observes the implementation of daily journal writing to see whether this technique has an advantage or not.

C. Source of Data

There are two sources of data in this research:

- 1. The primary data source. The first is the English teacher of the first grade students at MA Negeri 1 Kota Mojokerto. The researcher gets the data of the implementation of daily journal writing in teaching recount text, such as administration and methods from this data source. The second is the first grade students of MA Negeri 1 Kota Mojokerto.
- 2. The secondary data source. The secondary data source of this research is documentations, such as syllabi, lesson plans, materials which are used by the English teacher at the first grade student of MA Negeri 1 Kota Mojokerto.

D. Data Collection technique

The researcher observes the -learning techniques that happen in the classroom. The researcher joins in the class for about three meetings to know the process of and learning activity. She also observes students' writing activity while making daily journal entry in the classroom. In order to get the data, the researcher uses documentation, observation, questionnaire and interview. The techniques used are as follow:

1. Documentation

The writer gets the data from the school and the teacher's documents.

The documents are needed to find out the information about the school's profile and syllabus that are used in and learning process.

2. Observation

Observation is used to find out the advantages of daily journal writing in teaching recount text in the classroom. Observation will take place twice.

Before doing the observation, the writer would have prepared the guidance and the teacher's documents

3. Questionnaire

The researcher uses questionnaire to know the advantages of using daily activities writing in teaching recount text.

4. Interview

In this study, the writer interviews the English teacher to get and complete the data, which cannot be found in the observation. It is also used to minimize the mistakes happened in the observation.

E. Research Instruments

According to Arikunto, an instrument is a device to get the data³¹ in this research; the researcher uses four kinds of instrument to collect the data. Research instrument is one of important things which keep the quality of the research result.³² It means that if the research instrument is good, it means that it will get a good result. Therefore, research instrument becomes an important tool in this research.

The researcher used instrument to collect the data as follows:

1. Documentation

The documentation Guidance is used to guide the researcher when take the data from the documents of school, the history of the school, the environment of school, facilities of school.

2. Observation Guide

In this study, the researcher uses observation Guidance to observe the teacher and the students. The researcher will uses it when the teacher is the

³¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek, (Jakarta: Reineka Cipta, 2006), 149*

³² Prof. DR. Sugiyono, Metode Penelitian Pendidikan, (Bandung: Alfabeta, 2006), P.305

materials in classroom. She uses the observation guidance to take a note of teacher's interactions and activities which are done by the teacher and the students. She does not forget to note the technique and media that is used in -learning activity. Observation sheet is focused on the teacher's activity, the students' activity, the media and the comment from the researcher

3. Questionnaire Guide

Questionnaire Guidance refers to a set of questions that written in the places of paper in order to get some informations. The questionnaires are composed in Indonesian. They consist of students' opinion about daily journal writing, the students' opinion about the topic and leaning material, the students' opinions about the advantages of daily journal writing in teaching recount text.

4. Interview Guide

The interview Guidance is used to interview the teacher. The researcher will use it to know the students' ability. It concern with problems that are faced by the teacher in -learning activity. In this interview, the writer makes five questions to the teacher. The questions are about: English teacher's opinion about the implementation of daily journal writing in teaching recount text in this class, the obstacle facing the students during -learning activity and responses of students on the advantage of it, the things that hinder the process of learning in the classroom when implementing daily journal writing, the students respond to the implementation of this technique

and students' progress to write recount text after practicing daily journal writing.

F. Technique of Analysis Data

After the data were collected, the researcher analyzed the data descriptive manner. The researcher described the data to give information about the advantages of daily journal writing in teaching recount text. There are two kinds of data to obtain in this study. The first is about how the teacher implemented daily journal writing in teaching recount text. The Second, the advantages of daily journal writing in teaching recount text.

The result of the observation analyzed based on the real situation and the class condition when the daily journal writing was implemented. For the teacher and the students' activities, observation checklists are needed to know the students response

Data analysis will be done in three steps:

1. Preparations

- a. Check the name and identity of the respondents
- b. Check the completeness of data from collection instrument
- c. Classify the kind of data

In this step, the researcher clasify the data such as;

- a. The data from documentation, which consisted of the history of the school, the environment of school, facilities of school and the syllabi or lesson plan which are used by the teacher.
- b. The data from observation consist of the students' activity in classroom, the implementation of using daily activities writing technique.
- c. The data from questionnaire explains the students' opinion about daily journal writing, the topic and leaning material, and about the advantages of daily journal writing in teaching recount text.
- d. The data from interview explains:
 - 1.) The teacher's opinions about the daily journal writing technique
 - The obstacle of the students during -learning English activity and responses of the students on daily journal writing
 - 3.) Implementation of daily journal writing as a technique in this class
 - 4.) What the advantages of daily journal writing in teaching recount text, students' respond to the implementation of this technique, students' progress in writing recount text after daily journal writing had been implemented in the process of learning in the classroom. It will be explained descriptively.

Then the result of questionnaire analyzed the data descriptively and using the calculation

$$P = F X \frac{100\%}{N}$$

Notes:

P: Precentage

F: Number of frequency of respondent answer

N: Number of respondent

CHAPTER IV

FINDINGS AND DATA ANALYSIS

This chapter deals with the data presentation and discussion of the research. To answer the first question, the writer needs to observe the class to know how the daily journal writing is used in teaching recount text. It is also used an observation checklist to know the result. The data is supported by the result of the interview with the teacher who teaches in first grade students

To answer the second question, the writer uses questionnaire that will be answered by students and uses interview to the teacher. To know what are the advantages of daily journal writing in teaching recount text

A. The profile of MA Negeri 1 Kota Mojokerto

MA Negeri 1 Kota Mojokerto is senior high school that has purpose to increase intelligence, knowledge, personality, noble morality, as well as the skill to live independently and in teaching higher education. MA Negeri 1 Kota Mojokerto is located in Jl. Cinde Baru VIII Prajuritkulon Kota Mojokerto. MA Negeri 1 Kota Mojokerto was built in 1998. The location of the school is so far from the main road that the situation is not very crowded, so the students are able to concentrate for learning.

The teacher of MA Negeri 1 Kota Mojokerto is very competent. Each teacher gives top priority to discipline and responsibility in performing his or her duties. The teachers and the school workers work each other to keep the school's good reputation and the students' quality.

B. Research Result Finding on Teaching Recount Text Using Daily Journal Writing

The finding of this research is analyzed based on the problems statement that are how the teacher implements daily journal writing in teaching recount text, and what are the advantages of daily journal writing in teaching recount text for the First Grade Students at MA Negeri 1 Kota Mojokerto.

1. The Implementation of Daily journal writing in Teaching Recount Text

The researcher had observed in the MA Negeri 1 Kota Mojokerto. It was done in two meetings, on July 26^{th 2011} and July 28th 2011. During teaching learning process of daily journal writing, the researcher only observed the teacher's activity during the implementation of daily journal writing. For every meeting, the teacher gave different topic. Then the researcher describes all the activities from the first meeting until the last meeting.

Based on the interview with the English teacher, she preferred to use daily journal writing as a technique in teaching recount text in her class to improve students' interest and motivation in writing skill. The English teacher The teacher of MA Negeri 1 Kota Mojokerto is very competent. Each cacher gives top priority to discipline and responsibility in performing his or her duties. The teachers and the school workers work each other to keep the school's good reputation and the students' quality.

E. Research Result Finding on Teaching Recount Text Using Daily Journal Writing

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Based on the interview with the English teacher, she preferred to use daily journal writing as a technique in teaching recount text in her class to improve students' interest and motivation in writing skill. The English teacher

used daily journal writing because it is the easiest technique for students to be able to write well.

Based on the first observation at MA Negeri 1 Kota mojokerto³³, the researcher joined the class the class was very conducive because English was the first session. Before starting the lesson, students prayed together. English teacher, Mrs. Ririd opened the lesson by greeting before learning process, she checked attendant list of students. The teacher gave the motivation to her students. The teacher hoped that by doing this, her students had strong intention to know and need the material and have a positive thinking in writing activities.

Mrs. Ririd used a simple language in , it had purpose to make student understand better, because Mrs. Ririd knew about students' ability. There is interesting about the process of teaching learning; the teacher asked students to explain about the recount text in front of class, some student rise their hand, Mrs Ririd chose the student randomly so every student has prepared about the lesson that will be presented in the class.

After the student explained, the teacher asked some question related to students' daily activities "what did you do last night?" One of student answered the teacher's question and told about their activities. Then the teacher gave an explanation about recount text that consist the generic structure, the grammar used in recount text and the purpose of recount text.

³³ Observation on tuesday, July 26th, at 07.00 am.

she explained recount text using daily journal writing. That to convince the students understood the material.

After the teacher checked the students' readiness to continue the lesson, the teacher gave opportunity to all students to make a simple recount text using their daily activities. When the students did the teacher's task she monitored the students. When students did the writing, there were some students who still asked about difficult vocab. The teacher answered the students' question, if they do not know about the meaning of the new vocabulary. Afterward, the teacher asked students to retell their daily activities based on their writing in front of the class. The teacher corrected their pronunciation. She also gave opportunity to other students to ask question about their daily activities. After the teacher and students discussed, she gave students opportunity to ask question. At this point, only a few students asked questions.

Based on the researcher observation in the classroom³⁴ after starting the class by praying together, the teacher greeting to the students, checked students all list, and gave motivation to the students before started. Teacher reviewed the material that she taught before. The teacher divided students into 7 groups, every group consisted 4 students. The group work made a simple paragraph about recount text with their experience in the past that related to their daily journal writing.

³⁴ Observation on Thursday, July 28th, at 09.30 am.

After the teacher divided the group and every group finished their writing, the teacher asked one of student in every group to present their work. The teacher asked student to explain about recount text, the generic structure, the language features. Then teacher asked student to discuss with their friend about recount text.

After discussion, the teacher asked student to make a short paragraph individually based on their daily activities in the past by using the right generic structure, and the grammar use in recount text. During a process of making recount text with daily journal writing, the teacher wrote the difficult or unfamiliar vocabulary on the whiteboard. It also helped other students who didn't know the vocabulary. It showed that vocabulary could motivate students in their writing. This process takes a long time. The teacher gave 30 minutes to do it, after students finished the duty, the teacher asked to submit their work, because the learning ended.

Based on the implementation above, daily journal writing is used by the teacher in teaching recount text, because the teacher believes that using this technique student will express their ideas and find it easier to write a simple paragraph about recount text. When the time is up the teacher asks the students to submit their work.

The researcher wrote the process of teaching and learning by using daily journal writing in teaching recount text in the observation checklist. (See on appendix 1).

Before the teacher implemented daily journal writing, the researcher wants to know the students response about learning English (writing) to gain data of the students' responses, the researcher used questionnaire. The result of questionnaire is showed in the following table:

TABLE I
Students' Responses about their interest Learning English (Writing)

	VARIABLE	N	ANS	SWER	TOTAL			
NO.			YES		NO		N	%
			F	%	F	%	11	70
1.	Students' interest in							
	learning English	22	32	25 78% 7 22%	22%	32	100%	
	especially writing	32	23	7070	,	2270	32	10070
	skill							

From the table above, it can be seen that almost all of the students answered that they were interested in learning English especially writing. It is supported that 78% students answered they are interested in learning English. They were only 22% of students who answered that they were not interested in learning writing. The Students' interest in learn English that show by students' enthusiasm in making recount text.

Based on the implementation of daily journal writing in teaching recount text, the researcher wants to know the students' response about the technique used by teacher. The researcher used questionnaire as shown in following table:

TABLE II

Students' response about learning English with daily journal writing

No	Variable	Answer Questions								
		N	Y	es	No		Total			
1.	Students like using		F	%	F	%	N	%		
	Daily journal					!				
	writing in learning	32	24	75%	8	25%	32	100%		
	English									

From the table above, almost all of students answer that they like using daily activities in learning English which is 75% students like this technique. There are only 25% students answered that they do not like using daily journal writing in learning English.

Actually, the students' of XD did not know how to use daily journal writing in learning recount text. However the teacher explained that the daily journal writing is used in teaching recount text. Basically, these activities

were not new for them. Sometime the teacher did this technique in the speaking skill. Therefore, the material used by the teacher should be interesting. It is supported by students through questionnaire as shows below:

TABLE III

Students' Opinion about the Topic

			ANS	SWER	TO	TOTAL		
NO.	VARIABLE	N	YES		NO		N	%
			F	%	F	%	-,	
1.	The topic is							
	interesting for	32	26	81%	6	19%	32	100%
	students							
2.	It is easy for students			,				
	to find the vocabulary	32	24	75%	8	25%	32	100%
	in writing							

From the table above, it can be seen that 81% of students are very interested in the topics used in daily journal writing. 19% of the students say that they are not interested in the topics. Moreover, there are 75% of students saying that they feel easy to find the vocabulary when writing a daily journal. And 25% students answered that they felt difficult to find the vocabulary.

The students of XD don't have any difficulties in daily journal writing.

It is supported by students answered through questionnaire below:

TABLE IV

Students' difficulties in writing a daily journal

NO	Variable	N	Answer Options					
1.	Students felt difficult		Yes		No		T	otal
	in writing a daily	32	F	%	F	%	N	%
	journal that was used		29	9%	3	91%	32	100%
	by the teacher in				:			
	teaching recount text							
2.	Students felt difficult	32	30	93%	2	7%	32	100%
	before the teacher							
	implemented daily							
	journal writing in							
	learning							

From the table above, students who felt difficult in writing a daily journal was only 9%, whereas the students felt easy to write a daily journal, it is proved 91% them answered the questioner said that they felt easy in writing a daily journal that was used by the teacher in teaching recount text. 93% of the students said that they have difficulties before the teacher used daily journal

writing in teaching and learning process and 7% of the students did not felt difficult before the teacher used daily journal writing in teaching and learning activity. It is caused by the students who lack of exercise to write. They felt easy to write a daily journal because using daily journal writing students can improve their writing especially in recount text.

Based on the interview with the English teacher, she said that the students felt difficult before she used daily journal writing, because students have difficult to arrange the word to paragraph. They felt easy to write using daily journal writing because the students have enough vocabulary, reflect on their personal experience. Therefore, the students could be motivated and be active in learning English.

At the first meeting, students still had difficulties in writing especially in recount text. They felt lazy to write because they had difficulty in vocabulary when the teacher used daily journal writing in teaching recount text. The students' responses enthusiastically enough and make them brave to write. The topic was also appropriate with the students that are about "retelling their daily activities". It made them exited to write because the teacher guides them with question about students' daily activities before teaching learning process.

In the implementation of daily journal writing in teaching recount text, the teacher had some problems, they were:³⁵

a. Problem of students' concentration.

The students had poor concentration when they made a recount text using daily journal writing; they had less concentration in what they wrote. Some of students made a noisy or trouble in the class; therefore, they disturbed other students.

b. Problem of students' vocabulary.

In making recount text using daily journal writing, there were some vocabularies that were still new and unfamiliar for the students. Therefore, the students got difficulty in arranging a paragraph. Some of them felt lazy to look up the meaning in the dictionary.

2. The advantages of daily journal writing in Recount text

The obvious advantages of using daily journal writing are: *first*, it helps students remember their experience and helps students to recapture the moment so that the students may look at it more deeply. *Second*, daily journal writing stimulates the students' thought, their feelings and their actions in different way. *Third*, thinking in daily journal writing also allows students to clear their minds. *Fourth*, daily journal writing is part of students' routine meaning that students actually take time out to reflect on what might be happening in their practice and in their life generally.

³⁵ Interview on Thursday, july 28th, at 10.10

In addition, daily journal writing holds the possibility of deepening their understanding and, to making added sense of students' lives. It can also help the students to entertain, contain and channel troubling emotion. And it may also develop a greater awareness of daily life, become more alive to what is happening in daily life.

Based on the interview with English teacher³⁶, she said that the students are more interesting in learning when using daily journal writing in learning recount text and motivate the students in writing subject, actually many advantages of using daily activities writing. The teacher doesn't have any difficulties in using daily journal writing. Daily journal writing can make the teacher easy to explore their knowledge about recount text with the students. It is also supported by students' answer of the questionnaire below:

³⁶ Interview on Thursday, July 28th, at 10.00 am.

TABLE V
Students' opinion about the advantages of daily journal writing in learning recount text

No	Variable	Answer options								
			N Yes			O	Total			
			F	%	F	%	N	%		
1.	Daily journal writing helped	32	29	91%	3	9%	32	100%		
	students in learning English									
2.	Students find it easy to write a daily journal	32	29	91%	3	9%	32	100%		
3.	Daily journal writing makes students motivated to write more	32	32	100%	0	0%	32	100%		
4.	Students felt easy to arrange a paragraph with their own word	32	30	94%	2	6%	32	100%		

Based on result of the students' questionnaire, it can be seen that this technique much helped the students in learning English. It is proved by 91% of students who answered that daily journal writing helped them in learning English, just about 9% of the students said that daily journal writing did not help the students in learning English. Those can make the students easy to write using daily journal writing that is about 91% of the students said that it is easy to write and just 9% of the students said that they felt difficult in writing a daily journal. Meanwhile, all of the students become motivated to write using daily journal writing that supported by student answered 100% and 0% said no the students. That show by students' spirit in learning activities.

The other advantages are to make the students easy to arrange the vocabulary to make a simple paragraph when daily journal writing is used. Moreover, 94% of students answered that they felt easy to write a simple paragraph. Only 6% of students answered that daily journal writing made them difficult to arrange the paragraph, because 6% of the students are still less of vocabulary.

The researcher also wants to know the students' opinion about the improvement of their writing skill after the implementation of daily journal writing. To collect the data of students' opinions, the researcher used questionnaire. The result of questionnaire is showed in the following table:

TABLE VI
Students' Opinion about the Improvement of Their Writing Skill after
Using Daily journal writing

NO.	VARIABLE	N	ANS	SWER	TO	TOTAL		
			YES		NO		N	%
			F	%	F	%	1,	, •
	Students' writing skill							
	became better after							
1.	the implementation	32	25	75%	7	25%	32	100%
	of daily journal							
	writing							

From the result of the questionnaire, it can be seen that 75% of students answered that their writing skill was better after the implementation of daily journal writing. 25% of students said that their writing skill did not get better after the implementation of the technique. The students of this class had good intelligence but felt bored easily. So the teacher should have many strategies in learning.

Based on the interview with the English teacher³⁷, other advantages for the teacher that it is easy in teaching students about recount text that makes

³⁷ Interview on Thursday, July 28th, at 10.00 am.

the students absorb the knowledge well. It also makes the teacher motivated in teaching and learning process. Because daily journal writing also makes the students more focused on their writing that can improve their skill writing a simple paragraph.

C. Discussion

In this section, the discussion will be divided into two matters, namely the discussion of the classroom activities during the implementation of daily journal writing in the classroom, and the discussion about the advantages of using daily journal writing in teaching recount text after this technique had been implemented in the classroom. The discussion of each discussion is as follows:

 The discussion of daily journal writing in teaching recount text in the classroom.

There is an additional and very important reason like; writing helps the students learn. First, writing reinforces the grammatical structures, idioms, and vocabulary that have been taught to the students. Second, when the students write, they also have a chance to be adventurous with the language. Third, when they write, they necessarily become very involved with the new language; the effort to express ideas and the constant use the eye, hand, and

brain is a unique way to reinforce learning.³⁸ From the statement above, writing is very important to help the students in learning activities in the class especially in grammatical structure, idiom and vocabulary to explore their ideas to arrange a paragraph through daily activities writing. Therefore, the researcher used daily journal writing in teaching recount text, this technique is useful for the students to explore their mind.

From the first meeting, the students might be a little bit confused with this activity. The teacher explained in details. The students could participate in teaching learning process. At the second meeting, the teacher asked students to explain the material in teaching learning in front of the class, after the students explained another student should give some questions to their friends. The teacher's manner made students more active and the teacher asked student to write their daily activities in specific topic. They were enthusiastic to write well in the classroom.

About the students' responses in teaching recount text using daily journal writing, that had some good respond. It is proved from the observation checklist and the students' answer through the questionnaire that had been given by the researcher. The strong responses are from the students. Daily journal writing makes the student interested in learning English, It is supported with Winda Ayu who is the student in XD. She said "I like daily journal writing in learning recount text". It was because it was for her easy to

³⁸ Raimes, Technique in Teaching Writing. Oxford: Oxford University Press. 1983. page 3

find the vocabularies when writing a paragraph about recount text using daily journal writing.

2. The discussion about the advantages of daily journal writing in teaching recount text

According to Brown a journal belongs to self-writing, students keep their own writing which records their thoughts, ideas, feelings on a piece of paper and teachers read and respond to. When students write their daily activities, it means they have to recall their memory about what happened in their daily lives³⁹. So students need to write every day. Daily journal writing makes students feel comfortable and confident with their ability. Writing daily experiences is a good start to develop students' writing ability. Students like to write things that happen in their daily lives. When students are accustomed to write, they might write easily. Those are the beginning to improve their writing skill.

Daily journal writing encourages them to write about their aspirations, thoughts and keeps them to focus on writing even to young learners. A good way to practice, for example, teachers teach past tense to students by asking them to make a story that happened around them or take a character in their course book.

³⁹ Brown, *principles of Language Learning and Teaching*, (San Francisco University, 2000)page 18

Other advantages of using daily activities writing there are;

- a. Students organizing an activity and give clearer activities
- b. Students' routine exercise in writing that make focused on their writing
- c. Sharpening the memory and improving their writing skill,

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two parts, namely conclusion and suggestion. Based on finding and discussion on the previous chapter, the writer draws some conclusion of the use of daily journal writing in teaching recount text. The conclusions and suggestion are presented as follow:

A. CONCLUSION

Based on findings of the research, the conclusions are as follow:

1. The implementation of daily journal writing in teaching recount text for the first grade students of MA Negeri 1 Kota Mojokerto is:

The teacher asks students to explain the material in front of the class, and then other students give some question if they did not understand what their friend explained. Not only did he give some question, but also he can give an addition for student who explained in front of the class. It can be concluded that daily journal writing makes the students motivated and interested in making recount text.

2. Using daily journal writing in teaching recount text have many advantages for the teacher and students in learning activities, it is known from the result of obsevation in the classroom, questionnaire, and interview to the english teacher. According to brown daily journal writing that can encourage them to

write well. Based on the statemen above daily jornal writing in teching reccount text that have many advantages, there are:

- a. Daily journal writing helped the student learn English.
- b. Students find it easier to write a daily journal.
- c. This technique is effective for teaching learning English.
- d. Daily journal writing makes students motivated to write more.
- e. Students felt easy to arrange a paragraph with their own words.
- f. Routine exercise in writing makes students focused on their writing.
- g. Sharpening the memory.
- 3. Finally, daily journal writing has many advantages that are very useful for the student encourage in writing recount text by daily journal writing.

B. SUGGESTION

Based on the result of the research, researcher would like to give some suggestions that are addressed to the teacher of English subject in MA Negeri 1 Kota Mojokerto especially for first grade, and the next researchers. The suggestions are as follow:

1. Suggestions for the English teacher

Suggestions to the teacher that hopefully can be useful in learning English using daily journal writing are about the teacher's way to choose the interest topic for the students to write a daily journal and to make a paragraph. It can make the students more interested in learning English especially using

daily journal writing in recount text. Teacher must have a good technique to explain how to write daily journal writing to the students in recount text because it makes them easy to choose the vocabulary to make a simple paragraph. The teacher must motivate the students if they felt difficult to do daily journal writing and when the teacher found the students felt bored. Thus, the teacher should choose an appropriate technique in teaching learning process. Finally, the teacher should give responds to the students' writing; the teacher reads and gives suggestion or correction to their writing. It is known as reformulation correction and revision on the students' writing will have the students motivated to write well.

2. Suggestion for students

The researcher does hope that the students learn English more actively. Students should have interest in writing English, so that students must be exercised. Moreover, the students have to give their attention when the teacher explained the lesson and try to focus on the material. They also should not be afraid to ask when they find the difficulties in writing. In addition, daily journal writing can encourage students to write easier because they write what they want to write about something related to them.

3. Suggestions for the further researcher

The findings of this study are expected to be used as a consideration for other researchers who plan to conduct the similar study about daily journal writing, and for follow up this study with different aspect of teaching, for example that using daily activities to improve speaking skill. For the reader, the researcher hopes that this study will give some information and this study will give the little contribution about the advantages of daily journal writing in teaching recount text

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