

**IMPROVING STUDENTS' WRITING ABILITY
BY USING DIARY**

THESIS

Submitted by

WAFADHINA ALIYAH

NIM. 180203233

**Student of Faculty of Education and Teacher Training
Department of English Language Education**



**FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
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By

WAFADHINA ALIYAH

NIM. 180203233

**Student of faculty Education and Teacher Training
Department of English Language Education**

Approved by :

Main Supervisor,



Dra. Mustafa AR, M.A

Co-Supervisor,



Fitriah, S.Ag., M.Pd



It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
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for the Bachelor Degree of Education in English Language Teaching

On:

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3 Sya'ban 1444 H


In Darussalam, Banda Aceh

Board of Examiner,


Chairperson,


Dr. Mustafa AR. MA

Secretary,


Fitriah, S.Ag., M.Pd

Member,


Prof. Jarjani Usman, S.Ag., S.S., M.Sc., Ph.D

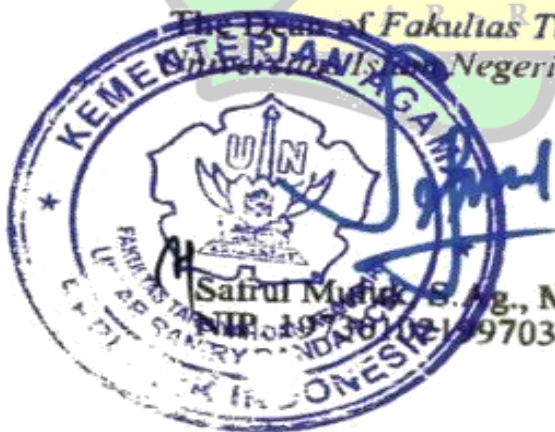
Member,


Dr. Nashriyah, S.Ag., M.A

جامعة الرانيري

Certified by:

THE BOARD OF
Fakultas Tarbiyah dan Keguruan
Negeri Ar-Raniry Banda Aceh



Sairul Muhiq, S.Ag., M.A., M.Ed., Ph.D
NIP. 197307102197031003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan dibawah ini:

Nama : Wafa Dhina Aliyah
NIM : 180203233
Tempat/Tanggal Lahir : Samadua, 09 September 2000
Alamat : Meunasah Intan, Krueng Barona Jaya.
Kabupaten Aceh Besar.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul :

The Journal Writing In Enhancing Students' Writing Skills Using Diary

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, Desember 2021

Saya yang membuat surat pernyataan,



METERAI
TEMPEL
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Wafa Dhina Aliyah

جامعة الرانيري

A R - R A N I R Y

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ABSTRACT

Name : Wafa Dhina Aliyah
NIM : 180203233
Faculty : Tarbiyah and Keguruan
Major : English Education Department
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Main Supervisor : Dr. Mustafa AR. MA
Co-Supervisor : Fitriah, S.Ag., M.Pd
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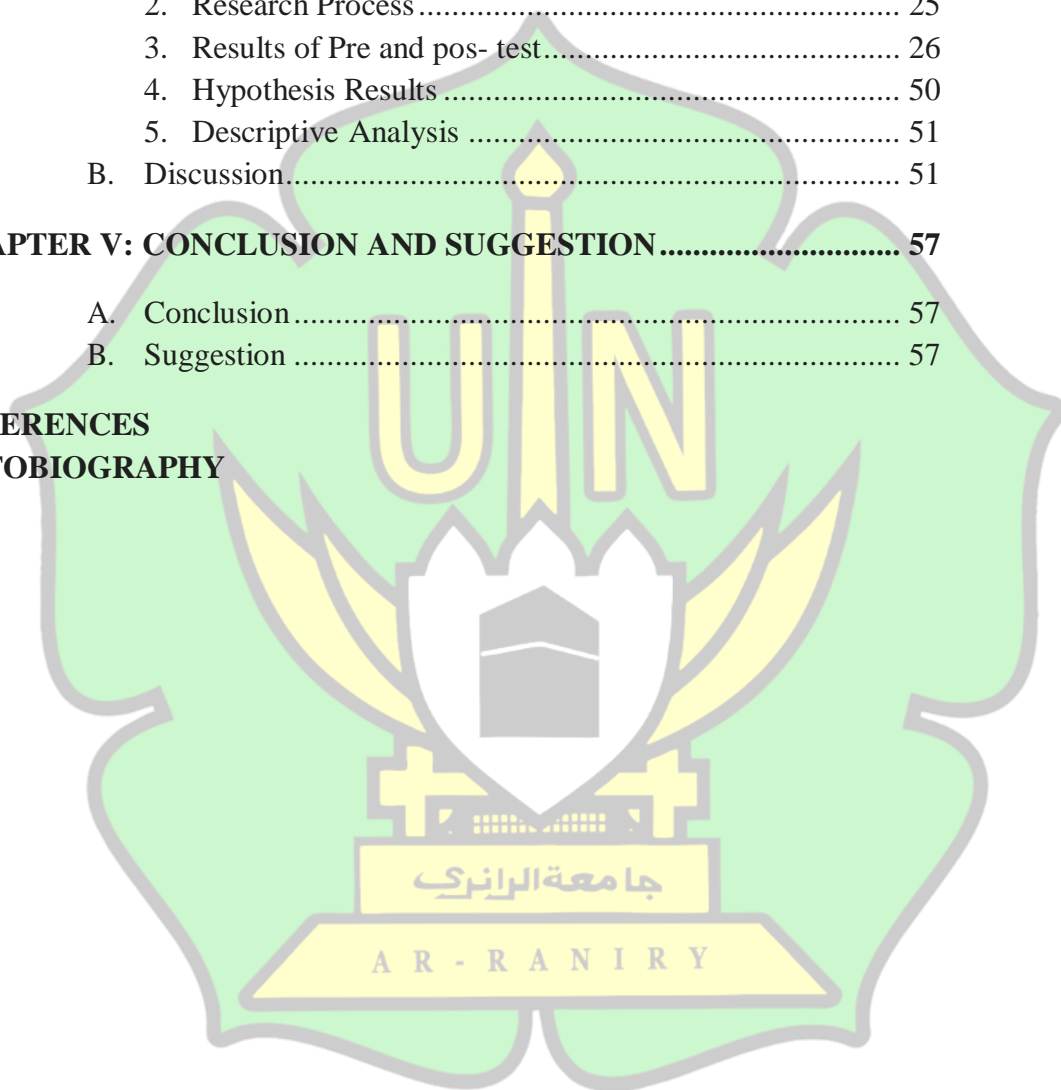
Writing is an activity that cannot be separated from everyday life. However, there are still many people who do not know the true importance of having writing ability. It is really useful for finding the good method in learning writing for students. The research was focused to finding out that the diary writing can improve the students' writing ability. This research used pre-experimental design to investigate the impact of diary method on students writing skill. This study used quantitative method were in the form of the results of the students' writing before the implementation of the medium (pre-test) and after the implementation of the medium (post-test). Diary results were analyzed according to the five aspects of writing according to Brown (1993). The participants for the study were 29 students of class IX-1 of SMP Negeri 18 Banda Aceh. In this research, found that the students writing ability score has improvement from 35 to 57,75. It is also found that $t\text{-table} (2,75) < t\text{-test} (7,317)$ which means that there is significant difference between the results of pre-test and post-test. Therefore, it can be concluded that diary method is able to improve students' writing ability.

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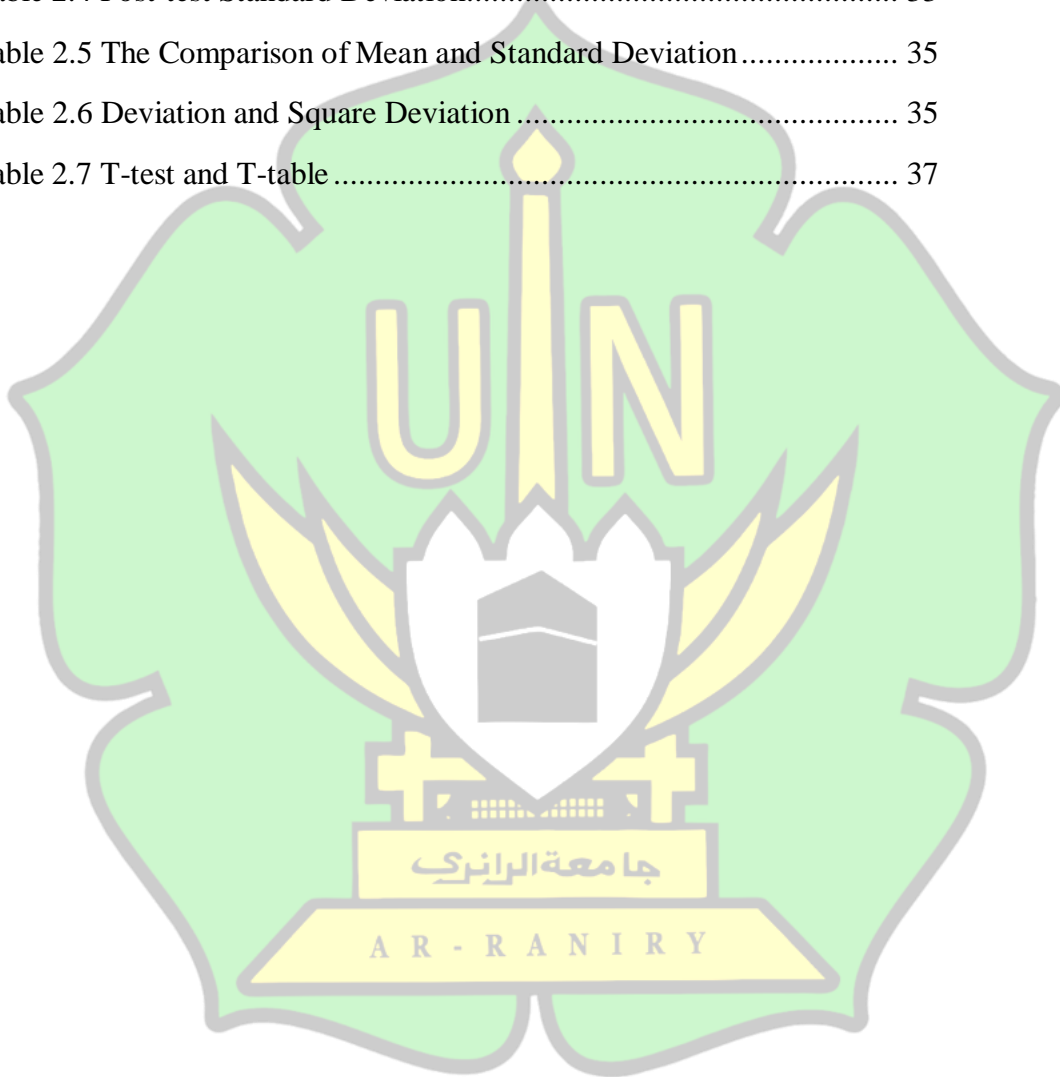
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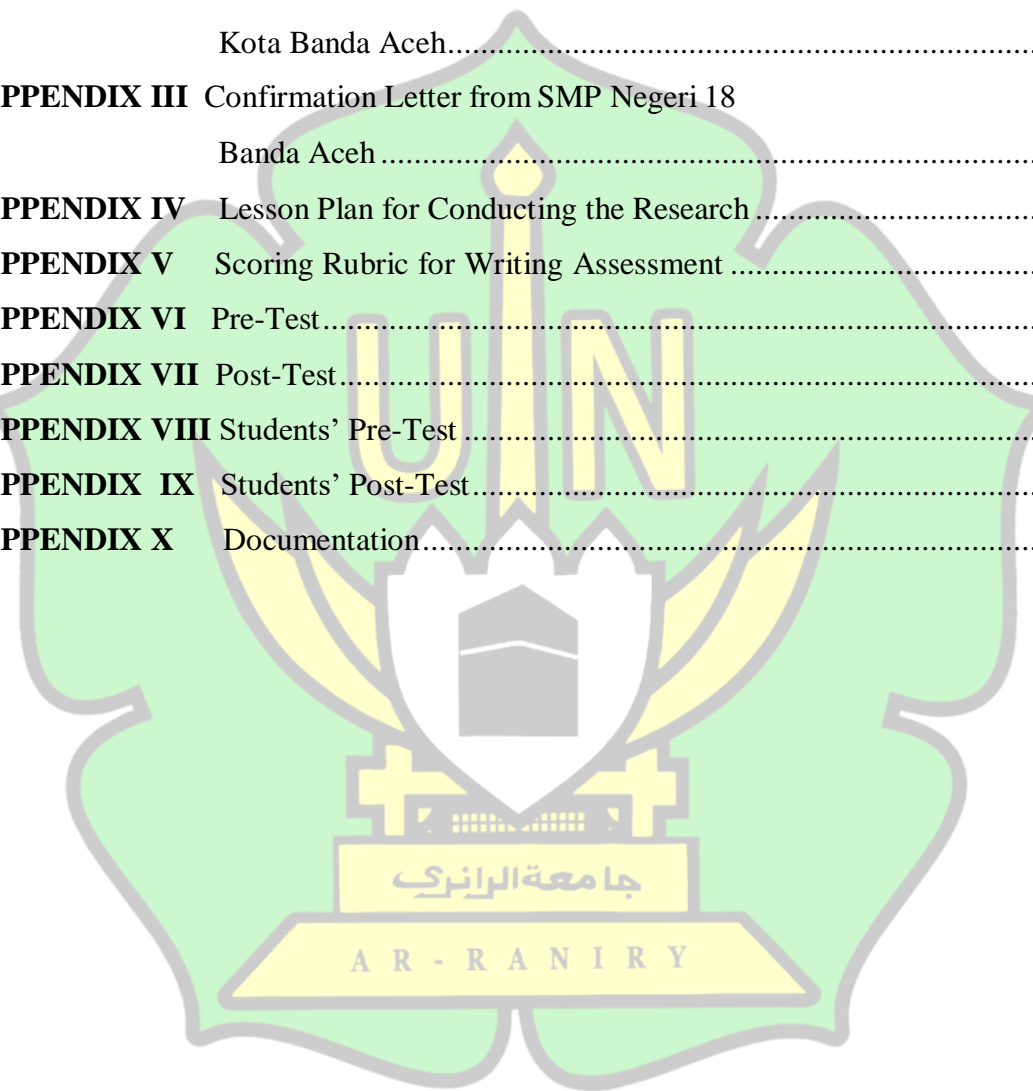
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CHAPTER I

INTRODUCTION

A. Background of Study

Writing ability is common problem encountered in the world of English language education. Writing is crucial for learning especially considering that it is an important learning mechanism which enables exposure, organization and refining of ideas and feelings in addition to expressing them (Graham, 2008). According to Dalman (2015), writing is a creative process of expressing ideas in the form of written language for the purpose of, for example, informing, convincing, or entertaining. The results of this creative process are usually referred to as essays or writing. In writing activities, the process of conveying information in writing is the result of the creativity of the writer by using a creative way of thinking, not monotonous and not focused on solving one problem only. Thus the writer can produce various forms and colours of creative writing in accordance with the goals and objectives of his writing by improving his writing ability. Zulkarnaini (2011) stated that when compared to other language ability, writing ability is often considered the most difficult ability (listening, speaking, and reading). This is because writing ability require mastery of various linguistic elements and elements outside the language itself. Both elements of language and content must be intertwined in such a way as to produce coherent writing. The problems that are usually found are the structure of the writing, the grammar used and the lack of vocabulary. Another problem is that students' lack of practice in writing affects their ability to develop ideas in writing English. Besides that, in Indonesia the lack of

training and the fear of students in conveying ideas is another factor that causes students' lack of writing ability. In writing ability there are several aspects that need to be considered by students, namely: content, organization, vocabulary, grammar and mechanics. In written texts students are able to express main ideas, as well as supporting sentences in each paragraph made. The important thing is about vocabulary that must be mastered by students because vocabulary is a core component of a language. To help students improve writing ability, it is very important to understand the five aspects in writing ability because writing ability will be used while students are studying. To support students' writing ability, good media is needed to improve students' writing ability such as diary. The students are free to express their ideas, experiences, activities that have happened in their life. The advantage of diary in writing ability is the students can apply the use of simple past tense in context, and they can organize their ideas by using correct grammar, in this case simple past tense, good mechanics, and rich vocabulary. Diary writing has a lot of fun, and can be adapted to a variety of writing experiences.

Previous research by Ayse (2019) showed that there was an increase in students' ability to write after using the diary as a learning medium. This is also supported by Novi (2014) which states that there is an increase in five aspects, namely a significant increase in the vocabulary and mechanics sections. And there was a slight increase in the content section where students were able to add supporting sentences in writing diaries. On the other hand, according to Euis (2015) states that the use of a diary only slightly improves students' ability where students lack confidence in conveying their ideas or emotions and only use simple sentences.

In addition, students are also less interested in learning to write because their mindset says that learning to write is very difficult and boring. This was also conveyed by Vita (2013) who stated that in this study, there were several weaknesses where students used the same words over and over again. However, after two research cycles, there was an increase in vocabulary, grammar and content.

According to several previous studies, the students' writing ability were poor because there was no student interest in learning to write. In addition, the lack of experience of students in writing causes students not to know what needs to be considered in writing. As a result, writer interested in researching the use of diaries in improving students' writing ability. Based on the research background mentioned, the writer focus in this research is to finding out that the diary writing can improve the students' writing ability.

B. Research Question

From the background that has been explained, the research questions from this discussion are:

Is there an increase in student writing ability after applying the diary in the teaching and learning process?

C. The Aim of The Study

The purpose of this study to know there is an increase in scores before and after using the diary in the process of improving students' writing ability for junior high

school. Another purpose is to find out whether this media can be applied to the learning process at school.

D. Research Benefit

This research is expected to obtain useful results for readers, including:

1. For teachers, the goal is to let them know that the diary method can be used as an alternative way to learn writing in the classroom and how important writing ability is.
2. For students, it is to motivate them to improve their writing ability.
3. This research is also expected to provide other students with useful experience for future research on the same topic

E. Hypothesis

From the framework above, the writer propose diary can improve writing ability for students' in SMP Negeri 18 Banda Aceh.

F. Research Terminologies

1. Writing Ability

Writing ability is something that cannot be separated from education. On the one hand, writing is the most important part in the world of education where students do these activities every day. For some people, writing ability is seen as complicated because even though writing serves to convey information, ideas and messages. Writing ability in English is also one of the things that are not mastered because of a lack of knowledge about the structure of the language used, vocabulary and the arrangement of sentence patterns. Before studying

further, readers should know in advance what the meaning of writing ability is. According to Abbas (2006), writing ability is the ability to express ideas, opinions, and feelings to other parties through written language. Based on Pranoto (2004) writing means pouring thoughts into writing or telling something to someone others through writing. Writing can also be interpreted as an expression of feelings as outlined in writing. In other words, through the writing process we can communicate indirectly.

From some of the statement above, it can be concluded that writing is an activity to transform symbols in the form of writing that functions to indirectly inform ideas or messages to others.

2. *Diary*

The word diary comes from the Latin *diarium*, which has the root word *diamus*, which means daily input about something that happens or events in a day in 24 hours. That means that the diary is a private thing for some people.

Domar (2008) stated keeping a diary is a way to express our emotions and feelings and helps us to take care of our thoughts. Also with the development of technology, diaries are now not only written on a piece of paper but can also be in the form of data on a computer or notebook and some are even in the form of online facilities for writing diaries on the Internet.

CHAPTER II

LITERATURE REVIEW

The diary technique to improve students writing ability has been done by previous writers. There are some opinions about using a diary to improve writing ability.

A. Writing Ability

1. Definitions of Diary

Nowadays, it is rare for people to write diaries because today's children prefer to upload stories or complain about their impressions on social media. But of the world of education, diaries can improve students' skills such as being used as a medium or method to help students improve their English writing skills. A diary based on Alwi in the Big Indonesian Dictionary (2005) stated a record of daily activities or a diary. On the other hand, the broad definition of diary is also expressed by Kellen (2010) who stated that "a diary is a person's record about himself or his environment that is written regularly, spontaneous, thus producing original and clear personal expressions, which is one of the qualities that literature values. A diary is not just a recording of events about what happens to a person but important documentation of events that occur around him, both on a national and international scale, from fighting matches to match wars on the football field". The same thing expressed by Langan (2011) "diary or journal is a daily account written about something that happened to you". It also records personal thoughts and feelings, and intended to be read by others or kept for yourself.

In education, diary writing also has several meanings as described by Komatsu (2013; 5). Diary writing is also referred to as a method of learning foreign languages such as English, because with this method students can develop their writing skills freely. It is said that with this diary method, students are easier to express their ideas because they only write down the events that happened to them and without any pressure from any party. Everyday life in a foreign language is a method by which the learner who is detached from the foreign language he is learning can occupy himself with personal experiences. From some of the statements above, it can be said that a diary is a small note made by several people to express all feelings, complaints, ideas, or important events experienced by the author whose purpose is to be remembered for themselves or others.

2. Elements of Writing

Oshima & Hogue (2004) stated that there are five elements in writing a paragraph, namely topic sentence, supporting sentence, closing sentence, unity, and coherence.

a. Topic Sentence

The topic sentence is a sentence that states the main idea of the paragraph. The topic sentence is the embodiment of the statement of the main idea of the paragraph in general or abstract form (Tarigan, 2008).

b. supporting sentence

Supporting sentences are sentences that develop the topic sentence by providing reasons, examples, facts, statistics, quotes, comparisons, definitions, and classifications.

c. Closing Sentence

A closing sentence is a sentence that marks the end of a paragraph and leaves the reader with an important point to remember.

d. Unity

Unity means that there is only one main idea in the paragraph. The main idea is stated in the topic sentence and then each and every supporting sentence develops.

e. Coherence

Coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kind of logical order, and the ideas are connected.

3. The Benefits of Writing

In general, the benefit of writing is to provide information to others. According to Tarigan, (2008), situations that must be considered in writing are the intent and purpose of the writer, reader or viewer, and time or opportunity. The benefits of writing are also stated by Bryne (2001) that writing has many benefits that can be learned in this life, including:

- a. increased intelligence.
- b. development of this life, including: increasing intelligence,
- c. development of initiative and creativity
- d. courage growth
- e. encouragement of initiative and creativity
- f. courage growth
- g. encouragement of willingness and ability to gather information.

Furthermore, Yunus & Suparno (2009) stated the benefits of writing are as follows:

- a. increase intelligence,
- b. Develop initiative and creativity,
- c. Cultivating courage
- d. Encourage willingness and ability to gather information.

B. Diary

1. The Definitions of Diary

The word diary comes from the Latin *diarium*, which has the root word *diamus*, which means daily input about something that happens or events in a day in 24 hours. That means that the diary is a private thing for some people.

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2. The Structures of Diary

a. The Structures of Diary

Diary is a document containing day by day activities or important events. Diary is blanketed within the type of recount textual content, specifically non-public recount text, consequently the shape used in the diary is similar to the shape in recount textual content. The subsequent describes the structure used in the diary by Gerot & Wigmel, (2003) there are three parts of the usual shape of recount textual content:

a. Orientation

Orientation provides the setting and introduction of participants, using the first point out of sight.

b. Program

In this section, the author tells and describes a series of events that occurred.

c. Re-orientation

It states the author's note. This is a training-closing event.

Some journals explain things that are considered to be in the diary and include assessments in assessing the diary according to Kosasih (2005), such as:

- a. Determine the main problem or topic to be noted, i.e. before writing our experiences into a diary, it must first be determined what topic will be written so that the contents of the writing are the same as the that we will write.

- b. Pour what we want to record it freely, the meaning that in pouring personal experience it must be free without any space of thought that limits it when writing it in the diary, but must be used good and correct language.
- c. Do not procrastinate, it means that while we want to write our story in a diary, we cannot delay writing. This is so that the contents are perfect.
- d. Include the time and date when making notes, meaning that every time we write our experiences in a diary, we must include the time and date, it is recommended that we know when the story happened.

3. The Benefits of Diary

Writing a diary, not only as a reminder or storing information, but there are several other benefits such as exploring one's potential such as:

The ability to explore the topic to be written and the ability to communicate in written form helps readers understand ideas. Keeping writing books daily will help preserve valuable ideas, insights and memories. Besides that, it can train children's linguistic intelligence, and writing a diary can also be a place to reduce stress.

According to Zulkarnaini (2009), the benefits of writing a diary:

- a. Practice writing and language ability if the frequency of writing tall.
- b. Describe anger and disappointment in written form. Expression of anger in writing can be shown by using capital letters.
- c. The diary can be used as a space to recognize oneself.

C. The Previous of Study

There are previous studies on the use of diary for improving students writing ability. The first research was conducted by Euis (2015) this study focused on solving the problems in a classroom and finding out that the diary writing can improve the students' writing achievement. In Euis (2015) research the diary writing in two kinds of text, descriptive and recount, and analysing the collected data, it is found that the students' score gradually improved specifically when they wrote recount text. The writer found two weaknesses at the first cycle; those were students' lateness in submitting their diaries which made the writer also late in giving the feedbacks, and the students' limited vocabulary which made them tend to use simple sentences and the same vocabularies. The writer did the subtraction between the students' average score in the cycle 1 and students' average score in the pre-test. Then it was divided by the students' average score in the pre-test. The result of the writer's calculation of students' improvement percentage showed that the students' score enhanced 3.2%. In cycle 2 the students' improvement reached 6.9%. It was gotten from subtraction of students' average score in cycle 2 with the students' average score in the pre-test. The result of this research the use of diary writing was effective to improve the students' skill in writing recount text. Students' felt that writing diary was easier because they could write anything. The treatments also contributed to improve the students' motivation so that they were encouraged to encounter about their weaknesses.

The second study was conducted by Novi (2014) the purpose of this study was to find out whether implementing a diary as a medium could improve students'

writing ability in five aspects according to Heaton (1989). The results of this study showed that there were improvements on the students writing ability in the five aspects, namely the content, organization, vocabulary, language use, and mechanics. First, in the content aspect, the gain score is 4.37. Second, the gain score for the organization aspect is 3.34. Third, in the vocabulary aspect, the gain score is 3.42. Fourth, the gain score for the language use aspect is 5.15. The last, the gain score for the mechanics aspect is 0.78. It can be concluded that Diary writing can improve the writing ability is accepted.

Further research by Ayse (2019) This study aimed to identify the effect of using reflective diaries in 4th grade Turkish classes on bilingual students' academic achievement and writing ability. The writer analyzes there were strong significant correlations between academic achievement and writing ability. The positive correlations between pre-test academic achievement score and both pre- and post-writing skill scores indicate that; those higher-achieving bilingual 4th graders have stronger writing scores and benefit more from the treatment. Moreover, those bilingual 4th graders who increase their academic achievement during the semester, seem to benefit even more from the treatment.

According to Vita (2013) The research was aimed at proving whether diary writing is effective to improve students' skill in writing recount text or not. The results of this research was based on the result of both tests, the writer found that the t-counted was 8.56. The level of significance counted is set up at 0.05 and the degree of freedom (df) of the table is $25 - 1 = 24$. The writer found that t-table was 2.064. It showed that t-counted was higher than the t-table. It means

that the hypothesis of this research is accepted. In conclusion, the use of diary writing was effective to improve the students' skill in writing recount text.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the methods used by the writer in conducting the study. It involves the type of research design, participants of the research, instruments of the research, data analysis techniques, and procedures of the research.

A. Research Design

This research was a quantitative research to obtain the data. This research was aimed to find problems and implement some actions to solve the existing problem that was to improve the writing ability of the participants.

Quantitative method used to find obstacles and weaknesses of the teaching and learning process, identify the problems, plan and implement the actions. After that, the writer used the quantitative descriptive analysis method to analyze the score of diary students.

B. Research Participants

Determining the subject and object of research is an attempt to determine the source of data, meaning where research data can be obtained (Arikunto; 2013).

The selection of participants in this study was carried out randomly sampling at SMP Negeri 18 Banda Aceh and chose class IX-1 total 29 people as participants.

The reason the writer chose class IX in this study is because class IX students had studied material about recount text and some of the tenses used when writing a diary.

C. Method of Data Collection

Data collection method was an important thing in research. In this study, the writer used quantitative techniques where there were many data collection methods that can be used such as observation, interviews, document studies, focus group discussions, questionnaires, and others. The research tools used in this study were :

1) Test

The test was an activity carried out by giving questions to one individual or group where the purpose of this action was to determine the level of ability of the individual or group. Writer choose this method because the writer can see whether there are differences in values and behavior obtained from the measurement results before and after the journal technique treatment is carried out on students. According to Sugiyono (2006).” Pre-test or initial test is a test carried out intending to know the extent to which the material or subject matter to be taught has been mastered by students. So it can be said that the pre-test is carried out to determine the extent to which students understand the material to be given. Then the post-test is an evaluation or final test that is carried out when the material has been given.

D. Data Analysis

1. Data Analysis of Test

The data analysis technique is a way of analyzing research data, including relevant statistical tools that are used in the research (Juliansyah, 2011). In this research, the writer used test as a method of data collection. The data was collected by scoring the students diary by using writing scoring rubric. Then, the score will

be calculated and categorized into groups of final score. The formula of scoring students writing task:

$$T = \frac{\sum 0}{\sum 1} \times 100\%$$

Notes :

T : Total score

$\sum 0$: Students score of scoring rubric

$\sum 1$: Total score of scoring rubric

Assessment Writing Scoring Rubric (adapted from Brown, 1993)

Writing Assessment Model		
Contents	Score	Criteria
	4	Relevant to the topic and give the detail information
	3	Mostly relevant to the topic but lacks of detail.
	2	Inadequate development of the topic.
	1	Not relevant to the topic.
Organization	4	Well organized and cohesive.
	3	Enough organized (generic structure).
	2	Acceptable organized (generic structure).
	1	Not organized and does not communicate.
Vocabulary	4	Use effective word, choice/word usage or word form mastery.

	3	Occasional errors of word form, choice, usage but meaning not obscured.
	2	Frequent errors of word form, choice, usage and meaning obscured/ confused.
	1	Essentially translation, little knowledge of English, not enough to evaluate.
Grammar	4	Error of tense, and word order.
	3	Several errors of tense, and word order.
	2	Frequent errors and meaning obscured.
	1	Dominated by error, does not communicate, not enough to evaluate.
Mechanic	4	Few errors spelling, punctuation, capitalization, and paragraphing.
	3	Have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability.
	2	Frequent errors of punctuation, capitalization, and spelling, impedes readability.
	1	Dominated by errors.

The scale of students score can be presented in the table:

Rating Score	Description
100 – 81	Excellent
80 – 61	Very good
60 – 41	Good
40 – 21	Low
20 – 0	Very low

The table above indicated the stage of students' scores based on the result of the pre and post-test. The table above shown from the low to excellent/high score of students about the use of diary to improving students writing ability.

The writer calculated the mean score of students in each test. Then the Writer computed mean deviation between pre-test and post-test, the formula recommended by Arikunto (2006) as follows:

$$Md : \frac{\sum d}{N}$$

Notes :

Md : Mean score

$\sum d$: The total score of deviation

N : Number of students.

2. Standard Deviation Test

The standard deviation value is a value used in determining the distribution of data in a sample and seeing how close the data is to the mean value (Sekaran & Bougie, 2016). The standard deviation informs how far the data varies from the average value. The greater the standard deviation value, the more varied the data heterogeneous. If the standard deviation value is much greater than the mean value, the mean value is a bad representation of the entire data. Meanwhile, if the standard deviation value is very small compared to the mean value, then the mean value is a good representation that can be used as a representation of the entire data by Sugiyono (2013). the formula used to calculate the standard deviation is:

$$SD = \frac{\sqrt{\sum X^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

Note :

SD : Standard deviation

$\sum X_1$: The sum of the squared scoring students

$\sum X$: Total scoring students

N : Total of students.

3. T-Test

The writer used formula below to find out the significance difference of pre-test and post-test. The hypothesis is expressed by Ho (null hypothesis) and Ha (alternative hypothesis). Where Ho is a hypothesis which states that there is no relationship between the independent variables on the dependent variable. Meanwhile, what is meant by Ha is that there is a relationship between the independent variables and the dependent variable (the opposite of Ho's statement). Because the total of the students are 29, the writer using t-table = 2, 75 as standard to know whether there is a significant improvement or not between pre-test and post-test. The formula is:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-10)}}$$

Notes :

t : T-test for the different of pre-test and post-test

Md : mean deviation of the students' score

$\sum x^2 d$: The sum of the squared deviations

N : Number of students.

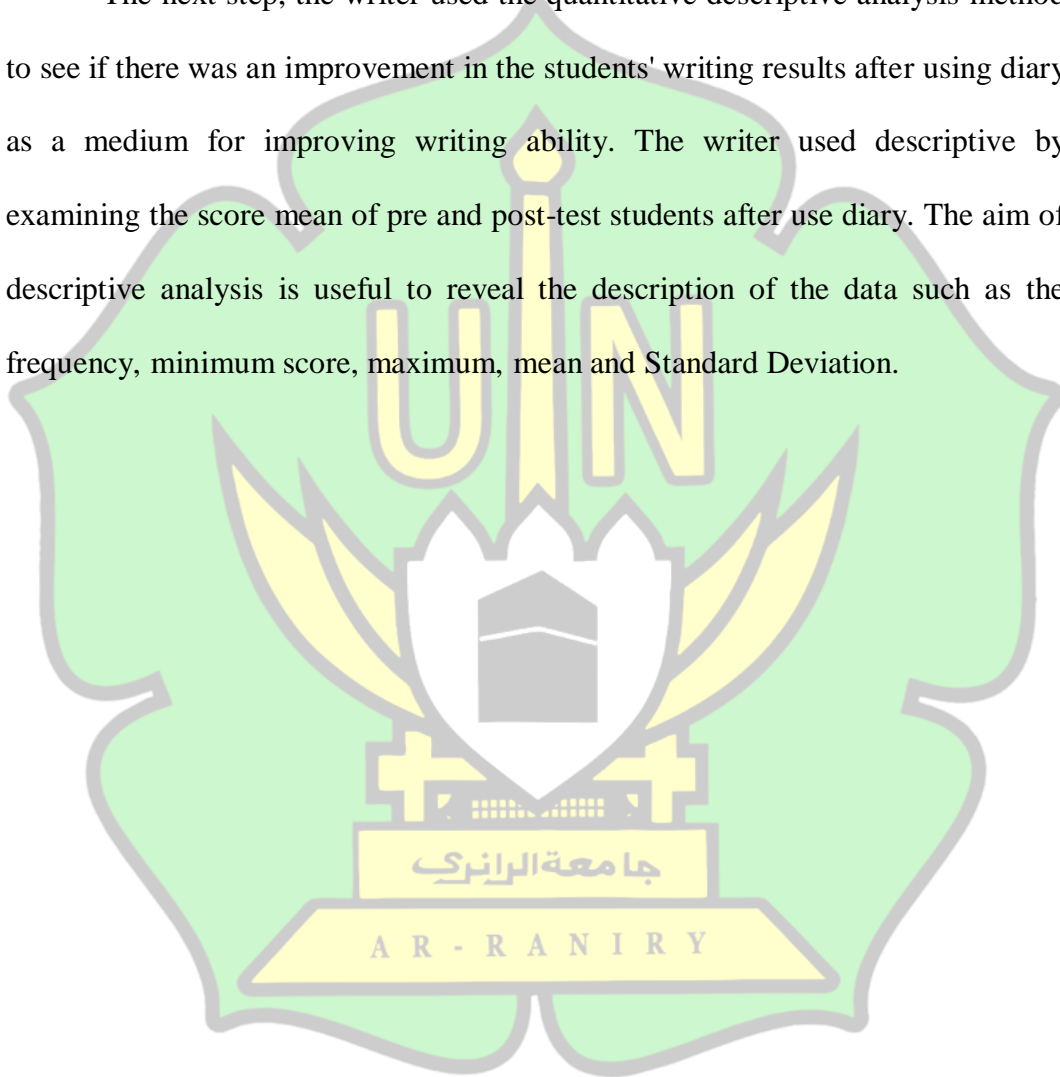
To find out if the hypothesis is accepted or rejected, a comparison of the t-count value with the t-table value is carried out as shown below:

- a. If the value of t-count > t-table, then Ho is rejected, and Ha is accepted, meaning that the independent variable has a significant influence on the dependent variable.

b. If the value of $t\text{-count} < t\text{-table}$, then H_0 is accepted, and H_a is rejected, meaning that the independent variables do not have a significant effect on the dependent variable.

4. Descriptive Analysis Quantitative

The next step, the writer used the quantitative descriptive analysis method to see if there was an improvement in the students' writing results after using diary as a medium for improving writing ability. The writer used descriptive by examining the score mean of pre and post-test students after use diary. The aim of descriptive analysis is useful to reveal the description of the data such as the frequency, minimum score, maximum, mean and Standard Deviation.



CHAPTER IV

RESULTS AND DISCUSSION

This chapter describes findings and discussion of this research that was found out about journaling in enhancing students writing ability using diary.

A. Results

1. Description of data

The purpose of this study was to find out whether there was an increase in students' writing ability after using the media diary. This study took research subjects from class IX-1 students at SMP Negeri 18 Banda Aceh. The number of participants who were used as data sources were 29 students. The data collected in this study were in the form of initial scores (pre-test) and final scores (post-test).

The data in this study included data on pre-test and data on post-test. Data on pre-test were obtained from test scores before being given treatment in the group. The pre-test is used to determine students' prior knowledge before receiving treatment. Data on post-test were obtained from test scores after being given treatment. Post-test is used to determine final knowledge after receiving treatment from the group. The data in this study is in the form of nominal data.

2. Research Process

In this study, the writer chose one class to be the experimental class. For the experimental class, the writer chose IX-1 as the class that would be given treatment in this study. The teaching experiment 29 allows the writer to find out a lot of information about student activities/behavior in class during learning activities so

that writers can understand student characteristics. Thus, the data was obtained in several listening learning meetings using the videos that were made. The meeting is assumed to be five meetings with a time allocation of 2 x 40 minutes to conduct the experiment.

a. First meeting

For the first meeting the writer introduced himself to the students in class and informed the purpose of this experiment. After conveying the objectives of this study, the writer prepared media and tools to carry out the pre-test. After completing the pre-test, the writer collected student answer sheets.

b. Second meeting

Writer provides material regarding recount text because the structure is the same. In this second meeting, the writer gave material about what is a diary (recount text), purpose, function and also the structure of the diary itself. And at each meeting, the writer provides vocabulary that is commonly used in everyday life or is widely used in making diaries.

c. Third meeting

In the third meeting, students were given material about past tense. In this process the writer forms a group where each group will explain what formulas are in the past tense. After that, each group also made a diary text about the experiences they had since learning English and explained them in class.

d. Fourth meeting

At the fourth meeting, the writer gave an example from the diary. The writer and the students identified the examples of the diary regarding the structure of the diary, the grammar used and vocabulary that the students did not know. At the end, the writer asks students to conclude the material that has been studied.

e. Fifth meeting

In this final meeting, at the beginning of the class after preparing the class, the writer conducted a post-test. The post-test lasted for 40 minutes. After finishing the post-test, the writer collected all students' answer sheets. Later in the class, the writer and the students discussed what difficulties they had while writing the diary. The students gave their responses during study and kept a diary.



3. Results of Pre and Post-test

A pre-test was given at the first meeting before the treatment, and a post-test was given after the treatment, so that the results of pre-test are shown in following above:

a. Result of student diary writing (pre-test, student 1)

STUDENTS PRE TEST
LEMBAR JAWABAN SISWA

Name : Haninah Khairunnira
Class : IX-1

Date : October 28th 2022

Haninah:
Since I moved to Banda Aceh, I ^{we} started to join ^{the} Violin ^{Community}. My basic in violin is weak, so I need to do a lot of practice. I do practice almost every day. Because my teacher said that "I need to practice atleast 2 hours per day". Learning with new friends, ^{and} new teacher in new place ^{has} give me a lot of experience. To learn a song, we need to practice it slowly. We also need to listen if our teacher ^{has} to talk. Hopefully in the future I can play ^{the} violin professionally or even ^{became} a violinist. Even though, learning something new is hard. When everyone says "practice makes perfect" but for me that's not correct. ^{For} me "practice makes improvement" ^{because} we make ^{is} progress day by day if we practice seriously.

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A R - R A N I R Y

i. Content

In the student's writing above it looks pretty good. The student tells about experience after moving to another city and tells about her new life. My students also added some details after playing the information, for example "I start to join the violin community". After these words the student adds details such as, "My basic violin is weak, so I need to do a lot of practice...". From the writing above,

according to Brown's assessment writing, the writing gets score 4 because it is relevant to the topic and provides detailed information.

ii. Organization

And in terms of the organization aspect, it can be seen that the students connected one idea with another and made their writing look organized. The student also adds the necessary details for the reader. And in terms of the organizational aspect, it can be seen that students connect one idea with another and make their writing look organized. The student also adds the necessary details for the reader. According to Brown (1993) the writing was organized enough and got 3 for the score. This is because there are sentences that are not connected between sentences, namely the sentence "I need to practice at least 2 hours per day. Learning with friends, new teacher ...". The sentences not connected because the first time the students talked about their violin practice, but they continued to talk about their experiences in a new place. Because of this the writer give a score of 3 or enough organized in accordance with the writing assessment by Brown (1993).

iii. Vocabulary

For the choice of vocabulary is also good and for the junior high school student level this is already at a good stage. Students know the basic words used and the words chosen are not ambiguous and easy to understand. On the vocabulary aspect, the author gives a score of 4, namely use effective word, choice/word usage or word form mastery.in accordance with the writing assessment by Brown (1993).

iv. Grammar

In the grammar aspect, the student already knows when to use the simple present tense, but in the past tense there are several sentences that are wrong, for example "I start to join the violin community" which should be in the "start" section uses verb 2 or past tense. Because of that, the writer the writer gives score 3 because of several errors of tense, and word order according to the writing assessment Brown (1993).

v. Mechanic

In this paper, there is some mistake in the spelling part like 'community' is written 'community'. In the capitalization section, the student use capital letters at the middle of the sentence, example "Violin Community" that is should be "violin community". According to Brown writing assessment, the student gets 3 for score because have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability.

b. Result of student diary writing (pre-test, student 2)

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name: CUT NAZURA MAULIDZA

Class : IX-1

Date : 28-10-22

Cur.

Last week, we ~~go~~ ^{went to} ~~play~~ ^{to} together with friends.

We ~~go~~ ^{went} to park, not far from my house. ~~we~~ ^{were} happier and enjoy ~~the night~~ ^{right there}

i. Content

The writing above, students only provide main information without any explanatory sentences. She explained what happened but did not explain in detail or add supporting sentences in the text. The writer gives a value of 2, namely inadequate development in accordance with the Brown (1993) writing assessment. This is because the main idea given is not clear and also the lack of detail in the writing.

ii. Organization

The writer gives 2 score for the organization, which is mean acceptable organized according to Brown writing assessment. This writing was acceptable organized because the information provided is still connected. However, the drawback is that there is no detailed information about the activities carried out.

iii. Vocabulary

In terms of the vocabulary aspect, the writing above shows that it's pretty good. She knows basic vocabulary and is not wrong in her writing. And the writing of this student can still be understood. The writer gives score 3 because Occasional errors of word form, choice, usage but meaning not obscured accordance of Brown writing assessment.

iv. Grammar

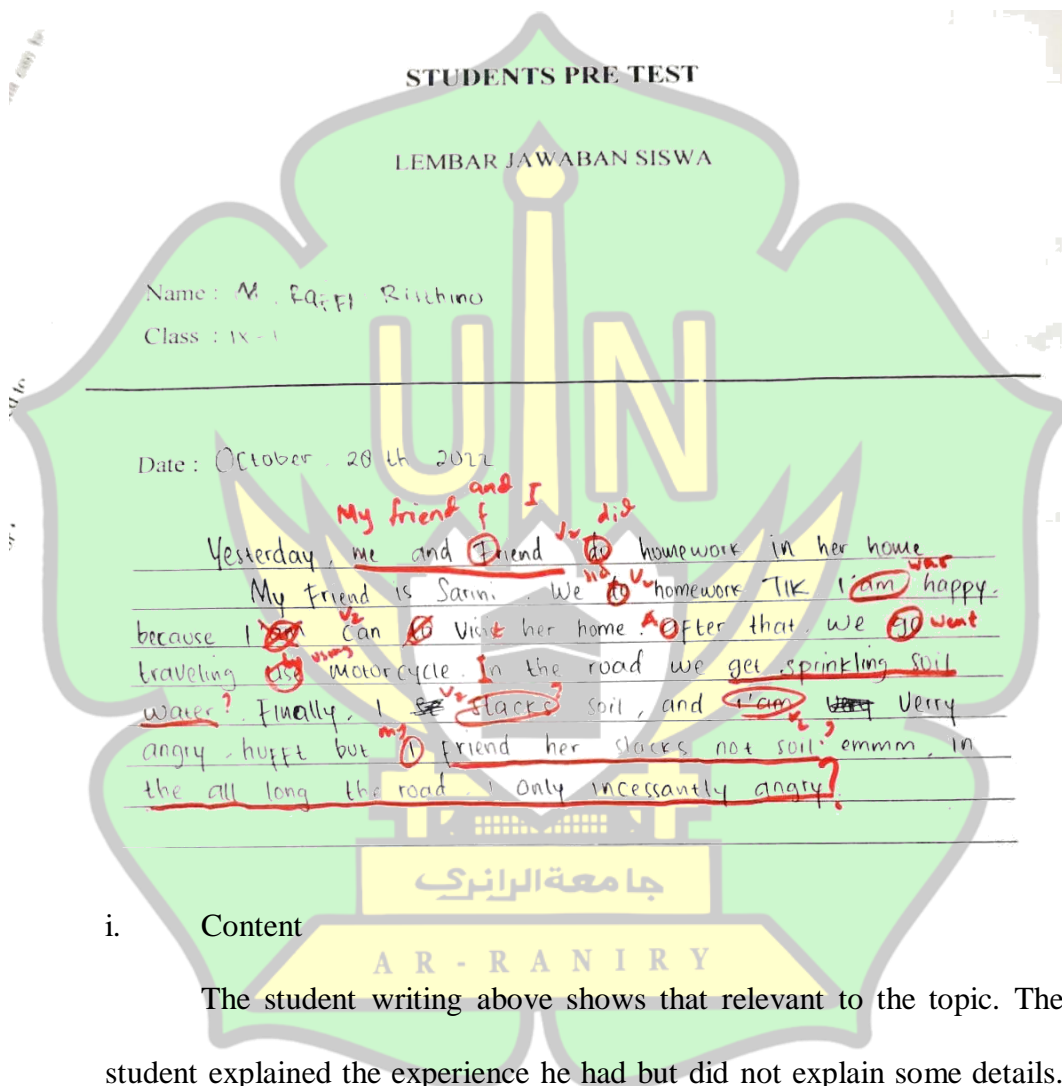
In the aspect of grammar, the student just used same grammar, namely simple present tense. For examples in sentence “we go play together with friends”. Should be used past tense “we went to play together with friends”. Students do not understand when to use simple present tense and past tense. For the reason student gives score 2, frequent errors and meaning obscured accordance to writing assessment by Brown (1993).

v. Mechanic

In this writing. The student consistently made a mistake of writing capital letters by always writing the beginning of a sentence with a small letter. but the error does not render the text unreadable. For example, “we go to park”. students do not use

capital letters at the beginning of sentences. And the writer gives score 3 there is frequent errors of punctuation, capitalization, and spelling, impedes readability. This assessment is in accordance with the assessment of writing by Brown (1993).

c. Result of student diary writing (pre-test, student 3)



i. Content

The student writing above shows that relevant to the topic. The student explained the experience he had but did not explain some details. He recounted his experience going to a friend's house and traveling with friends. this is in accordance with the context of a diary telling about experiences. For this reason, the researcher gave a score of 3, which is

mostly relevant to the topic but lacks of detail in accordance with the writing assessment by Brown (1993).

ii. Organization

For the organization section, there are several ideas that were unconnected and jumped. The student did not give any detail information of the previous sentences. In addition, there are many sentences that are not in accordance with the main information given. The example is "we get sprinkling soil water. Finally, I slacks soil ..."Therefore, the authors give a score of 2 which is acceptable organized and can still be understood. This assessment is in accordance with the writing assessment net by Brown (1993).

iii. Vocabulary

Regarding the vocabulary used, students already know the basic vocabulary, but there are some words that don't match their meaning. The choice of words in this paper is still lacking which if interpreted becomes unclear, for example the words "soil water, her slacks not soil, incessantly angry, etc". The students only translate language into English without looking at the context and choice of words. Therefore, the writer gave a score of 2, frequent errors of word form, choice, usage and meaning obscured/confused according to Brown's (1993) assessment.

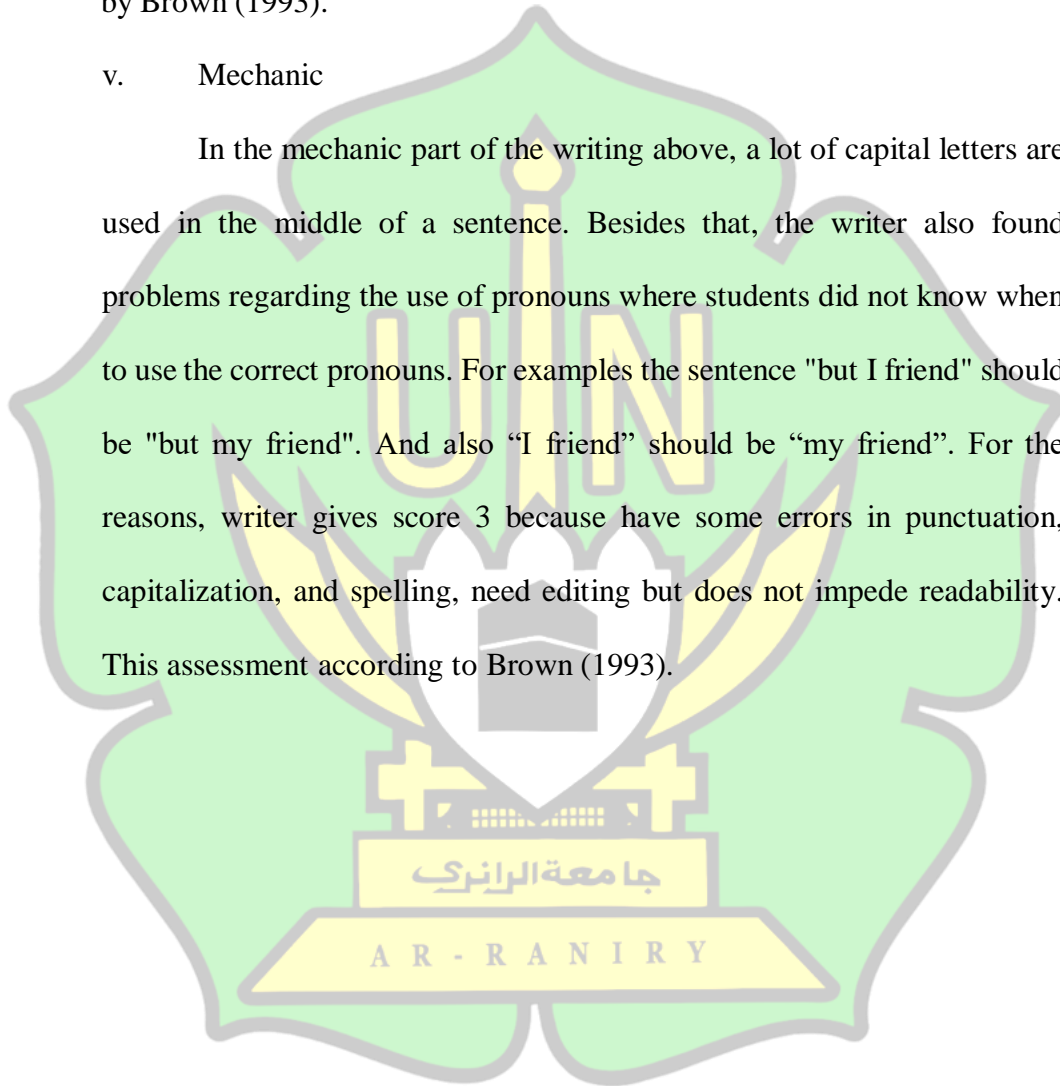
iv. Grammar

In writing above, the author uses the wrong tense. Almost all

sentences use the simple present tense where there should be several sentences using the past tense such as "yesterday, me and friend do homework" which should use verb 2 or past tense, namely "did". The writer gives score 2 where the frequent errors and meaning obscured accordance by Brown (1993).

v. Mechanic

In the mechanic part of the writing above, a lot of capital letters are used in the middle of a sentence. Besides that, the writer also found problems regarding the use of pronouns where students did not know when to use the correct pronouns. For examples the sentence "but I friend" should be "but my friend". And also "I friend" should be "my friend". For the reasons, writer gives score 3 because have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability. This assessment according to Brown (1993).



The results of post-test are shown in following above:

d. Result of student diary writing (post-test, student 1)

Brown (1993).

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : Haninah Khoirunnisa

Class : IX-1

Date : November 4th, 2022

Haninah:

On Saturday last week, I met my friends from Tapaktuan. Their names are Syaima and Syazia. They were my classmates before I moved to Banda Aceh. We made a promise to go to Gramedia. As we arrived there, we went upstairs to floor 2 to see some books. Each other of us picks our books and pay it to the cashier. Then we looking for place to sit and then we talked while reading book. I really enjoy the time when we met, but sadly we need to go home before Maghrib. I think that was an amazing experience, because we can meet after a long time gap. I'd be glad if they want to meet with me again. :)

i. Content

The student post-test above shows that the student wrote relevant to the topic and gives some detailed information. All the sentences almost match the purpose of the topic and the following sentences given any details or support the topic. The writer gives score 4 because the writing relevant to the topic and give the detail information. This assessment according to writing assessment by

ii. Organization

The student writing shows that are main ideas and the details were

connected. Students explain the details of the previous sentence well and clearly. The student tells in detail when he met his friend, went to the bookstore, read together until they came home. The writer gives score 4 because the result of writing well organized and cohesive.

iii. Vocabulary

The choice of words is in accordance with the context being discussed but there are some words that are overused. Example of the words such as "other and ago". But that doesn't change the meaning of the sentence. Therefore, according to Brown (1993) writing assessment, the author gives score of 3 which is occasional errors of word form, choice, usage but meaning not obscured. There are some mistakes in choosing words in writing but the context can still be understood.

iv. Grammar

In the aspect of grammar, students do not understand the use of the simple past tense where they still use verb 1 in several words, for example "I really enjoy the time when we met ...". Actually the word 'enjoy' becomes past tense. There are several errors that is repeated, therefore the author gives a score of 3 where several errors of tense, and word order are still understandable by the reader. This assessment was carried out according to the written assessment by Brown (1993).

v. Mechanic

The mechanics section has no serious problems where the punctuation and capitalization used are good. Few errors spelling, punctuation, capitalization,

and paragraphing. The writer doesn't see wrong punctuation and the use of capital letters at the beginning of sentences is good. Therefore the author gives a score of 4 due to few errors in spelling, punctuation, capitalization, and paragraphing according to Brown (1993).

e. Result of student diary writing (post-test, student 2)

STUDENTS POST TEST
LEMBAR JAWABAN SISWA

Name : Cut nazura Maulidza
Class : IX-1

Date : Jumat, 04 November 2022

Cut:
yesterday I was very tired, because I was training to prepare for the inter-school competition. We participated in the "Ratoh jaroc" dance competition. We were in 9th grade so we decided not to leave the students ^{Subjects} so we study from half past 8 to 1. ^{o'clock} After mutual agreement, we practice from 2 to 6 pm. We also hope that we can make the school proud ^{proud}.

i. Content

In the results of writing this post-test, students have written diaries well. In the content section, the results of the writing are still in accordance with the context which explains the experience at school but lacks detailed support that explains the main sentence. In accordance with the writing

assessment by Brown, where the results of the writing are mostly relevant to the topic but lacks of detail, giving score of 3.

ii. Organization

In the organization section, students have written by connecting one sentence to another, but there are still several sentences that are still not connected. However, this is still understandable and acceptable. The results of this paper received a score of 3 which is in the sufficiently organized section according to the assessment of writing Brown (1993).

iii. Vocabulary

In the vocabulary aspect, there are several words that are not in accordance with the context what the student talk about. An example is the sentence "... we decided not to leave the students". Which the word students should be changed to "subjects". In accordance with Brown's (1993) assessment, writing gives a score of 3 where there are several wrong words, choice, usage but meaning not obscured.

iv. Grammar

In terms of grammar, it is very good and there are only a few mistakes in the choice of words. This shows progress which is compared to the results of the pre-test where students do not understand the use of the simple present tense. In accordance with Brown's assessment, the writer gives a score of 3 where there are only a few errors of tense, and word order.

v. Mechanic

In the mechanics section, the writing of capital letters is still wrong where students still use small letters at the beginning of sentences. This is done repeatedly on the results of student writing. Overall student writing can be said to have increased from before. Due to some errors in punctuation, capitalization and spelling, it needs to be edited but does not hinder readability. then the author gives score 3 in accordance with Brown's assessment.

f. Result of student diary writing (post-test, student 3)

STUDENTS POST TEST
LEMBAR JAWABAN SISWA

Name : M Rappi Ruthino
Class : IX-1

Date : November , 7th , 2022

Yesterday ^{was} ~~is~~ very funny day ^{because} ~~look~~ my friends ~~slip~~ and fell down in ^{the} football area ~~I~~ and all friends laugh. We ~~try~~ help my friend ^{to} wake up. My friend slip ^{because} ~~because~~ the football area ^{is} slippery. After my friend ^{get} up, ~~Other~~ my friend fell down again, but we ~~continus~~ playing football. I ~~look~~ at all my friend fell down all. ~~And~~ reach ~~did't~~ ~~say~~. After we playing football enough long, we break and After that go ~~to~~ home. I arrive ~~to~~ my home. I'm very ~~chuck~~ ^{happy} because my father bought me new dog. He is very funny and I ~~have~~ named ^{for} my dog Boni. ~~He is~~ dog very strong, funny, and fat. ^{The}

i. Content

In writing above, the results of the student's writing are mostly relevant to the topic. The writing describes the things he does with friends. This is in accordance with the purpose of the diary to tell about the author's experiences. However, there are several main topics where there are no explanatory sentences. Therefore, the researcher gives a score of 3 because the writing above is mostly relevant to the topic but lacks of detail.

ii. Organization

In this writing, there are some details that are lacking and don't explain from the previous sentence. However, when seen from the results of the previous pre-test, there was an increase where students were able to connect one event with another event, even though there were several events that still jumped. The writing above is organized enough but lacks cohesion, therefore the writer gives a score of 3 where the writing is sufficiently organized and understandable.

iii. Vocabulary

In terms of vocabulary, the vocabulary is good, but there are several sentences where the student translates the language into English. But the sentence is still understandable. Writer gives a score of 3 where there are several errors of tense, and word order.

iv. Grammar

In grammar, students still do not understand the correct use of the simple past tense. Almost all sentences still use the simple present tense. In the pronoun part, the student also cannot distinguish when to use 'me' and 'I'. Due to the previous

reasons, the writer gives a score of 3 because several errors of tense are still understandable and can still be read or understood.

v. Mechanic

In the mechanics section, it can be said that the student's writing is quite good because the beginning of each sentence uses a capital letter and uses a small letter in the middle of the sentence. For the spelling, there are several sentences that are missed, such as the word 'bicause' should be 'because'. For the reason before, the writer gives score of 3 because in the writing have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability.

After doing analysis and assessment on the pre and post-test, so that the results of scores are shown in the following table. The result of pre-test was presented in the following table:

Table 2.1 The Student's Pre-Test Score

No	Student's Initial	Cont.	Org.	Vocab	Gram Mar	Mech	Total Score	Scoring Students
1	AD	2	1	1	1	2	7	35
2	A	3	2	2	1	2	10	50
3	AI	2	1	3	2	3	11	55
4	AJ	0	0	0	0	0	0	0
5	AP	1	1	2	2	3	9	45
6	AR	0	0	0	0	0	0	0
7	AN	2	2	2	1	2	9	45
8	AS	2	1	2	2	3	10	50
9	BU	0	0	0	0	0	0	0
10	CIS	0	0	0	0	0	0	0

11	CNM	2	2	3	2	2	11	55
12	DS	2	1	3	2	2	9	35
13	DT	2	1	2	2	1	8	40
14	EIS	3	2	2	1	2	10	50
15	HV	2	1	1	1	2	7	35
16	HK	4	3	4	3	3	17	85
17	KA	2	1	2	1	2	8	40
18	MRR	3	2	2	2	3	12	60
19	MK	2	1	1	1	2	7	35
20	MR	2	1	2	1	2	7	35
21	MSR	2	1	2	1	2	8	40
22	MT	0	0	0	0	0	0	0
23	RK	0	0	0	0	0	0	0
24	SI	2	2	3	2	1	10	50
25	SA	2	2	2	1	2	9	45
26	SF	2	1	2	1	2	8	40
27	TZF	2	2	2	2	2	10	50
28	TRM	2	1	2	2	2	9	45
29	TM	2	1	1	1	2	7	35
Total		46	31	47	33	48	203	1015

The data was divided into three levels: low (below 75), middle (75-85) and high (above 86). Based on the data, students who got low score were 29 students (100%). There were no students who got the middle and high level. Based on pre-test result, the highest score was 65 and the lowest score was 0. After getting scoring students, the writers calculated the student's average score using the following formula:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1015}{29}$$

$$M = 35$$

From the above results, writer can conclude that the student's average score was on the pre-test 35.

Table 2.2 Pre-Test Standard Deviation

No	Student's Initial	Scoring Students (X)	x^2
1	AD	35	1225
2	A	50	2500
3	AI	55	3025
4	AJ	0	0
5	AP	45	2025
6	AR	0	0
7	AN	45	2025
8	AS	50	2500
9	BU	0	0
10	CIS	0	0
11	CNM	40	1600
12	DS	45	2025
13	DT	40	1600
14	EIS	50	2500
15	HV	35	1225
16	HK	65	4225
17	KA	40	1600
18	MRR	35	2025

19	MK	35	1225
20	MR	35	1225
21	MSR	40	1600
22	MT	0	0
23	RK	0	0
24	SI	50	2500
25	SA	45	2025
26	SF	40	1600
27	TZF	50	2500
28	TRM	45	2025
29	TM	35	1225
		$\sum X_1 : 1015$	$\sum x_1^2 : 46025$

$$SD = \frac{\sqrt{\sum x_1^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{46025 - \frac{(1015)^2}{29}}}{29-1}$$

$$SD = \frac{\sqrt{10.500}}{29}$$

$$SD = \sqrt{375}$$

$$SD = 19,36.$$

For the pre-test standard deviation when compared to the pre-test mean value there is a significant difference where the pre-test standard deviation (19.36) < pre-test mean (35) means that the quality of the mean was considered good and the data sample can be used as a representative of population.

The writer conducted the post-test on November 1th 2022. The result of pre-test was presented in the following table:

Table 2.3 The Student's Post-Test Score

No	Student's Initial	Cont	Org.	Vocab	Gram.	Mec.	Total Score	Scoring Students
1	AD	3	3	3	2	2	13	65
2	A	3	3	3	3	3	15	75
3	AI	3	2	3	2	3	13	65
4	AJ	0	0	0	0	0	0	0
5	AP	3	3	4	3	3	16	80
6	AR	0	0	0	0	0	0	0
7	AN	3	3	3	3	4	16	80
8	AS	3	2	3	3	4	15	75
9	BU	0	0	0	0	0	0	0
10	CIS	0	0	0	0	0	0	0
11	CNM	3	3	3	3	3	15	75
12	DS	2	2	3	3	4	15	75
13	DT	3	3	3	3	4	16	70
14	EIS	3	2	3	2	3	13	65
15	HV	3	3	3	3	3	15	75
16	HK	4	4	3	3	4	18	90
17	KA	3	3	3	3	3	15	75
18	MRR	3	3	3	3	3	15	75
19	MK	3	2	3	2	3	13	65
20	MR	3	3	4	3	4	17	85
21	MSR	3	3	3	3	3	15	75
22	MT	0	0	0	0	0	0	0
23	RK	0	0	0	0	0	0	0
24	SI	3	3	3	3	4	16	80

25	SA	3	3	4	3	3	16	80
26	SF	3	2	3	2	3	13	65
27	TZF	3	3	3	2	4	15	75
28	TRM	3	3	3	3	4	15	75
29	TM	3	2	3	3	3	14	70
Total		69	66	73	62	77	384	1710

The data was divided into three levels: low (below 75), middle (75-85) and high (above 85). Based on the data, students who got low score were 14 students (48,27%). There were 14 students (48,27%) who got the middle and 1 student (3,44%) got high level. Based on post-test result, the highest score was 90 and the lowest score was 0. Then writer calculated mean or average score of using the following formula:

$$M = \frac{\sum x}{N}$$

$$M = \frac{1710}{29}$$

$$M = 59,13.$$

From the calculations, writing review texts resulted in different results for the average scores of the students on the pre-test and post-test. The average post-test student score 59,13 was higher than the pre-test student average score 35. And seen from the mean post-test value which increased significantly and showed that student achievement increased after being given treatment.

Table 2.4 Post-Test Standard Deviation

No	Student's Initial	Scoring Students (X)	x^2
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1	AD	65	4225
2	A	75	4900
3	AI	65	4225
4	AJ	0	0
5	AP	80	6400
6	AR	0	0
7	AN	80	6400
8	AS	75	5625
9	BU	0	0
10	CIS	0	0
11	CNM	70	4900
12	DS	75	5625
13	DT	70	4900
14	EIS	65	4225
15	HV	75	5625
16	HK	90	8100
17	KA	75	5625
18	MRR	80	6400
19	MK	65	4225
20	MR	85	7225
21	MSR	75	5625
22	MT	0	0
23	RK	0	0
24	SI	80	5625
25	SA	80	6400
26	SF	65	4225
27	TZF	75	5625
28	TRM	75	5625
29	TM	70	4900
		$\Sigma X : 1710$	$\Sigma x_1^2 : 126650$

The writers continued to count standard deviations. The result is :

$$SD = \frac{\sqrt{\sum X_1^2 - \frac{(\sum X)^2}{N}}}{N-1}$$

$$SD = \frac{\sqrt{126650 - \frac{(1710)^2}{29}}}{29-1}$$

$$SD = \frac{\sqrt{126650 - 101421,55}}{29-1}$$

$$SD = \sqrt{901}$$

$$SD = 30,01.$$

Same as pre-test standard deviation, post-test standard deviation lower than post-test mean (30,01 < 59,13) which means that the quality of the mean was considered good and the data sample can be used as a representative of the population for research.

Table 3.1 Post-Test Standard Deviation

Test	Mean
Pre-test	35
Post-test	59,13

Based on table above, it can be explained that the different mean score before and after giving treatment. The mean score in post-test higher than mean

score pre-test with difference 22,75 points which means the writing ability of students had improvement after doing the learning process that used diary method.

Table 3.2 Deviation and Square Deviation

No	Students	Pre-test (X)	Post-Test (Y)	Deviation (D : Y-X)	Square Deviation (D ²)
1	AD	35	65	30	900
2	A	50	70	20	400
3	AI	55	65	10	100
4	AJ	0	0	0	0
5	AP	45	80	35	1225
6	AR	0	0	0	0
7	AN	45	70	25	625
8	AS	50	75	25	625
9	BU	0	0	0	0
10	CIS	0	0	0	0
11	CNM	40	70	30	900
12	DS	45	75	30	900
13	DT	40	70	30	900
14	EIS	50	65	15	225
15	HV	35	75	40	1600
16	HK	65	90	25	625
17	KA	40	70	30	900
18	MRR	45	75	30	900
19	MK	35	65	30	900
20	MR	35	85	50	2500
21	MSR	40	70	30	900
22	MT	0	0	0	0
23	RK	0	0	0	0
24	SI	50	75	25	625
25	SA	45	80	35	1225
26	SF	40	65	25	625
27	TZF	50	75	25	625
28	TRM	45	75	30	900
29	TM	35	70	35	1225
Total		1015	1675	660	20.350

The writers calculated the sum of the squared deviations as shown below:

$$\sum x^2d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$\sum x^2d = 20.350 - \frac{(660)^2}{29}$$

$$\sum x^2d = 5329,311.$$

The writers calculated the sum of the squared deviations to know the significant difference of the pre-test and the post-test by using t-test formula as shown below:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2d}{N(N-10)}}$$

$$t = \frac{22,75}{\sqrt{\frac{5.329,311}{29(29-10)}}$$

$$t = 7,317$$

Notes :

Table 4.1 T-Test and T-Table

T-Test (count)	T-Table
7,317	2,75

A. Hypothesis of Results

After calculating the t-test, the value was 7,317. According to the rules, if t-count > t-table, then Ho was rejected, and Ha was accepted, which means the hypothesis was accepted. However, if the t-count < t-table, Ho was accepted, and

Ha was rejected, then the hypothesis cannot be accepted. Looking from the table above, the t-count value (7.317) > t-table (2.75) which means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. There was improvement of the students writing skill through using diary.

B. Descriptive Analysis

In this section, the writer will analyze the results of the pre and post-test mean values, and the standard deviation. In the pre-test results, it was found that only a few students scored above the KKM. And compared with the results of the post-test with 59,13 scores and the number of students who passed the KKM was 11 people. From this comparison it can be said that there was an increase in student writing which increased the average post-test score for the participant. But the addition or difference in value is not too far or big.

Looking from the results of the standard deviation with the results 30, the standard deviation value is smaller than the average value. In accordance with the theory that if the standard deviation is smaller than the average value then it is said that the population used is good and can be used as a participant in this study.

B. Discussion

The findings from the research questions is that there is an increase in students' ability after using the diary. The result of the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Thus, it can be concluded that the use of diary had a significant effect on students' writing ability. Students who

were taught using the diary increased post-test scored higher than the score of pre-test.

The results of the pre-test clearly show that no student achieves the highest score based on the classification table data for the written pre-test. Students who got low scores were 28 students (96,34%) and the average pre-test of students was 85. There were no students who got moderate and high scores according to the Minimum Standard Criteria Score. When viewed from the results of the writing pre-test, the difficulties students had when writing diaries were that they did not know about organizing ideas and the tenses used in writing. Another problem is that the very minimal vocabulary hinders students from expressing their ideas. To overcome this problem, writer use a journal diary to improve students' writing ability. In the first treatment, the writer asked students to write down something that happened to them. What was surprising was that none of the students knew how to write the part of the text that was to be retold. They have studied recount text, but do not know how to write it. Then, the writer explains about the simple past tense and the general structure of recount text. The writer also provided examples of journals or diaries to show how students could start writing about their experiences. At two meetings, the writer asked them to write a paragraph of recount text based on the general structure of the recount text to improve their writing ability through writing diaries. In the next meeting, the writer conducted a post-test by asking students to write down their experiences or the activities they did. After calculating the post-test scores, there were 11 students who passed the Minimum Standard Criteria scores. According to table 2.3, there were 18 students (62.06%) who got low marks. There

were 10 students (34.48%) who were classified as moderate and 1 student (3.44%) were classified as high. The mean post-test value obtained after applying the method is 59,13. In short, students' score was increased from the pre-test to the post-test. Seen from the number of students who passed minimum standard criteria scores, that is around 37.93%. This shows an increase in which during the pre-test none of the students passed the minimum standard criteria scores.

The improvement of students' writing ability was also seen from students' understanding of content, organization, language use, vocabulary, and mechanics in writing. Novi (2014) explained that there were improvements on the students writing skills in the five aspects. The highest score increase was found in the grammar aspect which on average the score obtained was up to 5.15. In other aspects there is also a high increase but not too significant the results of the comparison. For students' diary writing results, the most prominent improvement was seen from the grammar section where there was a very large difference. Before the treatment was carried out, the students did not know that diary writing used the simple past tense. After treatment, most of the students responded positively to the feedbacks which were given by the researcher. Students also felt that writing diary was easier because they could write anything. The treatments also contributed to improve the students' motivation so that they were encouraged to encounter about their weaknesses. It is also believed that journal writing can be used to energize what we do and how we do it.

The same thing was also conveyed by Ayse (2019) the study points to a significant difference between students' achievement test pre and post-test scores

in favor of post-test scores. The reason for the difference may be the fact that students in the study kept their own learning process under control by writing a reflective diary. The research reviewed the topics of study and their learning was supported by feedback and corrections. This result is in parallel with the studies which examined the effect of reflective diaries on student achievement. The study points to a significant difference between students' achievement test pre and post-test scores in favor of post-test scores. The reason for the difference may be the fact that students in the study kept their own learning process under control by writing a reflective diary.

According to Vita (2013) diary writing is effective to improve students' skill in writing recount text. The researcher found that the t-counted was 8.56. The level of significance counted is set up at 0.05 and the degree of freedom (df) of the table is $25 - 1 = 24$. The researcher found that t-table was 2.064. It showed that t-counted was higher than the t-table. It means that the hypothesis of this research is accepted. In conclusion, the use of diary writing was effective to improve the students' skill in writing recount text. The researcher found that the t-counted was 8.56. The level of significance counted is set up at 0.05 and the degree of freedom (df) of the table is $25 - 1 = 24$. The researcher found that t-table was 2.064. It showed that t-counted was higher than the t-table. It means that the hypothesis of this research is accepted. In conclusion, the use of diary writing was effective to improve the students' skill in writing recount text.

According to Euis (2015) said that diaries increased students' writing skills after treatment but not too significant. Improvement can be seen from the ability of

students when doing the post and pre-test. The students' pre-test scores were far from the KKM scores in which not a single student passed the KKM scores. The average pre-test results are in the low-frequency level section, which means that the students' writing ability is still very low. After the treatment and post-test were carried out, there was an increase where the number of students who passed the KKM became 8 people. Looking from the results of the post test, some students got scores that were far from the results of the pre-test. From these results the researchers stated that there was an increase after the diary use treatment was carried out.

There was example that diary method is able to improve student writing ability by looking of components of writing divides into contents, organization, vocabulary, grammar and mechanics. Student with initial CNM in pre-test she got 55 and in post-test 75. According in her pre-test he was inadequate for organization, also for vocabulary was not good enough but the meaning obscured. For the mechanics, many errors of punctuation and capitalization. Her grammar dominated by errors, almost of texts not use simple past tense. And in post-test, she did the best. For the organization, she added some details after the main idea. Then the ideas included are very good and mechanics still not good because the capitalization and punctuation. For the grammar, she already knows how use tenses better than pre-test.

By comparing the result mean of pre-test and post-test, and also used one sample t-test to known concluded that the use of diary writing was effective because there was a progress in students' score. From the value of t-test $(7,317) > t$ table $(2,75)$.

It means that the null hypothesis (H_0) is refused and the alternative hypothesis (H_a) is accepted. The hypothesis in this study can also be accepted because the value of the $t\text{-test} > t\text{-table}$ and also $H_a > H_0$, the alternative hypothesis is accepted and the null hypothesis is rejected. Which means there is a significant influence between one independent variable on the dependent variable, that concluding the diary is an effective medium of writing ability and can be applied in the teaching and learning process.



CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of data analysis in this study, the following conclusions can be drawn:

1. The problem formulation of this study is that there is an improving in students' writing abilities after using diaries. This is seen from the average pre-test and post-test of students. It can be interpreted that the diary improves students' writing ability, so that they can understand how to write properly and correctly.

B. Suggestions

In order to develop the English teaching quality, the writer would like to share the suggestions for the development of teaching and learning writing especially writing recount text. First, students are given the freedom to express the ideas they want to write or write, even though there are many mistakes in their first writing. Furthermore, the teacher provides correct learning to students so that students know where their mistakes are. Second, the teacher gives a lot of diary writing exercises and gives exercises about the simple past tense used. The more experience in writing the students will also increase the ability of students in writing. Third, teachers also provide good and comfortable media when used by students, this is also one of the factors that can improve students' writing ability.

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APPENDIX I



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-13923/Un.08/FTK.1/TL.00/10/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Dinas Pendidikan Wilayah Kota Banda Aceh
2. Kepala SMP Negeri 18 Kota Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **WAFADHINA ALIYAH / 180203233**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Ulee Kareng, Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Journaling In Enhancing Students Writing Skills Using Diary**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 20 Oktober 2022
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 20 November
2022

Habiburrahim, M.Com., M.S., Ph.D.

AR - RANIRY

APPENDIX II



**PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 18**

Jln Tgk. Chik Dipineung Raya No. 7 Telp. (0651) 8053021 Banda Aceh
E-mail : smpn18@disidibna.net Website : disidibna.net kode Pos.23125

SURAT KETERANGAN

Nomor: 422 / 245 / 2022

Kepala Sekolah Menengah Pertama Negeri 18 Banda Aceh, dengan ini menerangkan bahwa :

Nama : Wafa Dhina Aliyah
NIM : 180203233
Program studi : Pendidikan Bahasa Inggris

Sesuai dengan Surat Dinas Pendidikan dan Kebudayaan Kota Banda Aceh No.074/A4/4817 tanggal 24 Oktober 2022 M Perihal : Izin Pengumpulan Data. Dengan ini yang bersangkutan telah mengadakan **Pengumpulan data** dalam rangka penyusunan Skripsi dengan judul :

"JOURNALING IN ENHANCING STUDENTS WRITING SKILLS USING DIARY".

Demikian surat keterangan ini kami keluarkan untuk dapat dipergunakan seperlunya.

Banda Aceh, 07 November 2022

Kepala,



Rahmaniah, S.Pd

NIP. 19690720 199303 2 003

AR - RANIRY

APPENDIX II



PEMERINTAH KOTA BANDA ACEH DINAS PENDIDIKAN DAN KEBUDAYAAN

Jl P.Nyak Makam No. 23 GP. Kota Baru TELP/FAX. (0651) 7555136, 755513
E-mail: dikbud@bandaacehkota.go.id Website: dikbudk.bandacehkota.go.id

Kode Pos: 23125

SURAT IZIN NOMOR : 074/A4/4817 TENTANG IZIN PENGUMPULAN DATA

Dasar : Surat Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-13923/Un.08/FTK.1/TL.00/10/2022 tanggal 20 Oktober 2022, perihal Penelitian Ilmiah Mahasiswa.

MEMBERI IZIN

Kepada :
Nama : **Wafa Dhina Aliyah**
NIM : 180203233
Jurusan Prodi : Pendidikan Bahasa Inggris.
Untuk : Melaksanakan Pengambilan data pada SMP Negeri 18 Kota Banda Aceh dalam rangka penulisan skripsi dengan judul :

"JOURNALING IN ENHANCING STUDENTS WRITING SKILLS USING DIARY."

Dengan ketentuan sebagai berikut:

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Harus mengikuti protokol kesehatan yang ketat.
3. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar kepada pihak sekolah.
4. Surat ini berlaku sejak tanggal 24 Oktober s.d 24 November 2022.
5. Diharapkan kepada yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
6. Kepala Sekolah dibenarkan mengeluarkan surat keterangan hanya untuk mahasiswa yang benar-benar telah melakukan pengumpulan data.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 24 Oktober 2022 M
28 Rabi`ul Awal 1444 H

a.n. KEPALA DINAS PENDIDIKAN DAN
KEBUDAYAAN KOTA BANDA ACEH
& KABID PEMBINAAN SMP,


EVI SUSANTI, S.Pd, M.Si.
Pembina
NIP.19760113 200604 2 003

Tembusan :

1. Wakil Dekan Bidang Akademik dan Kelembagaan Fak.Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
2. Koordinator Pengawas Sekolah.
3. Kepala SMP Negeri 18 Kota Banda Aceh

APPENDIX IV

RENCANA PELAKSANAAN PEMBELAJARAN

Sekolah : SMP Negeri 18 Banda Aceh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI-1/Ganjil
Materi Pokok : Narrative Text
Alokasi Waktu/Jumlah Pertemuan : 2x45 menit (2x pertemuan)

A. KOMPETENSI INTI

- KI : Menghargai dan menghayati ajaran agama yang dianutnya
K2 : Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
K3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
K4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI/IPK (Pertemuan ke -4)

NO	KOMPETENSI DASAR	INDIKATOR/IPK
1	3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi fungsi sosial teks naratif berbentuk fable sesuai dengan konteks penggunaannya.

		3.4.2 Mengidentifikasi struktur teks naratif berbentuk fable sesuai dengan konteks penggunaannya.
2	4.4 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya.	4.4.4 Mengungkapkan makna eks naratif lisan dan tulis berbentuk fable pendek dan sederhana sesuai dengan konteks penggunaannya.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi fungsi sosial teks naratif berbentuk fable sesuai dengan konteks penggunaannya.
2. Mengidentifikasi struktur teks naratif berbentuk fable sesuai dengan konteks penggunaannya.
3. Mengungkapkan makna teks naratif lisan dan tulis berbentuk fable pendek dan sederhana sesuai dengan konteks penggunaannya.

D. MATERI PEMBELAJARAN

1. Fungsi Sosial Teks
Mengidentifikasi penggunaan linking verbs, action verb, dan saying verb.
2. Struktur Teks
Mencakup : - Memulai
- Menanggapi
3. Unsur Kebahasaan
 - Penggunaan That, this, these and those
4. Struktur teks
Narrative Text
A narrative text is an imaginative story to entertain people.
 - Orientation: Pengenalan tokoh-tokoh, watak, dan tempat dari cerita.
 - Complication: Permasalahan yang terjadi di dalam cerita.
 - Resolution: Penyelesaian atas masalah yang terjadi di dalam 1 cerita
5. Unsur kebahasaan

(1) Simple Past Tense

- (2) Kosakata: tokoh binatang (karakter), tempat, waktu dan situasi yang terkait dengan tokoh
 - (3) Adverb of time: first, next, then, after that, before, finally, etc
 - (4) Prepositional phrase: a long time ago, one day, in the morning, the next day, last
 - (5) Ucapan, tekanan kata, intonasi
 - (6) Ejaan dan tanda baca
 - (7) Tulisan tangan.
6. Topik

Topik mengenai pengalaman dan kegiatan sehari-hari.

E. PENDEKATAN/MODEL/METODE PEMBELAJARAN

Pendekatan : *scientific approach*

Model : Discovery learning

Metode : Tanya jawab, guided observation, dan diskusi.

F. MEDIA/SUMBER BAHAN AJAR

Media/alat : Spidol, papan tulis, monitor, dan LKPD

Sumber ajar : - Kemendikbud. 2017. Bahasa Inggris “*When English Rings the Bell*” (Buku Siswa). Jakarta : Kementerian Pendidikan dan Kebudayaan.

- [https://englishjamclassl/this-that-these-and-those-/](https://englishjamclassl/this-that-these-and-those/)

- Youtube

G. LANGKAH-LANGKAH PEMBELAJARAN (Pertemuan Ke 1)

Kegiatan	Langkah-Langkah Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Mengucapkan salam • Membaca doa • Menanyakan kabar para siswa • Mengecek kehadiran • Menanyakan materi yang sudah dipelajari sebelumnya • Menanyakan kepada murid mengenai materi yang akan diajarkan • Menyampaikan tujuan pembelajaran 	5'

Kegiatan Inti	<p data-bbox="533 342 659 383">Menanya</p> <ul data-bbox="587 432 1038 1435" style="list-style-type: none"> <li data-bbox="587 432 1038 645">• Peserta didik mengkonfirmasi materi yang sudah diajarkan dengan melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya <li data-bbox="587 656 1038 757">• Guru memberikan umpan balik terhadap proses dan hasil pembelajaran <li data-bbox="587 768 1038 909">• Guru menyampaikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya <li data-bbox="587 920 1038 983">• Para murid mengamati contoh diary yang dibagikan <li data-bbox="587 994 1038 1095">• Para peserta didik mengidentifikasi structure dari teks narrative <li data-bbox="587 1106 1038 1169">• Saling berbagi informasi mengenai teks narrative <li data-bbox="587 1180 1038 1281">• Para peserta didik mengidentifikasi jenis tenses yang digunakan <li data-bbox="587 1292 1038 1435">• Peserta didik bersama guru melakukan Tanya jawab secara lisan terkait informasi mengenai tense simple past tense 	20'
	<p data-bbox="533 1509 715 1550">Megasosiasi</p> <ul data-bbox="612 1561 1007 1673" style="list-style-type: none"> <li data-bbox="612 1561 1007 1673">• Para murid menyimpulkan materi hasil diskusi yang telah dilakukan. 	10'
	<p data-bbox="533 1727 810 1767">Mengkomunikasikan</p> <ul data-bbox="587 1778 1038 1809" style="list-style-type: none"> <li data-bbox="587 1778 1038 1809">• Memberikan penguatan materi. 	5'
Penutup		5'

	<ul style="list-style-type: none"> • Para murid membuat rangkuman terhadap materi yang sudah dipelajari. • Guru memberikan beberapa pertanyaan untuk mengetahui apakah murid sudah mengerti mengenai materi. • Guru memberitahukan materi apa yang akan dipelajari pada pertemuan selanjutnya • Guru memberi salam dan menutup pelajaran. 	
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Pertemuan ke 2

Kegiatan	Langkah-Langkah Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> • Mengucapkan salam • Membaca doa • Menanyakan kabar para siswa • Mengecek kehadiran • Menanyakan materi yang sudah dipelajari sebelumnya • Menanyakan kepada murid mengenai materi yang akan diajarkan • Menyampaikan tujuan pembelajaran 	5'
Kegiatan Inti	<p>Menanya</p> <ul style="list-style-type: none"> • Peserta didik mengkonfirmasi materi yang sudah diajarkan dengan melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya 	20'

	<ul style="list-style-type: none"> • Guru memberikan umpan balik terhadap proses dan hasil pembelajaran • Para murid mengamati contoh diary yang dibagikan sebelumnya • Para peserta didik mengidentifikasi linking verb, action verb, dan saying verb • Saling berbagi informasi mengenai teks narrative • Peserta didik bersama guru melakukan tanya jawab secara lisan terkait informasi mengenai linking verb, action verb, dan saying verb • Para murid membuat teks diary mereka sendiri sesuai dengan pengalaman yang pernah dilakukan • Beberapa murid mempresentasikan hasil tulisannya kedepan kelas 	
	<p>Mengasosiasi</p> <ul style="list-style-type: none"> • Para murid menyimpulkan materi hasil diskusi yang telah dilakukan. 	10'
	<p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Memberikan penguatan materi. 	5'
Penutup	<ul style="list-style-type: none"> • Para murid membuat rangkuman terhadap materi yang sudah dipelajari. • Guru memberikan beberapa pertanyaan untuk mengetahui apakah murid sudah mengerti mengenai materi. 	5'

	<ul style="list-style-type: none"> • Guru memberitahukan materi apa yang akan dipelajari pada pertemuan selanjutnya • Guru memberi salam dan menutup pelajaran. 	
--	---	--

H. PENILAIAN, PEMBELAJARAN REMEDIAL, DAN PENGAYAAN

1. Teknik Penilaian

Writing Assessment Model		
Contents	Score	Criteria
	4	Relevant to the topic and give the detail information
	3	Mostly relevant to the topic but lacks of detail.
	2	Inadequate development of the topic.
	1	Not relevant to the topic.
Organization	4	Well organized and cohesive.
	3	Enough organized (generic structure).
	2	Acceptable organized (generic structure).
	1	Not organized and does not communicate.
Vocabulary	4	Use effective word, choice/word usage or word form mastery.
	3	Occasional errors of word form, choice, usage but meaning not obscured.
	2	Frequent errors of word form, choice, usage and meaning obscured/ confused.

	1	Essentially translation, little knowledge of English, not enough to evaluate.
Grammar	4	Error of tense, and word order.
	3	Several errors of tense, and word order.
	2	Frequent errors and meaning obscured.
	1	Dominated by error, does not communicate, not enough to evaluate.
Mechanic	4	Few errors spelling, punctuation, capitalization, and paragraphing.
	3	Have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability.
	2	Frequent errors of punctuation, capitalization, and spelling, impedes readability.
	1	Dominated by errors.

2. Pedoman Penilaian

Score = Content + Organization + Vocabulary + Language Use + Mechanics

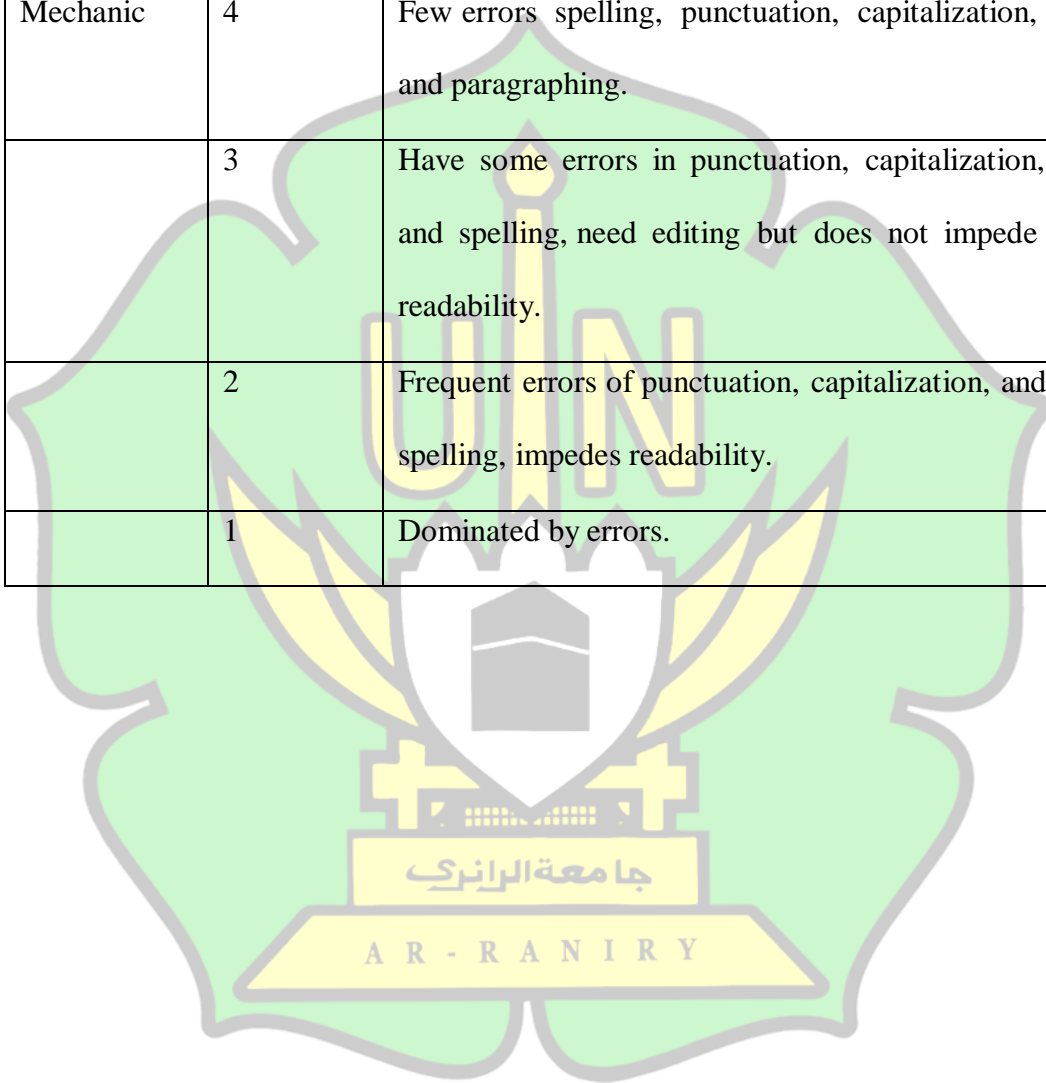
Range of Score Final	Categories
86 – 100 Excellent	Excellent
75 – 85 Good	Good
< 75	Poor

APPENDIX V

Assessment Writing Scoring Rubric (combined from Jacobs, 1981 and Brown, 2000)

Writing Assessment Model		
Contents	Score	Criteria
	4	Relevant to the topic and give the detail information
	3	Mostly relevant to the topic but lacks of detail.
	2	Inadequate development of the topic.
	1	Not relevant to the topic.
Organization	4	Well organized and cohesive.
	3	Enough organized (generic structure).
	2	Acceptable organized (generic structure).
	1	Not organized and does not communicate.
Vocabulary	4	Use effective word, choice/word usage or word form mastery.
	3	Occasional errors of word form, choice, usage but meaning not obscured.
	2	Frequent errors of word form, choice, usage and meaning obscured/ confused.
	1	Essentially translation, little knowledge of English, not enough to evaluate.
Grammar	4	Error of tense, and word order.

	3	Several errors of tense, and word order.
	2	Frequent errors and meaning obscured.
	1	Dominated by error, does not communicate, not enough to evaluate.
Mechanic	4	Few errors spelling, punctuation, capitalization, and paragraphing.
	3	Have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability.
	2	Frequent errors of punctuation, capitalization, and spelling, impedes readability.
	1	Dominated by errors.



APPENDIX VI

PRE-TEST

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : Devi trisnawati

Class : IX - 1

Date : Friday, 4th, November 2022

Yesterday was the day we exercised. We were told to work around the school. And when we went around, the teacher forbade ~~are~~ ~~at~~ us to ~~run~~ ^{to run}, but they ~~run~~ ^{ran}. There are also those who cut off the road to find shortcuts. And when we arrived at school, we reported ~~them~~ ^{them} to the teacher. And they were punished.

October 28th 2022

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name : Devi trisnawat

Class : IX - 1

Date : 28-10-2022

Devi: Yesterday we did sports, then we went outside of school. While on the road, I felt ^{sick or what?} because my feet were left behind? they all laughed at me.

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : Mutiara
Class : IX.1

Date : 4 - November 2022

The Wise Man

• People have been coming to the wise man, complaining about the same problems every time one day he told them a joke and everyone roared in laughter.

After a couple of minutes, he told them the same joke and only a few of them smiled.

When he told the same joke for the third time no one laughed anymore.

The wise man smiled and said, "you can't laugh at the same joke over and over. So why are you always crying about the same problem?"

Moral of the story: Selalu khawatir dan mengeluh tidak akan menyelesaikan masalah.

Not Narrative to
But diary / recount
text - We past for

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name : Aura Nadila
Class : IX - 1

Date : 28 October 2022.

To-day, I ^{is} feel not very well. My day ^{is} was boring. Not something ^{is} special. After ended with you? I'm ^{is} not feel regret. Now I like someone. He is very handsome, and very special in my heart. But he ^{is} not know about that. When I see you, he looks so sad. Maybe he ^{is} had (was) something trouble. When you know about that?? Problem. I wish you like me to. But what ever I'm happy with my friend.

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name : Aura Nadila

Class : IX - 1

Date : 28 October 2022.

To-day, I ^{was} feel not very well. My day ^{was} boring. Not ^{nothing} something is special. After ended with you? I'm ^{not} not feel regret. Now I like someone. He is very handsome, and very special in my heart. But he ^{did} know about that. When I see you, he looks so sad. Maybe he ^{had} something trouble **Problem**. When you know about that??. I wish you like me to. But what ever I'm happy with my friend.

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name : ALPI IKRAM

Class : IX-1

Date : October 28 2022

ALPI

yesterday, I ^{ate} was sick. because I lot of ^{eat} eat. Noodles and My mom ^{brought} bring to the hospital.

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : Siti Imanda

Class : IX-1

2 + 2 + 2 + 2 + 1

Date : 04 november 2022 / Jumat

Siti

Last month, was a very happy day in ~~my~~ my opinion, because my father had come home after being away for ~~o~~ few weeks out of town. We lost communication while my father was away from work. Because there is ~~no~~ internet network. And now our family has reunited. I'm also happy to see my father again. The next day, we went on vacation to the sea ~~to~~ enjoy the view. And next week, my father went to work again.

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

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AR - RANIRY

Name : EGA irwan Saputra

Class : IX.1

6
1 + 2 + 1 + 1 + 1

Date : October 28, 2022

Yesterday, My father ^{gave} give Me a pants, I was happy because, that pants ~~is~~ My favorite ~~is~~ pants. My MOM give ME a novel ~~the~~ tittle "Si kancil" yesterday. one OF MY best day Forever.

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name : M. Khalis

Class : IX-1

Date : October, 28, 2022

Yesterday, my father give me a pants, i was happy because that pants my favorite. ~~apple and car~~. My mom give me apple and uang, untuk beli book novel. title me very happy ~~sekarang~~.
money for buy

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name : Tiara Rakhmatul Maulana

Class : IX-1

Date : October / 28 / 2022

Tiara.

for months. Me and My family weekend in beach to celebration My birthday. photoshoot together, and enjoyed the holiday.

- it's too simple
- Not give the details
- The grammar good but too simple
- The mechanic and spelling pretty good.

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name : Della Shyntia

Class : IX - 1

Date : October , 28 , 2022

Della :

yesterday, it was ^{that} I think ^{that} I don't ^{not} graduated ^{in the} future

^{on how} ^{class} I'm. ^{After} ^{dad} I'm know if I'm ^{to} future.

I'm ^{felt} happy ^{and} know if to if I'm future. ?

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name : T.Zena Fadila

Class : IX-1

Date : October 28 2022

Yesterday my father ^{gave} ^{give} me a book, the book
title "black showmen to namonaki machi no setsujin".
it's the best book Forever, ^{Too} simple. ^{Need} more details

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name : MUHAMMAD SABIL RAZIQUIN

Class : IX-1

Date : 28 - October, 28. 2022

Sabil

Yesterday, it was my friend birthday. I wish?
I give a bag good. He was extremely happy in the moment
I give a bag.

Yesterday, I ^{was} ~~my~~ ^{to} ~~go~~ to hospital ^{to} ~~for~~ visit
ALFI, and ALFI was happy.

Yesterday, my friend named Khalis. He fighting
with Azriel.

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name : Siti Irmanda

Class : IX-1

Date : October 28, 2022

Siti

Last week, we ^{went (vs)} ~~go~~ to time zone. I was happy because ^{could} ~~can~~ play together.
We ~~enjoy~~ enjoy the holiday.

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name : Syifa Fidha

Class : IX-1

8

Date : October, 28, 2022
SYIFA

Tomorrow I was happy because it was my birthday. Why me it's so happy, because I got a gift and a cake for my birthday. I hope to be useful in the future.

2-1+2+1+2

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name : Aulia Saputra

Class : IX-1

2

Date : October 28, 2022

Last week, my mother gave me a cat to draw to eat every day, and my mother gave a color pencil, and I said thank you to my mother.

1x 1x 1x 1x 1x

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name : Tria Meidiansyah.

Class : IX - 1

Date : October 28, 2022

last week my mother ^{gave} give me a sketchbook to ^{use} drawing ^{for daily drawing} every day. After days, my mother buys a color pencil. and says thank you to my mother, I'm very happy from my mother give me? ^{with my mother gave me.}

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

Name : Muhammad Rayyan

Class : IX-1

Date : twenty eight, oktober and the two thousand twenty two (28-10-2022)

My diary

Hi!! friend my name is Muhammad Rayyan. I come from in maroula twenty eight and two thousand eight (20-april-2008). my favourite subject is language english. I very happy with this time. I go to school in pondok dayah modern darul uum. I very happy in darul uum, at a day I feel bored in darul uum because the opom is hard. I very sick with the opom. At a day I ^{left} go to home because I want to move darul uum. I very happy because I ^{success} move to darul uum. and I school in SMP 18 negri banda arceh, but my parent ^{not} don't ^{not} give a motorcycle I very sad.

STUDENTS PRE TEST

LEMBAR JAWABAN SISWA

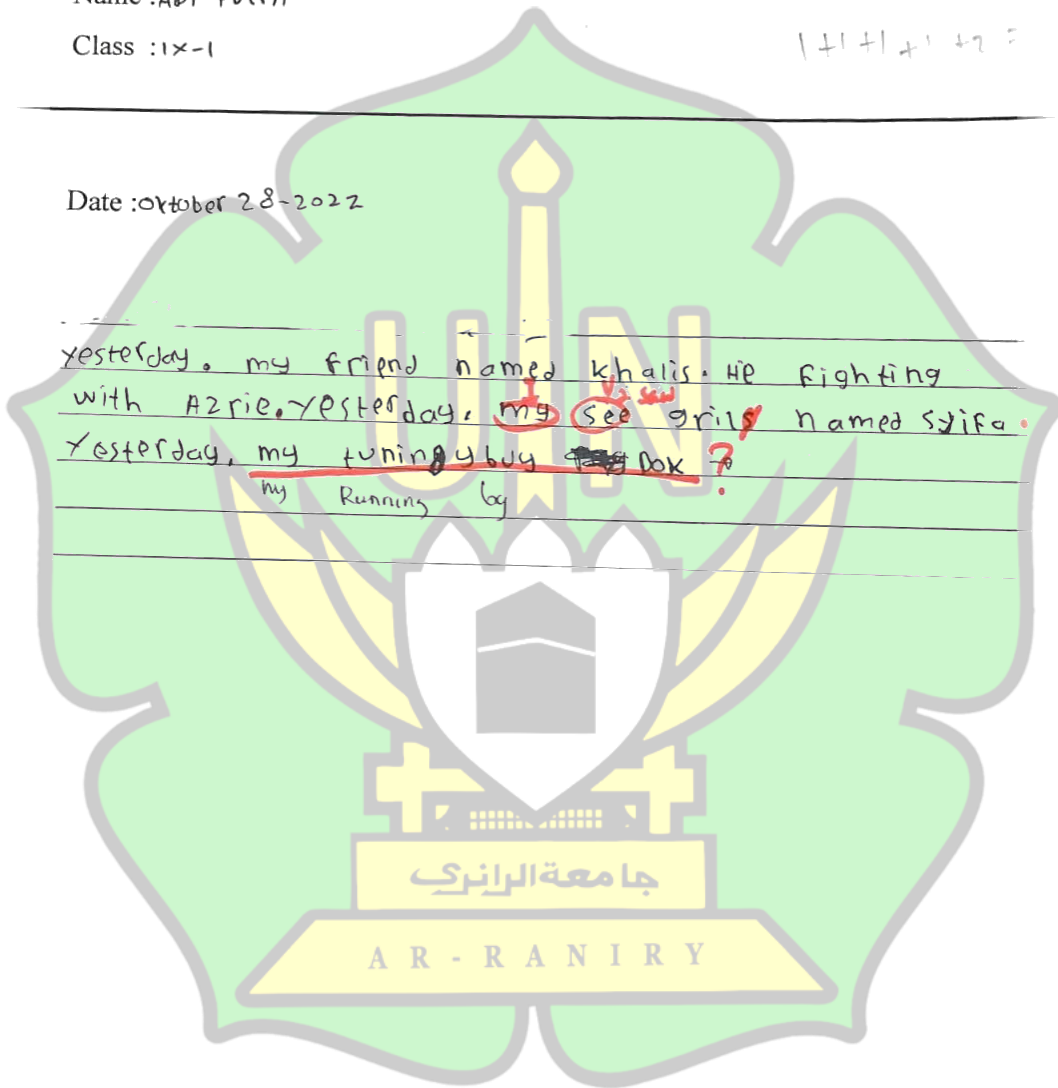
Name : ADI PUTRA

Class : IX-1

1 + 1 + 1 + 1 + 2 =

Date : October 28-2022

yesterday. my friend named khalis. He fighting
with Azrie. Yesterday, my ^{best} friend named Syifa.
Yesterday, my ~~running~~ ~~by~~ ~~ok~~ ?
my Running by



APPENDIX VII

POST-TEST

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : Della shyntia

Class : IX-1

Date : 04-11-2022

Della:

I'm yesterday not entered ^{because} because I'm sick. Because yesterday I'm not entered, I'm passed the study yesterday. today I'm ^{back} memasuki ^{back} study Bahasa Inggris. I'm ^{back} akan ^{back} study ^{back} kembali ^{back} we ^{back} Bahasa Inggris ^{back} because I'm ^{back} tidak masuk ^{back} Passed the study. tomorrow I'm ^{back} pun ^{back} tomorrow study ^{back} we ^{back} sekolah ^{back} kembali ^{back}. mudah - mudahan I'm ^{back} bisa ^{back} study ^{back} kembali ^{back} we ^{back} sekolah ^{back}.

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : Kansa Azahra

Class : IX-1 (sembilan satu)

Date : 05-11-2022

Yesterday, ^{me} I and my friends [?] extersain dance. I wish ^{I could} beat junior high school next ^{to} we ^{are} did the best I wish ^{our best}. and after extersain dance, me and my friends outslept in mosque. shortly after we woke up and continued to practice. after the second practice we all went home and ^{rested}. in the morning, we went to school and studied. Learn English. we are learn ^{about} the diary

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : Tna Mirdiansy

Class : IX.1

Date : fnday /4-11-2012

yesterday, ~~may~~ my ^{vs} broke hand friends let and fled. ~~tomorrow~~ ^{for past}
 I ~~go~~ became a superhero to kill ^{be utca} passanger. ~~tomorrow~~ ^{for past}
 again me to regret forsake city. I ~~meant~~ meet
 a family. ~~tomorrow~~ me falling from a bed an fight
 in dreams and I lose to fight. I breave my chicken
 and lam burn my house to fire up. and now I shot
 ferdy Samba and putn Chandrawah arrived death?

STUDENTS POST TEST

NO

LEMBAR JAWABAN SISWA

Name : ega rawan sarifudin

Class : IX - 1

Date :

I ^{ate} ~~eat~~ ^{chicken} ~~big~~ ~~at~~ chicken so delicious. ~~And~~
 yesterday ~~my~~ break hand friends :) and yesterday
 my ~~bro~~ school with friends, then ~~fire~~ ^{my friend} chicken
^{arrives} ~~arrived~~ burst, and I ~~hereave~~ chicken, and last month
 my forsake world with ^{my} Name, and now yesterday
 I live to world this, and today I cut break hand
 dinosaur.

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : AZRIL Ramadhiansyah.

Class : 1x3

Date :

Yes terday, ^I ~~my~~ ^{ate} ~~eat~~ Chicken and ^{drink} ~~drink~~ Coconut. And I ^{did} ~~spat~~ spat
in school, ~~at school~~ and go ~~to~~ home from school. I played
HandPone and outsleep in room and I awake and
Play Football and ~~at school~~ go home. ~~home~~ I ^{took} ~~to~~ bath and
Play handPone and I ~~at~~ outsleep Night.
~~to school I go to school~~

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : ANI PUTRA

Class : 1x-1

Date :

Yesterday I laid book Akbar in down table. Akbar ^{the} ~~was~~ ^{was} very angry
~~because~~ ^{because} book he ^{is} gone. ~~and now~~ ^{today} ~~he will~~ ^{is trying to get revenge on} ~~me~~ ^{me} ~~because~~ ^{because} I
laid book Akbar not to the place, ~~so~~ Today I ^{borrowed} ~~lent~~ book to
library, I ~~miswrote~~ ^{miswrote} and ~~there is~~ ^{there is} which oversaw in
room repaired. ~~so~~ ~~the~~ ~~book~~ ~~is~~ ~~gone~~ ~~to~~ ~~room~~ ~~?~~
Yesterday I gone book ~~in~~ ~~room~~ ~~?~~
Yesterday Akbar outsipt in room.

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : MUHAMMAD SABIL RAZIQUH

Class : IX-1

Date : Free day / 04-11-2022

SABIL

• Yesterday, my ~~eat~~ ^{ate} and ~~drink~~ in the classroom. ~~and~~
~~me~~ and my friend ~~to~~ tell ~~about~~ about Super Hero
panda. ~~super hero~~ That Super Hero ~~another~~ name A. ~~We~~
Very happy at hear that story.

• ~~Me~~ ^{an} Raffi, and ~~and~~ Go to school always one time.
~~we~~ never late to class. And one of the my friend ~~shot~~
still.

• Yesterday, I very happy. Because I saw my friend
and my ~~got~~ win and we thought to study hard.

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AR - RANIRY

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : HAVID ZURAHMAN

Class : IX.1

Date : 4-11-2022

APIS : Yesterday I ^{was} very happy in the tuesday. ~~we~~ we are
study together ^{with} teacher. we did sport turn around ~~the~~
^{and finish} pinang village ~~turn around~~ ~~we~~ go karin for eat.
finished eat we ~~go~~ ^{went} class for ready go home. and wi
handshake and direct goodbye with teacher and I very happy
at on tuesday yesterday. and go straight home and
I and I change clothes. and I go to slip in my ~~bedroom~~
bedroom.

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : Bunaiya ulfa

Class : IX.1

Date : 4-11-2022

Yestreday, we went to school. When we ^{us went} go to school, we
studied as usual. We study English. We learn about diaries.
How to make a diary, and others. And on this day we ~~were~~
told to keep a diary, and we are very happy because today
we can make our diary. ^{diaries.}

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : Aura Nadila

Class : IX - 1

Date : 7 November 2022.

One day, I ~~feel~~ very tired because ^{of} many ~~of the~~ activities. I ~~am~~ in school. But the tired a little lost because I played Basketball with my team. I ~~think~~ playing basketball ~~is~~ is fun!, because you can have a money Friends, ~~Healthy~~ healthy body, ~~and~~ even you can be like ~~many~~ many women. When I ~~finish~~ finish playing basketball, and I ~~go~~ go to home, but on the way I ~~see~~ see a beautiful girl. And I ~~feel~~ feel very happy.

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : Mikhalis

Class : IX - I

Date : 09-11-2022

I ~~ate~~ ate chicken together with my yesterday ~~my~~ ~~eat~~ ~~to~~ ~~gender~~ friend, and ~~I~~ I caught ~~fish~~ fish ~~in the~~ ~~pool~~ in the ~~pool~~ pool, and I burned the fish in ~~the~~ ~~fish?~~ field.

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : ALFI IKRAM

Class : IX-1

Date : 4/11/2022

Yesterday, I Ate Porridge. I ^{bought (V₃)} ~~bayed~~ Porridge in Ulee boreng. Price Porridge is ~~5~~ ^{Eighteen} thousand Rupiah.

Today, I went to mosque, and ^{then V₃} ~~After~~ ^{to} home.

I went to ~~B~~ ^{with} ~~bang~~ Padang, for jogging to ~~gether~~ ^{with} Friend. Until noon ~~as~~ ^I go home.

جامعة الرانيري

AR-RANIRY

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : T. Zena Falikh

Class : IX - 1

Date : <

Zena

yesterday I was ^{vs went} ~~come~~ to school. ~~Me~~ and my friend play the football. I was very happy to play football together. ~~Me~~ and my friend go to kantin. we are eat and buy the drink. ~~the~~ ball rang ~~to~~ me and my friend ~~for soon?~~ kantin. and we'll be home soon - :))

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : Maisya Ranayu

Class : IX-1

Date : 9-november-2022

Yesterday, we went to school. when we got to school, we studied as usual. we study English. we learn about diaries. How to make a diary and others. And on this day we were told to keep a diary. And we were very happy because today we ^{could} can make our diary.

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : ALYO JUNIWA

Class : IX - 1

Date :

An old man in the village
~~I old man~~ lived in the village. ~~He~~ was one of the most unfortunate people
in the world. The whole village was proud of him, I was always gloomy,
I constantly complained and was always in a bad mood.
The longer I lived, the more vile he was becoming and the more
poisonous were his words.

not
narrative
text
but
diary.

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : ~~Syafaril~~ Syafaril.

Class : IX 1

Date :

Yesterday I ate chicken with friends and I caught fish in
the pond. And I burned the fish in the rice field.
After that we ate with friends and we drank yellow syrup
and ate cake ^{we} stolen and we had fun. ~~and~~ After eating
we took a bath in the people's pool, the sample was
chased and we died ?

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : SYIFA Fidhi

Class : IX-1

Date : 4 - November - 2012

Yesterday, ^{kecil} Me and ^{kecil} friend play with ^{besar} badminton. ^{me} Before school, ^f and friend undertake play ^{badminton} badminton. We are very excited to do the game, because we want to win ^{at} ^{badminton} badminton game, I went to class. And my teacher told me if I took part in the math olympiad. I also agreed and I immediately registered ^{myself} myself to take part in the math competition. Yes, even ^{though} though I'm not good at that ^{subject} subject, ^{but} but I just want to try it so I have ^{kecil} part in the math olympiad. experience taking

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : AKBAR

Class : IX-1

Date : AKBAR

Yesterday ~~to~~ I hit ^{at} Adi in school. and adi very angry ⁶ Because ~~not~~ ^{fighting} fighting and adi replied. with very angry and adi lost in fought. adi ~~unhide~~ ^{wept} wept because lost fought. and I ~~mem~~ ^{as} as forgive to adi. because ~~adi~~ ^{feel} feel so sery ^{room} ^{from} from class. Yesterday ~~Hapis~~ ^{out} out slept ^{on} on class.

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : Siti Imanda

Class : IX-1

$2+2+2+2+1$

Date : 04 november 2022 / Jum'at

Sth .
Last month, was a very happy day in ~~my~~ my opinion, because my father had come home after being away for ~~o~~ few weeks out of town. We lost communication while my father was away from work. Because there is ~~no~~ internet network. And now our family has reunited. I'm also happy to see my father again. The next day, we went on vacation to the sea ~~to~~ enjoy the view. And next week, my father went to work again.

STUDENTS POST TEST

LEMBAR JAWABAN SISWA

Name : Aura Nadia

Class : IX-1

Date : Jum'at 4 November 2022

~~On~~ ^{on} the tuesday night, I thought to fasting tomorrow. In the morning, I ~~go~~ ^{go} to the school. at 11 o'clock, that is sporty class. we ~~learn~~ ^{learn} about walking ~~o~~ fast. After that, I played badminton. After school my body felt tired ~~and fire~~. when I got home, I rushed to change clothes, clean and pray. After that, I slept until the afternoon and broke my fast.

$3+1+1+2+2$

APPENDIX VIII
PHOTOES



A R - R A N I R Y



AR-RANIRY

