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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 three-stage 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

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.

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).

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.

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:

