STUDENTS' WRITING COMPETENCE IN WRITING DAILY JOURNAL
(An Experimental Research at the Second Year Students of Senior High School of Darul Ulum Banda Aceh)

THESIS

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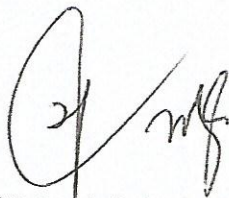**DARUSSALAM – BANDA ACEH**
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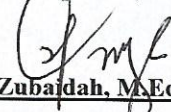
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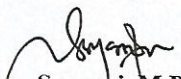## THE COUNCIL OF EXAMINERS:

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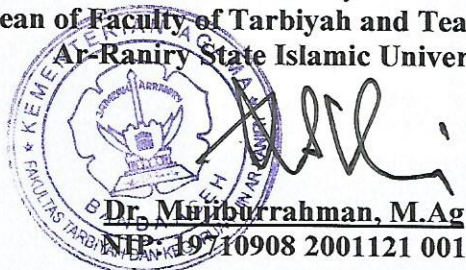Zubaidah, M.Ed

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Finally, I believe that this thesis has many mistakes and need to be criticized in order to be useful especially for English Education Department of UIN Ar-Raniry.

Banda Aceh, 27 January 2016

Rizal Fahmi

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Menulis adalah salah satu aspek penting dalam bahasa Inggris yang harus dikuasai oleh siswa. Teknik guru dalam pengajaran menulis sangat penting untuk meningkatkan kemampuan siswa dalam menulis. Salah satu teknik yang dapat digunakan oleh guru adalah daily journal yang dapat memotivasi siswa dalam pembelajaran menulis. Oleh karena itu, penulis melakukan penelitian tentang kompetensi menulis siswa dalam menulis daily journal (sebuah penelitian eksperimental pada siswa tahun kedua MA Darul Ulum Banda Aceh). Tujuan dari penelitian ini adalah untuk mengetahui penggunaan efektivitas daily journal dalam meningkatkan siswa kompetensi menulis dan untuk mengetahui siswa respon terhadap penggunaan daily journal secara tertulis. Sampel dari penelitian ini adalah siswa tahun kedua dari MA Darul Ulum. Desain pra eksperimental digunakan untuk mengumpulkan data, tes dan kuesioner adalah teknik pengumpulan data utama. Pre test diberikan pada pertemuan pertama sebelum siswa diajarkan dengan menggunakan daily journal, sementara post test diberikan dalam pertemuan terakhir setelah siswa

diajarkan dengan menggunakan daily journal. Kemudian, data dianalisis dengan menggunakan perhitungan statistik. Sebagai hasilnya, penelitian ini menunjukkan bahwa menggunakan daily journal meningkatkan kemampuan siswa dalam menulis. Hal ini dibuktikan oleh perbedaan nilai rata-rata antara pre-test (M=46) dan post-test (M= 92,6) yang menunjukkan bahwa kompetensi menulis siswa telah membaik setelah penggunaan daily journal. Selain itu, berdasarkan analisis kuesioner, sebagian besar siswa (73,3%) memberi tanggapan positif terhadap penggunaan daily journal. Akhirnya, penulis menyimpulkan bahwa daily journal adalah salah satu teknik yang dapat digunakan untuk meningkatkan kompetensi siswa dalam menulis.

Kata-kata kunci: Daily Journal, Kompetensi Menulis, Meningkatkan, Siswa.

ABSTRACT

STUDENTS' WRITING COMPETENCE IN WRITING DAILY JOURNAL (AN EXPERIMENTAL RESEARCH AT THE SECOND YEAR STUDENTS OF SENIOR HIGH SCHOOL OF DARUL ULUM BANDA ACEH)

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Writing is one of important aspects in English that should be mastered by the students. Teachers' technique in teaching writing is very important to improve the students' ability in writing. One of the techniques that can be used by the teacher is daily journal which can motivate the students in learning writing. Therefore, the writer conducts a study about "Students' Writing Competence In Writing Daily Journal (An Experimental Research at the Second Year Students of Senior High School of Darul Ulum Banda Aceh)". The purposes of this study are to find out the effectiveness use of daily journal improves the students' writing competence and to find out students' response toward the use of daily journal in writing. The sample of this study was the second year students of MAS Darul Ulum. Pre experimental design was used to collect the data, in which test and questionnaire were the main data collection techniques. Pre test was given in the first meeting before the students are taught by using daily journal, meanwhile post test was given in the last meeting after the students were taught by using daily journal. Then, the data was analyzed

by using statistical calculation. As the result, this study showed that using daily journal could improve students' ability in writing. It was proven by the difference of mean score between pre-test (M=46) and post-test (M=92.6) which indicates that the students' writing competence have improved after the treatment was given. Moreover, according to the questionnaire analysis, most of the students (73.3%) gave positive responses toward the use of daily journal. Finally, the writer concludes that daily journal is one of techniques which can be used in order to improve the students' competence in writing.

Key Words: Daily Journal, Writing Competence, Improve, Students.

(طالب الكتابة الكفاءة في الكتابة "يومية" (تجريبي الأبحاث في الثاني سنة طالبة ماجستير دار العلوم باندا آتشيه

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معلم كلية التربية وتأهيل المعلمين، جامعة الرانيري الإسلامية الحكومية بندا آتشيه.

الكتابة هي واحدة من الجوانب الهامة للغة الانجليزية التي يجب أن يلم بها الطالب. المعلمين التقنية في تدريس الكتابة مهم جدا لتحسين مهارات الطلاب في الكتابة. أسلوب واحد التي يمكن استخدامها من قبل المعلمين هي مجلة يومية إلى تحفيز الطلاب في تعلم الكتابة. لذلك، أجرت الكتاب دراسة عن الكتابة كفاءة الطلاب في كتابة الجريدة اليومية (دراسة تجريبية في طالب في السنة الثاني من دار العلوم باندا اتشيه). وكان الغرض من هذه الدراسة هو تحديد مدى فعالية استخدام الجريدة اليومية في تحسين الطلاب الكفاءة الكتابة وتحديد الطلاب ردا على استخدام الكتابة الجريدة اليومية. عينات من هذه الدراسة هو طالب في السنة الثانية من ماجستير دار العلوم. تم استخدام تصميم ما قبل التجريبية لجمع البيانات والاختبارات والاستبيانات هي التقنيات الرئيسية لجمع البيانات. اختبار ما قبل تعطى في الاجتماع الأول قبل أن يتم تدريس الطلاب على استخدام الجريدة اليومية، في حين يتم إعطاء الاختبار البعدي في الاجتماع الأخير بعد أن يتم تعليم الطلاب باستخدام الجريدة اليومية. ثم تم تحليل البيانات باستخدام الحسابات الإحصائية. ونتيجة لذلك، تظهر هذه الدراسة أن استخدام الجريدة اليومية تحسين مهارات الطلاب في الكتابة. ويتضح ذلك من خلال الفرق في متوسط قيمة بين ما قبل الاختبار وبعد الاختبار مما يدل على أن اختصاص كتابة الطلاب قد تحسن بعد استخدام الجريدة اليومية. وبالإضافة إلى ذلك، استنادا إلى تحليل استبيانات، فإن معظم الطلاب أعطى ردا ايجابيا على استخدام اليومية اليومية. وأخيرا، خلص الباحثون إلى أن الجريدة اليومية هو أسلوب واحد التي يمكن استخدامها لتحسين كفاءة الطلاب في الكتابة.

الكلمات الرئيسية: جريدة يومية، الكتابة الكفاءة، زيادة، الطلاب.

CHAPTER I

INTRODUCTION

A. Background of Study

There are a number of ways that can be used to learn English. One of the ways is through education. Since English might be a foreign language for some countries, education is considered the best way to learn English. In Indonesia, English is learnt as a foreign language and as one of compulsory subjects that should be learnt by students especially in the secondary school level, such as in junior and senior high school.

More specifically, based on the School-Based Curriculum Dikti (2013), the goal of teaching English is to provide students with knowledge and skills to make them able to communicate in English either in spoken or written language at the informational level which means that students should be able to use the language to access and share information as a part of their learning either in the spoken or written form.

In addition, to be acknowledged as having mastery in English, the language learners should master the four language skills which are divided into receptive skills, such as listening and reading, and productive skills, such as speaking and

writing. Receptive skills include understanding when somebody listen and read. We receive the language and decode the meaning to understand the message. Productive skills are speaking and writing. We use the language that have acquired and produce a message through speech or written text that we want others to understand. It means that students should be able to use English either receptively or productively.

As the matter of fact, in the real life communication, being able to speak in English is not enough. It is because not all communication activities can be held in the form of spoken language, but they sometimes need written form, as stated by Langan (2005) that writing can be used as a means of communication. According to Harmer (2007) writing is considered as a productive skill along with speaking. When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

In the global era, many aspects of life need writing skill as a part of the requirements. One of the examples which writing takes an important role is in the educational setting. In the educational setting, students are expected to be able to write a kind of academic writing. Such as essay, narrative text, descriptive text, and reported text. Therefore, schools or institutions should provide their students with sufficient skills which are needed to face the real world situation with the real language use.

However, based on the observation conducted by the researcher while doing the teaching practice or PPL (Praktik Pengalaman Lapangan) program on November 2014 in MAS Darul 'Ulum, the researcher found out that there were some problems appeared in the English teaching and learning. Among the four language skills (listening, speaking, reading, and writing) the writing skills was regarded as the hardest skill to be learnt by students and it should be given more attention.

The lack of practice was considered as the major problem in their writing. The teacher did not give enough writing practices both in the classroom and outside the classroom. Although the teacher was aware of the importance of writing. Then, the feedback given by the teacher was in the form of the direct feedback. The teacher preferred to use personal feedback in which when she was correcting the students' writing, she asked the students to come and see on their mistakes, then she directly gave them the correct form. It is regarded time consuming, since the students cannot learn from their friends' mistakes directly. Besides that, the students' motivation to write was low. Some students were extremely unconfident and reluctant to write due to some reasons. The main reason was that they thought they had nothing to write and when they had already got the ideas of what to write about, the lacks of vocabulary, grammar, and sentence organization made their ideas could not be properly conveyed.

Another reason is that most students even judged themselves that they were not good at writing. They thought that they do not have talents in writing. Actually,

those kinds of thoughts often burden themselves and influence their attitudes towards writing. So, the result is that they try to avoid writing, and when they do writing, they do not give their best.

Based on the observation above, it is assumed that the teacher should find alternative teaching techniques and media which can help and motivate the students in the writing class, and also can improve their writing skills. Langan (2011) states that writing is a skill, it makes sense that the more they practice to write, the better their writing will be. He also proposes that keeping a daily or almost daily journal/diary can be an excellent way to get practice in writing. Since the main problem in this case is that the students lacked of practices, therefore dailly journal can solve this problem. Through daily journal, students can keep a record of their ideas, opinions, and their stories of daily life. It may also encourage the students to become involved and interested in writing.

According to Ngoh (2002), daily Journal can also bring about another benefit that classroom writing can infrequently do. He states that while in-class writing tasks are prone to make students nervous, daily journal can reduce the distance between the students and the teacher. A supportive learning atmosphere will thereby be created along with a high learning motivation, which students more and more integrate into their formal writing.

Based on the above explanation, the writer is interested in conducting the research to continue this background of study. Daily journal could be a solution for this phenomenon. Thus, the writer delighted to present "*Students' Writing Competence In Writing Daily Journal (An Experimental Research at the Second Year Students of Senior High School of Darul Ulum Banda Aceh)*.

B. Research Question

Based on the previous explanation, the writer focuses on two research questions:

1. Does the use of daily journal improve the students' writing competence?

2. What are the students' response toward the use of daily journal in writing?

C. Aim of Study

The aims of this study are:

1. To find out the effectiveness use of daily journal improves the students' writing competence.

2. To find out students' response toward the use of daily journal in writing.

D. Terminology

There are some terms used in this thesis which need further description in order to avoid readers' confusion.

    1. Writing Competence

Ramelan (2003) stated writing competence is a continuous process of thinking and organizing, rethinking and reorganizing. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of writing things down. It is one of the four basic skills that are very complex and difficult to be learnt.According to O'Malley (1996) writing is a personal act in which writers take idea or prompts and transform them into self initiated topics. Folse, Solomon, Clabeaux (2010) describes the elements of good paragraph:

  1. Unity. Unity in a paragraph begins with the topic sentence. Every paragraph has one single, controlling idea that is expressed in its topic sentence, which is typically the first sentence of the paragraph. A paragraph is unified around this main idea, with the supporting sentences providing detail and discussion. In order to write a good topic sentence, think about your theme and all the points you want to make. Decide which point drives the rest, and then write it as your topic sentence.

2. Order. It refers to the way you organize your supporting sentences. Whether you choose chronological order, order of importance, or another logical presentation of detail, a solid paragraph always has a definite organization. In a well-ordered paragraph, the reader follows along easily, aided by the pattern you've established. Order helps the reader grasp your meaning and avoid confusion.

3. Coherence. It is the quality that makes your writing understandable. Sentences within a paragraph need to connect to each other and work together as a whole. One of the best ways to achieve coherency is to use transition words. These words create bridges from one sentence to the next. You can use transition words that show order (first, second, third); spatial relationships (above, below) or logic (furthermore, in addition, in fact). Also, in writing a paragraph, using a consistent verb tense and point of view are important ingredients for coherency.

4. Completeness. It means a paragraph is well-developed. If all sentences clearly and sufficiently support the main idea, then your paragraph is complete. If there are not enough sentences or enough information to prove your thesis, then the paragraph is incomplete. Usually three supporting sentences, in addition to a topic sentence and concluding sentence, are needed for a paragraph to be complete. The concluding sentence or last sentence of the paragraph should summarize your main idea by reinforcing your topic sentence.

Writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Therefore the writer conclude that writing is making a hand writing where

the one who writes give a form for everything what he or she thinks and whatever he or she feels. A writer has to be able in using written language to give an idea or message such as daily journal writing. Especially in this thesis, the writing competences that will be focused are all the above elements of a good paragraph which are unity, order, coherence and completeness.

2. Daily journal

Daily journals are designed tocapture the "little experiences of everyday life that fill most of our working time and occupy the vast majority of our conscious attention" (Wheeler & Reis 1991). It can facilitate reflection and allows students to express feelings regarding their educational experiences. The format of this writing can vary depending on the students' needs and the instructor's goals. According to Luu Trong (2010) Daily journals are notebooks in which writers keep a record of ideas, opinions, and description of daily life. In this study, the writer will keep students to write a daily journal in sufficient time. Then the term "daily journal" and "journal writing" will be used interchangeably as both terms mean the same.

E. Significance of Research

Looking at the explanations above, the study is trying to find out how the legend can be used effectively in EFL class. The results of this study later are expected to:

1. For the Teachers

By understanding the result of this study, the teacher can be careful in selecting teaching technique or strategy in their class. It is expected that the result of this study can help teachers to teach writing skill by implementing daily journal writing for students. The teachers can improve their ability to make innovation, effective strategies, and scenario of teaching writing skill. It also enriches teacher's technique to teach writing skill thus the problems that they face in classroom can be solved.

2. For the School

The school can compare the advantages of pair work to other method in learning English. So the school will be more selective in determining the technique of teaching writing skill. Legends will be used for the school to increase the quality of its output. Therefore, the school will get good reputation from government or society.

3. For other Researchers

The result of this research can be used as a reference to next research in developing teaching writing skill. It is expected that the data can open other researchers' mind in completing field research. Therefore, for other researchers will get a good result related to teaching writing skill.

CHAPTER II

THEORITICAL REVIEW

This study is aimed at finding out that the use of daily journal can improve the writing competence of the second year students. To support the understanding of the problem formulated in Chapter I, some theories are reviewed related to the concepts of writing competence and daily journal. This chapter also presents some relevant research studies for this research. Once those theories have been reviewed and some relevant research studies have been presented, a conceptual framework is drawn for this study.

A. Writing Competence

This sub chapter discusses some relevant theories related to writing skills. In this discussion, seven important points are presented. They are the definition of writing, the characteristics of written language, micro-and macro skills of writing, the process of writing, types of writing performance, tasks of teacher in teaching writing, and teaching writing in senior high school.

Writing needs learning and practicing. It is not skill that people can get without practicing and drilling. Even the psycholinguist Eric Lenneberg (2001) likens writing such as swimming. He said that human beings universally learn to walk and to talk, but swimming and writing are culturally specific learned behaviors. We learn to swim if there is a body of water available and

usually only if someone teaches us. We learn to write if we are a member of a literate society and usually only if someone teaches us.

According to Nunan (1999) historically, until mid-1970s writing was a sub skill which supported oral language, since the educational world dominated by audio-lingual learning. Then in mid-1970s, when second language teacher discovered "process", writing was seen as main skill in English. The development continued until mid-1980s when writing was divided into academic and non academic writing. Those writing evolutions above make writing become more and more complicated now days. So that mastering this skill not only becomes a trouble for second language users but also for the natives themselves.

The problems that appear in writing demand writing experts to found some ways to make the writer writes easily and structurally. In these development activities, the writing experts are divided into two major groups, product oriented approach and process oriented approach.

Nunan (1991) said "A product – oriented approach, as the title indicates, focuses on the end result of learning process." The product oriented approach in writing give more attention to the activity such as imitates, copying and transform the model provided by expert to other writers' work. These activities usually effective in the level of sentence, since the first level of paragraph are a sentence. In this approach, the writer is regarded mastering writing by mastering sentences as the first step. Grammar and formation of the sentence being the formula of practicing and drilling activities of product oriented approach.

Nunan (1991) stated "While the process - approach, on the other hand, focuses more on the various classroom activities which are believed to promote the development of skilled language use." The focus in this approach is less on the final perfect product. The writer, who applied this approach, regards that by focusing on the process of writing, the perfect final product automatically produce. So then, it is formed several stages in writing process, that by Peter Elbow classified into two –general steps process. According to Douglas (2001) "First you figure out your meaning, then you put it into language.." In its development, those two stages above expand into four main stages that are pre writing, drafting, revising and editing, which are usually used by writer in various fields.

In final analysis, writing is important skill in English. Now days, it is not only seen as a skill but also as the academic requirement in literate world. Since it is approved as productive skill, it has developed further to improve writer's abilities. The factual result of writing development is two major writer types, product oriented and process oriented. Until these days, these two major are still being debate whether which one party is the best one. But from the researcher perspective, she assumes that process oriented is better that product oriented. Researcher believes that by having a good process of writing, a good writing product produce automatically. Since the writing process already provide steps that generally can lead the writer to be a good writer and produce a good writing.

This sub chapter discusses some relevant theories related to writing skills. In this discussion, seven important points are presented. They are the definition of

writing, the characteristics of written language, micro-and macro skills of writing, the process of writing, types of writing performance, tasks of teacher in teaching writing, and teaching writing in senior high school.

1.   The Definition of Writing

Writing is considered as a productive skill along with speaking as stated by Harmer (2007). When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

According to Richards & Renandya (2002) among the four language skills, "writing" is the most difficult skill for second or foreign learners to master. It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words (Brown, 2001). Since the idea or thought is an abstract thing which comes from our mind, it is not easy to transform it into understandable or readable form. The similar definition also stated by McDonald & McDonald (2002). He points out that writing is usefully described as a process of putting thoughts into words and words into papers.

Writing can be seen as two different views. Brown (2001) and Harmer (2007) stated that they are the product of that writing and the process of writing. When writing is seen as the product, the attention is placed on the final product of writing such as the essay, the report, the story or what the product should look like. It means that the writing should have these elements, meet certain standard of prescribed English rhetorical style, reflect accurate

grammar, and be organized in conformity with what the audience would be conventional. In other words, the value of the end product is the main thing to be focused on rather than the process of writing itself.

As stated by Brown (2001) when writing is seen as a process, it focuses on the various stages that any process of writing goes through, such as putting ideas down on paper to transform thoughts into words. It means that the process of writing is more valuable than the end of the product. Since writing is a way to communicate with others in the written form, everything should be clear. Unlike speaking that the message of the communication can be grasped through non-verbal language, such as gestures, body languages or facial expressions, in writing the message is conveyed through the written form. Therefore, the writer should be able to make his or her reader understand the message conveyed.

Based on Oshima & Hoguen (2006) making a good piece of writing is a complex process. It requires the ability to write grammatically correct sentences and organize them logically into paragraphs or essays. McCarthy (2000) and Harmer (2007) point out that there are two important aspects in writing. In order to make writing to be successful, it has to be both coherent and cohesive.

Coherent is the feeling that the elements of texts are bound together in which the reader can follow the sequence of ideas or points. While cohesive is the surface links between the clauses and sentences of a text. It is a more technical matter since it deals with the various linguistic ways of connecting ideas across phrases and sentences, such as using pronoun and connector.

2. The Characteristics of Written Language

Brown (2001) points out several characteristics of written language which distinguish them from spoken language. The characteristics are as follows:

a. Permanence

Writing is permanent. Once the writers finish their writing, they cannot reedit their writing. So, a thorough refinement and revision are needed before the final draft is submitted.

b. Production time

Time limitation is one of the important issues in writing, especially in an educational context. A sufficient length of time will affect the production of a good writing, and vice versa. When the time given is not sufficient, the writers may produce a messy text. Therefore, a sufficient training in the process of writing will help the students to make the best possible use of such time limitation.

c. Distance

A good writer is the one who can deliver the message of his or her writing clearly to the target reader. Distance, here, may mean a range between the writer and the target audience. In order to shorten the distance, the writer should be able to predict the audience‟s general knowledge and write from the perspective of the target audience.

d. Orthography

Many different writing systems have evolved around the world (Harmer, 2004). Therefore, being able to use such writing system is not an easy matter, especially in a language which has different orthography from the writer's native writing system.

e. Complexity

Different from spoken language which tends to have shorter clauses and forms, the written language tends to have larger clauses with more complex forms. Therefore, the writer should write clearly, cohesively, and coherently in delivering the message to the readers.

f. Vocabulary

The written English has a greater variety of lexical items than in spoken conversational English. The lexical items used in the text may have different meaning depend on the context embedded. Therefore, the writer should learn and take benefits from the extensive number of English words.

g. Formality

Formality refers to the convention of rules that a certain written message is meant to be. Different purposes of writing have different forms of language that must be followed.

Since writing is a way to communicate in the written form, every thing should be clear. It means that before the writers come to the end of their

writing, they should make sure that their writing has already met the purpose of their writing so that the target readers could get the message clearly.

3. Micro- and Macro skills of Writing

Brown (2003) points out some micro- and macro skills of writing. The micro skills refer to producing the basic skills of writing, such as forming letters, words, or simple sentences. The micro skills are as follows.

a) Producing graphemes and orthographic patterns of English.

b) Producing writing at an efficient rate of speed to suit the purpose.

c) Producing an acceptable core of words and use appropriate word order patterns.

d) Using acceptable grammatical system (e.g. tense, agreement, pluralization), patterns, and rules.

e) Expressing a particular meaning in different grammatical forms.

f) Using cohesive devices in written discourse.

Besides, the macro skills refer to producing a text at or beyond the discourse level that is producing a meaningful text. The macro skills of writing are as follows.

a) Using the rhetorical forms and conventions of written discourse.

b) Appropriately accomplishing the communicative functions of written texts according to form and purpose.

c) Conveying links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

d) Distinguishing between literal and implied meanings when writing.

e) Correctly conveying culturally specific references in the context of the written text.

f) Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

Teaching writing means teaching the micro and macro skills of writing as well. Therefore, the teacher should provide activities and materials which cover those micro and macro skills in order to make the students come to the productive stage, producing a text, without finding great difficulties.

4. The Process of Writing

As stated by McDonald & McDonald (2002) propose the process of writing into three stages. They are pre-writing, writing, and re-writing. Pre-writing is defined as the stage of discovery the writing process when a person assimilates his "subject" to himself. In other words, the pre-writing stage is a stage when the process of thinking is happened, such as developing ideas and designing the ideas. Writing is a stage in which the writers put their ideas into words on papers. It means that the writers write down of what they are

going to say or write. The next is re-writing. This stage is defined as a process of making revisions or changes of what they have written.

In line with the above concept, Richards & Renandya (2002), Harmer (2004), and Langan (2008) propose that there are four basic writing stages. They are planning, drafting, revising, and editing. The first element is planning, that is thinking of what comes on the writers' mind, what they are going to say or write. The second is drafting. In this stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy. Writers can refer this as their first draft which may have several changes later. The next is reflecting or revising. Revising is a process of reading through what the writers had written. In other words, the writers review their text on the basis of given feedback and make a global check to make sure that their writing can be understood by the readers. The last stage is editing. It is a stage in which the writers have edited and made revisions or changes to their draft into their final version.

Nation (2009) points out that there are seven sub processes of writing. They are considering the goals of the writer, having a model of the reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written, and editing.

From the explanation above, it can be concluded that writing, as it is seen as a process, is a product of turning out the ideas into words in a piece of paper which faces several processes. They are planning, drafting, revising, and editing.

5. The Tasks of Teacher in Teaching Writing

Harmer (2004) points out that there are a number of tasks that the teachers should do to help their students become better writers. They are as follows.

a. Demonstrating

Teachers have to be able to draw the features of the genre of the written texts, so that the students are aware of the differences among the types of written texts. With daily journal, the teacher can help students understanding about the using of past tense is for recount text and narrative text.

b. Motivating and provoking

Students often find themselves lost for words when they are writing. In this case teachers can help them by provoking them into having ideas, enthusing them with the value of the task and persuading them what fun it can be. By using daily journal, students will be more fun in doing their task in writing.

c. Supporting

Students need a lot of help and reassurance once they get going, both with ideas and with the mean to carry them out. Daily journal can help students easier to find ideas and the meaning of what they written.

d. Responding

Teachers react to the content and construction of a piece supportively and often (but not always) make suggestion for its improvement. With students'

daily journal that produced in every day exercising, the teacher can give suggestions in what they written.

e. Evaluating

Teachers make a correction of the students' writing. It can be a note which indicates where they wrote well and where they made mistakes. It is a kind of giving feedback towards the students' writing. Students' daily journal can be corrected by the teacher in every day exercises that given by the teacher.

The explanation above shows that the teachers take an important role in the development of the students' writing skills. Good teachers are they who can perform those tasks while teaching writing. They can facilitate the students in their learning so that the students could develop their writing skills.

6. Types of Writing Performance

Brown (2001) proposes five major categories of classroom writing performance. They are as follows.

a. Imitative

This type of writing is usually for the beginners, in which they simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

b. Intensive

Students produce language to display their competence in grammar, vocabulary, or sentence formation.

c. Self-writing

Self-writing is a writing with only the self in mind as an audience. Writing journal or journal writing and note taking can be categorized in this kind of writing in which they take a note for something for the purpose of later recall.

d. Display writing

This type of writing is more focused on task based responses in which students are responding to a prompt or assignment.

e. Real writing

The purpose of this type of writing is to exchange useful information. Since the different writing may have different purposes, the teacher should able to give the students a clear understanding of the types of writing performance so that the students could differentiate and recognize which types their writing.

Table 1: The Basic Competencies of Senior High Schools Year Eleven in the First Semester in reference Curriculum 2013

Basic Competence in curriculum 2013
3.5   Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya. 4.8   Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

This research focused on the second basic competence. It is about text types. In this case it focused on a letter text. The letter text is chosen because it is considered as the most appropriate text which tells about past and present events which can be integrated with the use of writing daily journal. In this research, the students learnt about the letter text and then they implemented it by writing a daily journal.

The second consideration is the age range of senior high students. According to Brown (2001), senior high school students are considered as teenagers whose ages range between eighteen or so. This age range is often called as an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Therefore, the teachers should consider these characteristics in designing and conducting the teaching and learning process.

The teaching and learning process for senior high school students has to be designed to help them develop their writing strategies, so that they will be able to

improve their writing skills. As proposed by Brown (2001), one of the most important concerns of the secondary teachers is to keep self-esteem high by: (a) avoiding embarrassment of students at all costs, (b) affirming each person's talents and strengths, (c) allowing mistakes and other errors to be accepted, (d) deemphasizing competition between classmates, and (e) encouraging small-group work where risks can be taken more easily by a teen.

B. Writing Daily Journal

1. The Definition of Daily Journal

Curtis and Bailey (2007) use the terms diary and journal interchangeably. According to Stanley, Shimkin, and Lanner (1988) A daily journal or journal writing is a record, often kept daily, of one's life, a kind of personal account book. The similar description also proposed by Fitzpatrick (2005), he states that a writing journal is a personal record of a writer's life experience and is usually private.

Though writing a writing journal seems a simple thing, it can be an effective way to develop and enhance a great understanding and help the students to their experiences in everyday life routine. Massielo (1986) stated that the purpose of a daily journal or journal writing is to give your writing "muscles" a daily workout. By making the act of writing something routinely, the students will change it from an irritating and unsuccessful activity to one that they feel comfortable and familiar.

2. The Implementation of Daily Journal in Writing

Classroom writing is an essential academic requirement. However, most students are unconfident when they have to write about something in the classroom. It is because they think that they have nothing to say or write. In addition, the time pressure also makes them cannot write their ideas properly.

In relation to those cases, Tuan (2010) states that writing outside the classroom can be a useful tool to enhance writing skills. One of the tasks is to practice writing at home by keeping daily journal or journal writing. He points out that writing a journal or a writing journal is keeping a record of ideas, opinions, and descriptions of daily life which help the writers to develop their creativity.

In addition, writing daily journal is introduced to students to get them to be familiar with the writing process so that they would be encouraged to write frequently on their own. By keeping a daily journal students will develop their writing skills or at least they will write better day by day because it gives them more opportunities to write freely whatever they want to write about and give the students more chances to write what is relevant to them is an active learning technique.

Harmer (2007) states that daily journal or journal writing has several values. It is a powerful tool to find our own untapped creative power, uncover our family history, learn to see the world more clearly, heal unsolved issues, understand our fears, and explore our motivation. Through personal writing, we can develop both writing skills and awareness, can develop greater

awareness and interpersonal understanding, increasing the ability to relate to others.

According to Tuan (2010), there are some benefits of writing journal writing. Firstly, the benefit is the value of reflection. A writing journal provides an opportunity for students to think about what they are learning and also how they are learning. Furthermore, the freedom of expression is the second benefit. Writing journal writing allows students to express feelings more freely. For example, in their writing they can write about their daily life, love story, or anything they want to write to. Finally, it is used for developing writing skills.

Writing journal writing contributes to the students' general improvement such as their writing fluency. Their writing fluency will improve since they write regularly and become more familiar with.

Also, Ngoh (2010) adds that the benefit of writing journal provides students with good opportunities to improve their writing skills and good chances to record their thoughts and feelings. Moreover, Langan (2011) says that keeping a dairy is one of excellent ways to get practice in writing and it will help the students develop the habit of thinking on paper.

Writing daily journal or journal writing can also make writing as a familiar part of the students' life. Therefore, it can be summarized that writing journal writing can help the students to improve their writing skills and motivation towards writing.

C. Previous Studies

Barjesteh, Vaseghi, and Gholamni (2011) conducted a study entitled The Effects of Writing journal Writing on EFL College Students' Writing Improvement and Attitudes on 44 male participants in the third-year students majoring in mechanical engineering at Petroleum University of technology in Mahmoodabad, Iran. Their study was an experimental study in which the participants were given a treatment and they were scored with an expository writing test before the treatment and at the end of the treatment. The result showed that there is a significant effect on writing journal writing on the improvement of grammatical accuracy in the EFL college students.

The similar study was conducted by Tuan (2010) on 85 second-year students from the two classes practically the same writing proficiency level attending the third course of writing at the Faculty of English Linguistics and Literature of the University of Social Sciences and Humanities in Ho Chi Minh City (USSHHCMC) with the tests in the form of essay writing to measure the students' writing proficiency level in terms of fluency and accuracy. His research showed that there is an improvement on the students' writing.

In this case, the writer will adapt the use of daily journal in teaching writing. The writer will teach how to arrange a good paragraph in term of unity, order, coherence, and completeness. Students will produce a personal text of their selves in dealing time. The study will conduct at the second year students of senior high school of Darul Ulum Banda Aceh.

CHAPTER III

RESEARCH METHODOLOGY

A. General Description of Research Location

1. The School

The writer conducted a research at senior high school of Darul Ulum Banda Aceh for a month from October 12th until 30th of October, 2015. The research focused on the use of daily journal to improve the students' writing competence at the second year students of senior high school. This school is one of senior school under the Department of Religious Affair. And this school is one of the boarding schools in Banda Aceh, where the students live in the school. It is located on Syiah Kuala Street number 5A, Kampong Keuramat Banda Aceh. The school was established on July, 1990.

Darul Ulum boarding school has a number of rooms for administration, classroom, and supporting teaching facilities. It has one room for the head masters office, one large room for the teacher. There are also ten classrooms used for teaching learning process. The first grade has three classrooms, the second grade has four classrooms and the third grade has three classrooms. To support the teaching and learning activities, the school also has one multimedia room, and one library where students can read and borrow books during their free time. There are several English textbooks for senior high school students available in the library. Other books are from different subject such as natural science and social science are also available. In addition, the library also has encyclopedia books for children, which are very interesting to the students.

2.   The Students

The number of students in the academic year of 2015/2016 is 102 students for the first year grade, 116 students for the second year grade and 91 students of the third year grade (Darul Ulum administration 2015). For more detail of the distribution of the students, it can be seen in the following table:

Table 3.1. The distribution of students at MAS Darul 'Ulum Banda Aceh

Classes	Male	Female	Total
I-a	12	20	32
I-b	-	35	35
I-c	35	-	35
II-a	14	16	30
II-b	-	30	30
II-c	28	-	28
II-d	-	28	28
III-a	30	-	30
III-b	-	31	31
III-c		30	30

 3. The Teacher

Teacher is one of the important elements in the school. There are 41 permanent teachers work in MAS Darul 'Ulum boarding school Banda Aceh. For English subject, this school has three teachers. The following table shows us details of English teacher who teach in MAS Darul Ulum.

Table 3.2. Name of English teachers who teach in this school

Classes	Name of Teacher	Graduated from
I-a	Ihsan Maulana, S.Pd	Universitas Syiah Kuala
I-b	Ihsan Maulana, S.Pd	Universitas Syiah Kuala
I-c	Ihsan Maulana, S.Pd	Universitas Syiah Kuala
II-a	Rahmatullah, S.Pd.I	IAIN Ar-Raniry
II-b	Rahmatullah, S.Pd.I	IAIN Ar-Raniry
II-c	Rahmatullah, S.Pd.I	IAIN Ar-Raniry
II-d	Ihsan Maulana, S.Pd	Universitas Syiah Kuala
III-a	Hajrah Pinem, S.Pd.I	IAIN Ar-Raniry
III-b	Hajrah Pinem, S.Pd.I	IAIN Ar-Raniry
III-c	Hajrah Pinem, S.Pd.I	IAIN Ar-Raniry

4. Curriculum and Education System

Every subject that is taught at the school has its own curriculum. Curriculum plays an important role in formal education. It will determine or instruct the teacher on how and what to teach to the students. It also helps in accomplishing method, understanding the steps of teaching programs and limitating the material of teaching.

English curriculum at MAS Darul 'Ulum Banda Aceh is based on the School-Based Curriculum Dikti (2013). The aim of this curriculum is to develop cognitive abilities, emotional and imaginative development through language.

Specifically for the second year students, the textbook used is Bahasa Inggris for XI, this textbook based on Ministry of National Education 2014. With the allocated time is 86 hours for one semester. One hour take 40 minutes long.

The materials for this level are applied step by step from a very simple to a complex one.

B. Population and Samples

1. Population

According to Arikunto (2010), population is the entire group of entities or persons to whom the results of a study are intended to apply. The population of this study is all students of the second year students who study at MAS Darul 'Ulum Banda Aceh. The number of population of this study is 116 students who are composed of four classes; class sII-a (which consists 30 students), II-b (there are 30 students), II-c (which consists 28 students) and II-d (which consist 28 students).

2. Sample

Arikunto (2010) states that sample are a limited number of elements from a population to be representative of the population. There are four classes of the second year's students. A sample was selected based on the teacher's recommendation to be the experimental class will be treated by the daily journal. for the reason that they are smart, diligent, and polite. Therefore, the sample of this study was the students in class II-A which consists of 30 students.

C. Research Design

Research method is concerned with how the design is implemented and how the research is carried out. The method is often used to determine the quality of data set generated. This study used a quantitative method. According to Evelyn (2001), quantitative method suggest investigation involving numbers. This method collects numerical data through evaluation sheet that administrated by the

writer. It involves answering questions concerning the current status of the subjects of the study.

In doing this study, an experimental research is used which requires the careful collection, analysis, and interpretation of quantitative data. Wireman (1991) explains that an experiment research is a research situation in which at least one independent variable, called the experimental variable, is deliberately manipulated or varied by the researcher, while quantitative research is the collection and analyses of numerical data in order to explain, predict, or control phenomena of interest.

In this study, one group pre-test and post-test design was used to collect the data. This study was measured by pre-test before giving the treatment and post-test after giving the treatment. Evelyn (2001) proposes the procedure used in pre-experiment one group pre-test-post-test design as in the following:

Participant selection ⟶ Pre-test ⟶ Treatment ⟶ Post-test

The experiment starts with the selection of participants which the participants were chosen by purposive sampling. The class was recommended by the teacher at the school. Then, the writer gave students the pre-test to know how far the students' understanding in daily journal. Afterwards, the students were treated by daily journal. The treatment was given to improve the students' writing competence. Finally, the students were given post-test. Post-test was used to determine how effective the use of daily journal in enhancing students' writing competence.

D. **Data Collection Procedure**

To support the data, the writer tries to find the form of theoretical foundation with support this study. In this case, the writer is going to read books, magazines, newspapers, articles and other materials which are related to topic. Besides, the writer also conducted pre-experimental teaching, test and questionnaire.

1. **Pre Experimental Teaching**

The writer used pre-experimental research, Bruce (2012) states the simplest of the group research designs involves the assessment of the functioning of a single group of persons who receive social work services. These methods are called pre-experimental designs. Tightly controlled studies done in laboratory or special treatment settings are known as efficacy studies, and are used to demonstrate if a given treatment can produce positive results under ideal conditions.

One group pre-test and post-test design used as the sample in which only the sample of this study. Experimental group of students would be taught writing by using daily journal. Experimental teaching was conducted into six meetings, in which daily journal was used in teaching writing. The description of the experimental teaching undertaken will be explained below:

1.   First Meeting (October 12nd, 2015)

In the first meeting, the writer did observation and asked information to the English teacher about student ability especially in writing. Then, he entered the classroom and introduced himself to the students. He also explained about the purpose of his research and why English learners need to learn about writing.

After five minutes self introduction, he checked the student's attendance list and called their names one by one to know them closer.

To know students ability in writing, the writer gave the pre-test to the students. He asked students to write freely about their experience, interests, ambition, and so on.

2.   Second Meeting (October 16th, 2015)

In this meeting, the writer introduced them what daily journal is. Specifically, he explained about unity in daily journal. The writer asked them to make a short story about what they have done yesterday. Furthermore, the students thought about all the point they wanted to make. Most of them had lack of vocabularies, so the writer advised them to bring dictionary every English class. The writer gave them several minutes for asking some questions of problem they faced and who still did not understand yet.

3.   Third Meeting (October 19th, 2015)

Here, the writer asked the students to study together outside the classroom. The aim was to make them know that normally class is not only in the classroom but also can be conducted outside the room, like in the school yard, library, and school garden. It was also to make them relax and enjoy the lesson.

The outside class was conducted under the biggest tree in the school yard. Students sat on the grass and made a circle. At the centre point, the teacher showed the story they made yesterday. Then, the writer explained the error that the students made. The writer explained about how to produce a good writing, such as how to decide the unity in writing, how to determine the perfect order in

writing. Finally, the students were asked to make a homework about what they had done today.

4.   Fourth Meeting (October 23rd, 2015)

This meeting, the writer showed the students their homework. Then, from the students' task, he explained about how to specify the perfect unity clearly to the students. Then, he gave students several minutes to ask every thing that they did not know. After that, he started to explain about the order of writing. Then, he gave students times to ask questions. Finally, he ended the teaching learning process by saying salam.

5.   Fifth Meeting (October 26th, 2015)

In this meeting, the writer asked students to explain what they have learned before. After some students came in front of the class to explain the material before, the writer explained how to determine the coherence and the completeness in writing. Then, the writer asked students to make daily journal. After students have finished their duties, the writer collected all students' papers and explained the four points that had to be considered by students in a good paragraph writing.

6.   Sixth Meeting (October 30th, 2015)

At last meeting, post-test was given to the students. The writer told the students that the test did not influence their score, it was just a test for the writer's research. The students had to do post-test in 40 minutes. Finally, writer also distributed the questionnaire to the students.

2. Test

Test is used in order to find out the students' ability in mastering something. Arikunto (2010) states that test is a tool or procedure used to determine or measure something by the manner and the rules that have been determined. There were two kinds of test; pre-test and post-test. Pre-test was given in order to know the students' writing ability before treatment that was the use of daily journal in teaching students' writing and post-test was given to know the effect of the technique in improving their writing ability.

3. Questionnaire

To support the data, the writer used questionnaire. Umar (2006) stated "questionnaire is a set printed or written question with a choice of answers, devised for the purpose of a survey or statistical study." The aim of this questionnaire is to find out the students' response toward the use of daily journal in improving their writing competence.

The closed-ended questionnaire used to set the data of this study. There were 10 questions in which the students should answer based on their perception. The questionnaire was given in the last meeting.

E. **Technique of Data Analysis**

1. **Test**

In analyzing the data of pre-test and post-test, the writer used the statistical formula by following the steps below:

a. To find out the range of the data

Sudjana (2002) stated that range is the difference between the highest and the lowest scores. The range of pre-test and post-test scores would be determined by using the formula below:

$$R = H - L$$

Where:

R : the range of the score

H : the highest score

L : the lowest score

b. The number of interval class

According to Sudjana (2002) the number of interval class can be determined by using the following formula:

$$I = 1 + (3,3) \log n$$

Where:

I : the amount of interval class

n : the amount of sample

c. To find out the space of interval

The range of interval class can be calculated by using the following formula Sudjana (2002):

$$\mathbf{P} = \frac{R}{I}$$

Where:

P   : interval space

R   : the range of scores

I   : the amount of interval class

d. To find out the mean score

Sudjana (2002) stated that the mean of students' score was calculated by using the formula as follow:

$$\mathbf{X} = \frac{\sum fixi}{\sum fi}$$

Where:

fi   : refers to frequency

xi   : refers to the middle score interval class

fixi   : the amount of multiplication between the frequencies and

the middle scores of interval class

2. Questionnaire

The questionnaires would be analyzed by using the following formula as stated by Anas (2002):

$$P = \frac{F}{N} \text{ x } 100\%$$

Where:

P   : percentage

F   : frequency

N   : the number of sample

F. Research Writing Guide Book

The book that is used as a guide in this study was "Panduan Penulisan Skripsi Mahasiswa Fakultas Tarbiyah UIN Ar-Raniry 2014" published by Tarbiyah Faculty, Islamic State University Ar-Raniry.

CHAPTER IV

RESULT OF RESEARCH

In this chapter, there are two classification of the data collection that should be analyzed. The classifications which the writer meant are: the analysis of test result and the analysis of questionnaire.

A. The Analysis of Test Results

Before analyzing the scores of students from the tests, it is necessary to have the indicators of scoring. In this research, the writer had taken the indicators of scoring from the English teacher, Mr. Rahmatullah, S.Pd.I. In writing class, the lowest score that usually he gave to the students is 35 and the highest score is 99.

Particularly in scoring students' writing ability the writer consulted Folse's et al (2010) the elements of good paragraph. four elements of good paragraph they are: unity, order, coherence, completeness. The indicators are shown below:

Table 4.1 Score's Indicators

No	Elements of writing	Score
1	Unity	25
2	Order	25
3	Coherence	25
4	Completeness	25

Using the indicator mentioned previously, the writer got the following scores for the results of students' pre-test and post-test.

Table 4.2 The Score of Pre-test and Post-test
in Pre Experimental Class

No	Students' Number	Pre-test	Post-test
1	0401	35	64
2	0402	53	97
3	0403	46	80
4	0404	40	79
5	0405	39	90
6	0406	49	87
7	0407	59	93
8	0408	64	73
9	0409	48	93
10	0410	35	66
11	0411	37	94
12	0412	55	99
13	0413	64	97
14	0414	57	70
15	0415	49	79
16	0416	53	90
17	0417	45	97
18	0418	48	79
19	0419	43	92
20	0420	40	91
21	0421	58	96
22	0422	54	90
23	0423	45	64
24	0424	35	90
25	0425	35	85
26	0426	38	64
27	0427	40	96
28	0428	41	94
29	0429	39	96
30	0430	35	74
	Lowest Score	**35**	**64**
	Highest Score	**64**	**99**

a. The Result of Pre-test

Range (R)   *= Highest Score – Lowest Score*

               = 64 – 35

               = 29

Many Class (K)   *= 1 + (3.3) Log N*

               = 1 + (3.3) Log 30

               = 1 + (3.3) (1.477)

               = 1 + 4.8741

               = 5.8741

               = 6

Interval Class (I) $= \dfrac{Range}{Many\ Class}$

               $= \dfrac{29}{6}$

               = 4.833 ≈ 5

Based on the data above, the writer made table of frequency as follows:

Table. 4.3. Table of Frequency of Pre-test

Score	Frequency (*fi*)	Median (*xi*)	(*xi*)²	*fi.xi*	*fi(xi)²*
35 – 39	9	37	1369	333	12321
40 – 44	5	42	1764	210	70425
45 – 49	7	47	2209	329	15463
50 – 54	3	52	2704	156	8112
55 – 59	4	57	3249	228	12996
60 – 64	2	62	3844	124	7688
Total	**30**	-	-	**1380**	**127004**

Based on the table, the writer found means score (x_1) and standard deviation (S_1) as follows:

Mean Score (x_1) $= \dfrac{\sum fi.xi}{\sum fi}$

$= \dfrac{1380}{30}$

$= 46$

Based on the result of the pre-test, it was foud that the mean score was 46, the writer found that the students' ability in writing lower than standard average score (60).

b. The analysis of post-test scores

After tabulating the data of pre-test, the writer did some steps to analyze the data of post-test as follows:

Range (R) $= Highest\ Score - Lowest\ Score$

$= 99 - 75$

$= 24$

Many Class (K) $= 1 + (3.3)\ Log\ N$

$= 1 + (3.3)\ Log\ 30$

$= 1 + (3.3)\ (1.477)$

$= 1 + 4.8741$

$= 5.8741$

$= 6$

$$\textit{Interval class (I)} \quad = \frac{Range}{Many\ Class}$$

$$= \frac{24}{6}$$

$$= 4$$

Based on the data above, the writer made table of frequency as follows:

Table. 4.4 Table of Frequency of Post-test

Score	Frequency (fi)	Median (xi)	$(xi)^2$	fi.xi	$fi(xi)^2$
75 – 78	2	76.5	4422.25	266	11704.5
79 – 82	6	80.5	6480.25	483	38881.5
83 – 86	2	84.5	7140.25	169	14280.5
87 – 90	6	88.5	7832.25	531	46993.5
91 – 94	5	92.5	8556.25	462.5	42781.25
95 – 99	9	96.5	9312.25	868.5	84681
Total	**30**	-	-	**2780**	**239322.25**

Based on the table, the writer found means score (x_1) and standard deviation (S_1) as follows:

$$\textit{Mean Score (x}_1\textit{)} \quad = \frac{\sum fi.xi}{\sum fi}$$

$$= \frac{2667}{30}$$

$$= 92.6$$

The result shows that the mean score of post-test was higher after the treatment was given. It was *92.6,* meanwhile in pre-test it was only 46.

Then, the writer categorized the score into the standarization score used as a by English teacher at MAS Darul 'Ulum as the following:

Table 4.5 Scores Standardization

Score	Standard
86-100	Excellent
71-85	Very Good
61-70	Good
50-60	Fair
0-49	Failure

Based on the standardization above, the writer found the students' score categories as follows:

Table 4.6: Frequency of Pre-test and Post-test

Standard	Number of Students	
	Pre-Test	Post-Test
Excellent	0	17
Very Good	0	7
Good	2	6
Fair	8	0
Failure	20	0

The differences between the score before and after giving treatment were showed in the data. The result showed that 20 got failure in the pre-test, 8 students got fair score, only 2 students got good and no one students got very good and ecellent. It means that 66.6% students failed in the pre-test, 26.6% almost passed the pre-test, 6.6% got good score and 0% got very good score. On the other hand, in the post-test 17 student got excellent score, 7 students got very good, 6 have good score. It shows that, 56.6% students got excellent score, 23.3% got very good score, and 20% got good score in the post-test. To sum up, it shows that

students'ability in writing got a better result after the writer gave the treatment by using journal writing in teaching writing to the students.

B. The Analysis of Questionnaire

As mentioned in chapter III, in evaluating the data the writer applied two techniques; test and questionnaire. The questionnaire was given to students after giving test consisting 10 questions. The data was obtained from distributions of questionnaire to the students. It used simple statistic with cumulative frequency distribution method to count percentage from all alternative of the answers at every question.

In order to collect the data, the formula used that is:

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

Remarks: P = Percentage

F = Frequency of the respondents

N = Number of sample

100 = Constant value

Furthermore, the data can be seen in the following tables.

Table 4.7 The Students frequence practice in writing

Question	Option	Frequency	Percentage
1	a. Always	8	26.67%
	b. Often	20	66.6%
	c. Seldom	2	6.6%
	d. Never	0	0%
Total		30	100%

Based on the table 4.7, it is known that most of students frequently write in English, while some of students are not frequent in writing and 8 students are very interested in learning writing also there is no one that really never write in English.

Table 4.8 Students' opinion about the difficulty in writing English

Question	Option	Frequency	Percentage
2	a. Very difficult	8	26.6%
	b. Difficult	7	23.3%
	c. Easy	10	33.3%
	d. Very easy	5	16.6%
Total		30	100%

It can be seen that a half of students stated writing English is difficult and a half more students is not difficult. There are 26.6% students stated writing in English was very difficult, 23.3% students thought that writing in English was difficult, 33.3% students stated writing in English was easy and 5 students stated writing in English is really easy.

Table 4.9 The student's opinion about Daily Journal technique

Question	Option	Frequency	Percentage
3	a. Very interesting	26	86.6%
	b. Interesting	4	13.3%
	c. Monotone	0	0%
	d. Very monotone	0	0%
Total		30	100%

Table 4.9 shows that all of students found learning writing by using daily journal is interesting. Almost all of students (86.6%) stated daily journal is very interesting techique in learning writing. While only 4 students said learning writing by using daily journal is interesting.

Table 4.10 Students' opinion whether "Daily Journal" technique help them in writing

Question	Option	Frequency	Percentage
4	a. Very helpful	22	73.3%
	b. Helpful	6	20%
	c. Unhelpful	2	6.6%
	d. Very unhelpful	0	0%
Total		30	100%

Table 4.10 indicates that most of students really helped by daily journal technique in their writing and 20% students stated daily journal method helps them in writing, while 2 students stated daily journal does not help them in writing. It means the daily journal method helps the students in writing English.

Table 4.11 Students' opinion about "Daily Journal" can help them in arranging their ideas in writing

Question	Option	Frequency	Percentage
5	a. Very helpful	24	80%
	b. Helpful	3	10%
	c. Unhelpful	3	10%
	d. Very unhelpful	0	0%
Total		30	100%

It points that almost all students stated that daily journal really helps students in writing, 10% students hold that daily journal helps students in writing, only 3 students stated daily journal does not help students in writing.

Table 4.12 Students' opinion about whether "Daily Journal" help them in organizing their ideas in writing

Question	Option	Frequency	Percentage
6	a. Very helpful	25	83.3%
	b. Helpful	5	16.7%
	c. Unhelpful	0	0%
	d. Very unhelpful	0	0%
Total		30	100%

Table 4.12 represents most of students (83.3%) stated that daily journal very helping students in writing and 16.7% students stated journal writing helps students in writing. It means the students really appreciate with journal writing method.

Table 4.13 Students' opinion about "Daily Journal" help them in determining the details in writing

Question	Option	Frequency	Percentage
7	a. Very helpful	19	63.3%
	b. Helpful	10	33.3%
	c. Unhelpful	1	3.3%
	d. Very unhelpful	0	0%
Total		30	100%

Table 4.13 tells that daily journal really help students in controlling the idea in writing. Although little bit students stated daily journal help them in writing and 1 student stated daily journal does not help him in writing ability, but it is clear that daily journal is an effective technique in teaching writing.

Table 4.14 Students' opinion about the ideal period for writing

Question	Option	Frequency	Percentage
8	a. Once a day	23	76.6%
	b. Once in three days	4	13.3%
	c. Once in a week	2	6.6%
	d. Once in ten days	1	3.3%
Total		30	100%

Based on table 4.14, most of students (76.6%) stated that the ideal period for writing is once a day, 13.3% of students stated three days one writing, 6.6% said a week one writing, and 1 student hold ten days one writing.

Table 4.15 Students' opinion about the use of "Daily Journal" technique in writing for the future

Question	Option	Frequency	Percentage
9	a. Strongly agree	22	73.3%
	b. Agree	8	26.7%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
Total		30	100%

Based on table 4.15, the students feel daily journal is an effective tecnique in learning writing. 73.3% of students really appriciate in learning writing by using daily journal. And 8 students agree if daily journal will be used in teaching learning process in the future.

Table 4.16 Students' opinion about the improvement in their writing after the application of "Daily Journal"

Question	Option	Frequency	Percentage
10	a. Strongly improved	23	76.7%
	b. Improved	7	23.3%
	c. Un improved	0	0%
	d. Strongly un improved	0	0%
Total		30	100%

Table 4.16 represents that daily journal really helps students in their writing ability. It can be seen from their statement that after studying by using daily journal, their writing ability better than before. It means that daily journal techique is an effective technique in improving students' writing ability.

C. Discussion

This study examined the students' improvement of students' writing competence by using daily journal. The writer successfully collected the data using pre-experimental teaching, tests, and questionnaire as instruments in order to answer the research questions.

The first research question asked about the students' writing competence can be improved by using daily journal. From the analyzing of the test, it can be found that all of the students' writing competence was improved. It based on the result of the pre-test and the post-test where students' mean scores were improved from 46 in pre-test to 92.6 in post-test.

In addition, based on score standardization used by English teacher at that school, in the pre-test, 20 students got worst score, 8 students got fair score, and only 2 students got good score. Whereas in the post-test, there were 17 students got highest score, 7 students got very good score, and 6 students got good score. It can be concluded that the students' scores after treatment by using daily journal in teaching of writing were higher than without the use of daily journal (see Table 4.6).

From these calculations, it can be inferred that there was difference of students' scores before and after getting the treatment. The total students who had improved their ability in writing were 30 students.

Furthermore, the writer also found that the elements of writing that had the better improvement was are unity and coherence. After the writer applying the daily journal to the students, the students' understanding in writing were increased, such as their understanding in deciding unity and coherence. It can be

seen in their writing (see appendix..). Most of them wrote relevant to the topic and gave the detail information in their writing. Then, they applied the use of transition word to support their writing coherence. Which makes their writing more logical and consistent. In this point, their writing were better after the application of daily journal technique.

The second research question was to know the students' responses toward the use of daily journal in improving students' writing competence. From the questionnaire result as shown in Table 4.16 all of the students' writing competence was increased after daily journal used in teaching learning process. There were 23 students (76.7%) reported that their writing ability improved strongly after the application of daily journal in their learning of writing activity.

Also, based on questionnaire analysis, it was found that there are number of reasons why the post test score is higher than pre-test score. It was reported that using daily journal in teaching writing motivates the students to learn English writing. Therefore they can enjoy the learning process. The students were curious in writing daily journal. It helped them to establish a writing routine. It was a good habit for students to improve their writing skill. Then, writing a daily journal gives students the power of perspective. It means that they recall their past times and old memories. So that it will help them to realize that day to day life has changed, so that the students need to improve their ability, especially in writing.

As a final point, from the two techniques of data collection above, it can be concluded that the use of daily journal can improve the students writing competence.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclusions

After conducting the research and analyzed the data, the writer draws some conclussions as follows:

1. Based on the data analysis, the students' scores post-test (92.6) is higher than pre-test (46). It means that the use of daily journal can be applied in teaching writing as it can help the students in improving their writing competence by employing new habits to write frequently in English.

2. Daily journal can improve the students' competence in learning writing for the senior high school especially in MAS Darul 'Ulum. The students who learn writing by using daily journal get more understanding of writing a good piece of good writing, especially in terms of unity and coherence.

3. The students have positive responses toward the use of daily journal in teaching and learning writing. Based on questionnaire result that using daily journal in teaching writing encouraged the students to learn writing attractively.

B. Suggestions

After conducting this study, the writer purposes some suggestions that would be useful for students, lecturers or other writers who are interested in applying daily journal to improve writing in their study or teaching:

1. For the students

Daily journal technique should be applied intensively for students. It will help them develop and organize their idea in writing.

2. For the teachers

The teacher should be active to monitor the students in the class for helping some difficulties faced by the students. Then, the teacher ought to apply daily journal and give motivation in teaching writing. As a result, they accustomed to keep writing every day.

3. For the school

It is important for the school to support the application of daily journal. School can create a good atmosphere in order to keep students write daily journal frequently.

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Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan pendidikan   : **Dayah Modern Darul 'Ulum Banda Aceh**

Mata pelajaran   : **Bahasa Inggris**

Kelas/Semester   : **XI/1**

Topik   : **Daily journal**

Skill   : **Writing**

Alokasi Waktu   : **2x40 menit (1 x pertemuan)**

A. Kompetensi Inti

KI 1**:** Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada

bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi, sesuai dengan konteks penggunaannya.

4.8 Menyusun teks surat pribadi, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pembelajaran

1. Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi.

2. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks surat pribadi.

3. Menyusun teks surat pribadi secara mandiri.

D. Tujuan Pembelajaran

Siswa memahami dan terampil dalam menyusun teks surat pribadi.

E. Materi Pembelajaran

(Terlampir)

F. Metode Pembelajaran

Communicative Language Teaching

G. Kegiatan Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	- Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Environment* dapat langsung tercipta di pertemuan pertama. - Guru menggunakan kaliamat "Good *morning, students*". - Pastikan peserta didik merespon dengan menjawab kembali "Good *morning, Teacher/ Sir*". - Jika peserta didik belum merespon, disarankan	30 menit

	tidak dulu melanjutkan pelajaran.	
	• Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru.	
	• Guru mengulang kembali materi sebelumnya.	
Inti	a. Mengamati	40 menit
	• Peserta didik mendengarkan penjelasan aspek *unity* pada *daily journal.*	
	• Dengan bimbingan guru, peserta didik berdiskusi bagaimana cara menulis secara *unity* pada *daily journal.*	
	b. Menanya	
	• Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang fungsi sosial, ungkapan yangterkait dengan materi, dan unsur kebahasaan.	
	c. Menalar	
	• Peserta didik menangkap makna teks sesuai aspek *unity* pada *daily journal.*	
	• Dengan bimbingan guru peserta didik mendiskusikan ciri-ciri aspek *unity* pada *daily journal.*	

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	d. Mencoba • Peserta didik secara pribadi membuat teks *daily journal* difokuskan pada aspek *unity*. e. Mengkomunikasikan • Peserta didik mempresentasikan secara singkat teks yang telah mereka buat secara lisan. • Peserta didik memperoleh balikan dari guru dan teman tentang performa presentasi yang disampaikan.	
Penutup	• Guru bersama siswa membuat rangkuman terhadap materi yang telah dipelajari. • Melakukan penilaian • Memberikan feedback terhadap proses dan hasil belajar siswa • Memberikan tugas terkait materi *daily journal*	10 menit

Pertemuan 2

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Environment* dapat langsung tercipta di pertemuan pertama.	30 menit

	• Guru menggunakan kaliamat "Good *morning, students"*. • Pastikan peserta didik merespon dengan menjawab kembali "Good *morning, Teacher/ Sir/"*. • Jika peserta didik belum merespon, disarankan tidak dulu melanjutkan pelajaran. • Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru. • Guru mengulang kembali materi sebelumnya.	
Inti	a. Mengamati • Peserta didik mendengarkan penjelasan aspek *order* pada *daily journal.* • Dengan bimbingan guru, peserta didik berdiskusi bagaimana cara menulis secara *order* pada *daily journal.* b. Menanya • Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang fungsi sosial, ungkapan yangterkait dengan materi, dan unsur kebahasaan.	40 menit

	c. Menalar • Peserta didik menangkap makna teks sesuai aspek *order* pada *daily journal.* • Dengan bimbingan guru peserta didik mendiskusikan ciri-ciri aspek *order* pada *daily journal.* d. Mencoba • Peserta didik secara pribadi membuat teks *daily journal* difokuskan pada aspek *order.* e. Mengkomunikasikan • Peserta didik mempresentasikan secara singkat teks yang telah mereka buat secara lisan. • Peserta didik memperoleh balikan dari guru dan teman tentang performa presentasi yang disampaikan.	
Penutup	• Guru bersama siswa membuat rangkuman terhadap materi yang telah dipelajari. • Melakukan penilaian • Memberikan feedback terhadap proses dan hasil belajar siswa • Memberikan tugas terkait materi *daily journal*	10 menit

7

Pertemuan 3

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Environment* dapat langsung tercipta di pertemuan pertama. • Guru menggunakan kaliamat "Good *morning, students*". • Pastikan peserta didik merespon dengan menjawab kembali "Good *morning, Teacher/ Sir/*". • Jika peserta didik belum merespon, disarankan tidak dulu melanjutkan pelajaran. • Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru. • Guru mengulang kembali materi sebelumnya.	30 menit
Inti	a. Mengamati • Peserta didik mendengarkan penjelasan aspek *coherence* pada *daily journal.*	40 menit

	• Dengan bimbingan guru, peserta didik berdiskusi bagaimana cara menulis secara *coherence* pada *daily journal.* b. Menanya • Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang fungsi sosial, ungkapan yangterkait dengan materi, dan unsur kebahasaan. c. Menalar • Peserta didik menangkap makna teks sesuai aspek *coherence* pada *daily journal.* • Dengan bimbingan guru peserta didik mendiskusikan ciri-ciri aspek *coherence* pada *daily journal.* d. Mencoba • Peserta didik secara pribadi membuat teks *daily journal* difokuskan pada aspek *coherence.* e. Mengkomunikasikan • Peserta didik mempresentasikan secara singkat teks yang telah mereka buat secara lisan. • Peserta didik memperoleh balikan dari guru dan teman tentang performa presentasi yang disampaikan.	
Penutup	• Guru bersama siswa membuat rangkuman	10 menit

terhadap materi yang telah dipelajari.

- Melakukan penilaian

- Memberikan feedback terhadap proses dan hasil belajar siswa

- Memberikan tugas terkait materi *daily journal*

Pertemuan 4

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	- Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar *English Environment* dapat langsung tercipta di pertemuan pertama. - Guru menggunakan kaliamat "Good *morning, students*". - Pastikan peserta didik merespon dengan menjawab kembali "Good *morning, Teacher/ Sir/Mam*". - Jika peserta didik belum merespon, disarankan tidak dulu melanjutkan pelajaran. - Jika memungkinkan, guru dapat bertanya ke beberapa anak secara individual untuk memastikan bahwa	30 menit

	peserta didik dapat merespon perkataan guru. • Guru mengulang kembali materi sebelumnya.	
Inti	a. Mengamati • Peserta didik mendengarkan penjelasan aspek *completeness* pada *daily journal.* • Dengan bimbingan guru, peserta didik berdiskusi bagaimana cara menulis secara *completeness* pada *daily journal.* b. Menanya • Guru mengarahkan peserta didik untuk bertanya mengenai materi atau bahan ajar tentang fungsi sosial, ungkapan yangterkait dengan materi, dan unsur kebahasaan. c. Menalar • Peserta didik menangkap makna teks sesuai aspek *completeness* pada *daily journal.* • Dengan bimbingan guru peserta didik mendiskusikan ciri-ciri aspek *completeness* pada *daily journal.* d. Mencoba • Peserta didik secara pribadi membuat teks	40 menit

	daily journal difokuskan pada aspek *completeness.* e. Mengkomunikasikan • Peserta didik mempresentasikan secara singkat teks yang telah mereka buat secara lisan. • Peserta didik memperoleh balikan dari guru dan teman tentang performa presentasi yang disampaikan.	
Penutup	• Guru bersama siswa membuat rangkuman terhadap materi yang telah dipelajari. • Melakukan penilaian • Memberikan feedback terhadap proses dan hasil belajar siswa • Memberikan tugas terkait materi *daily journal*	10 Menit

I.   Penilaian

Rubrik penilaian writing

Aspect	Level	Score	Criteria
Unity	Excellent – Very good	30-27	Relevant to the topic, give the Detail information, and match the purpose of recount text
	Good – Average	26-22	Mostly relevant to the topic, lacks of detail
	Fair - Poor	21-17	Inadequate development of the topic, almost match to the purpose of recount text
	Very poor	16-13	Does not relate to the topic, does not match the purpose
Order	Excellent – Very good	25-22	Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.
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			organization, not enough to evaluate.
Coherence	Excellent – Very good	25-22	Few errors of agreement, tense, and word order
	Good – Average	21-18	Several errors of agreement, tense, and word order
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	Very Poor	10-5	Dominated by error, does not communicate, not enough to evaluate
Completeness	Excellent – Very good	20-18	Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing.
	Good – Average	21-18	Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede readability
	Fair - Poor	17-11	Limited mechanism, consistent errors of punctuation, capitalization, and spelling,

			impedes readability.
	Very Poor	10-5	Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding /communication.

Mengetahui;   Banda Aceh, September 2015

Guru Pamong Bahasa Inggris   Guru Peneliti

(Rahmatullah S. Pd.I)   (Rizal Fahmi)

MATERI AJAR

Personal letters

Personal letters can be written conversationally. They can be about whatever you wish. There are no rules for what you can and cannot talk about, although you should always be kind. Think about what the person you are writing to might like to read. Here are some suggestions that you might find helpful:

- Updates about school, hobbies or your sports team.

- News about friends, family or your pets.

- What has been happening in your street, town or city.

- Holidays, birthdays, school camps, achievements, anything you think is special or exciting and would like to share.

- A funny joke you have heard, a good movie you have seen, a fun game you played, or your favourite song, are all great things to write about.

- Anything new. A good idea is to think about the last time you saw the person you are writing to. This will make it easier for you to tell them about new things that have happened since the last time you saw them.

- Remember to ask the person you are writing to about what they have been doing and what has been happening in their life.

Language features

	Simple Present	Simple Past

Function	To present ideas or information in the present time	To tell about a past experience
Adverbs of time	Usually, commonly, always, generally, every week, every day, once a week, etc.	Yesterday, a long time, last week, in 1993, etc
Pattern	**Positive Statement:** Subject + Verb 1 (s/es) **Negative Statement** Subject + don't/doesn't+ Verb 1 **Interrogative Statement:** Do/does+ Subject + Verb 1	**Positive Statement:** Subject + Verb 2 **Negative Statement:** Subject + did not + verb 1 **Interrogative Statement:** Did + Subject + Verb 1

Daily journal

Daily journal is notebooks in which writers keep a record of ideas, opinions, and description of daily life. In this study, the writer will keep students to write a daily journal in sufficient time.

Elements that make for great paragraphs in daily journal:

1. Unity

   Unity in a paragraph begins with the topic sentence. Every paragraph has one single, controlling idea that is expressed in its topic sentence. Start with the topic sentence. Every other sentence supports this one idea with information that points back to it, or explains it!

   Example (false):

   "Sunday is my favorite day, because I can watch football with my dad. There are other sports on other days to watch on TV.

   Example (true)

   "Sunday is my favorite day, because I can watch football with my dad. He spends the whole day watching football on TV with me, since he doesn't have to work that day."

2. Order

   It refers to the way you organize your supporting sentences. You can order your supporting sentences in different ways:

   - by chronology: the order of events in time

   - by importance: the order of most to least important, or least to most important

- by logic: the order that makes the most sense based on the topic

Random sentences cause confusion. Without organization of your sentences, it's hard to tell what your main idea is. It helps you make your point, and helps the reader follow along from one idea to the next one, until you prove your conclusion.

3. Coherence

It is the quality that makes your writing understandable.

You make your paragraph coherent by connecting ideas to one another.

Two ways of creating coherence:

- Use transition words to create bridges from one sentence to the next.

- Be consistent in using verb tenses and point of view.

This makes the paragraph work as a whole unit, with everything working together.

It means a paragraph is well-developed. If all sentences clearly and sufficiently support the main idea, then your paragraph is complete.

4. Completeness

It means a paragraph is well-developed. If all sentences clearly and sufficiently support the main idea, then your paragraph is complete.

Example of 4 elements in daily journal:

"Sunday is my favorite day because I spend the day watching football with my young brother. On Sunday, unlike the other days of the week when he study at elementary school, my young brother spends the whole day with me watching football on TV. We even eat lunch together while watching. My young brother and I get so excited, we yell and cheer together. On

Sundays, I get to combine watching my lovely sport and spending time with my lovely brother—what a great day!"

"Yesterday, I had a very rough day. I got up early to go to Matahari mall. But, I realized I had forgotten my shopping list, so I couldn't remember everything I wanted to buy. The cashier was too busy to help me, so I gathered up a few items and carried them to the counter. After the cashier finished ringing up my purchase, he gave me the wrong change and stuffed my groceries into my small shopping cart. I was not in a good mood when I left the supermarket."

Aspect	Level	Score	Criteria

LAMPIRAN 2

FORMAT PENILAIAN INDIVIDU

Nama Kegiatan   : ....

Tanggal Pelaksanaan : ....

Nama   : ....

NIS   : ....

No	Aspek yang dinilai	Nilai
1	Unity	
2	Order	
3	Coherence	
4	Completeness	
Total		

Keterangan penilaian:

86-100 = Excellent

71-85 = Good

55-70 = Fair

28-54 = Very poor

Unity	Excellent – Very good	30-27	Relevant to the topic, give the Detail information, and match the purpose of recount text
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Satuan pendidikan : **Dayah Modern Darul 'Ulum Banda Aceh**

Mata pelajaran : **Bahasa Inggris**

Kelas/Semester : **XI/1**

Topik : **Pre Test**

Skill : **Writing**

Alokasi Waktu : **2x40 menit (1 x pertemuan)**

Pertanyaan tentang writing

1. Please write your personal activity by using English. It could be your experience, routine, or feeling.

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Mata pelajaran : **Bahasa Inggris**

Kelas/Semester : **XI/1**

Topik : **Post Test**

Skill : **Writing**

Alokasi Waktu : **2x40 menit (1 x pertemuan)**

1. Please write your personal activity by using English. It could be your experience, routine, or feeling.

Questionnaire

Nama :

Kelas :

Nis   :

I.   Petunjuk pegisian

1.   Bacalah angket di bawah ini baik-baik dan jawablah pertanyaan berikut dengan melingkari salah satu jawaban yang menurut anda benar.

2.   Jawablah dengan jujur

II. Pertanyaan

1. Apakah anda sering menulis dalam Bahasa Inggris?

    a. Sangat sering   c. Tidak sering

    b. Sering   d. Sangat tidak sering

2. Menurut anda apakah sulit untuk menulis dalam Bahasa Inggris?

    a. Sangat sulit   c. Tidak sulit

    b. Sulit   d. Sangat tidak sulit

3. Apakah menurut anda belajar menggunakan "Daily Journal" menarik?

    a. Sangat menarik   c. Tidak menarik

    b. Menarik   d. Sangat tidak menarik

4. Apakah "Daily Journal" membantu anda menulis dalam Bahasa Inggris?

    a. Sangat membantu   c. Tidak membantu

    b. Membantu   d. Sangat tidak membantu

5. Apakah "Daily Journal" membantu anda dalam menyusun alur dalam tulisan anda?

    a. Sangat membantu   c. Tidak membantu

    b. Membantu   d. Sangat tidak membantu

6. Apakah "Daily Journal" membantu anda dalam mengorganisasi ide ke dalam tulisan anda?

    a. Sangat membantu   c. Tidak membantu

    b. Membantu   d. Sangat tidak membantu

7. Apakah "Daily Journal" membantu anda dalam menentukan detail dalam tulisan anda?

    a. Sangat membantu   c. Tidak membantu

    b. Membantu   d. Sangat tidak membantu

8. Berapakah jangka waktu yang ideal untuk menulis "Diary Journal"?

    a. 1 hari sekali   c. 7 hari sekali

    b. 3 hari sekali   d. 10 hari sekali

9. Apakah anda setuju untuk menggunakan "Daily Journal" dalam menulis di masa yang akan datang?

    a. Sangat setuju   c. Tidak setuju

    b. Setuju   d. Sangat tidak setuju

10. Apakah ada peningkatan kemampuan menulis setelah menggunakan "Daily Journal" ?

    a. Sangat meningkat   c. Tidak meningkat

    b. Meningkat   d. Sangat tidak meningkat

Scholarship for Students.

As we know, there are many scholarships now. There is scholarship for student Junior or senior high school, university, and for going to abroad.

Well, In my opinion, the scholarship for students is a great idea. It helps the parents to decrease the economic issue. Many students outside can not get the education because of economic issue. So, the scholarship is a good thing. It helps the students to study hard and get the best education that's they want to.

But, I don't think so if the scholarship is only for the rich students. Because, they will spend the money to something unimportant or useless. It's only for the poor and clever students, They must be very sad if they can not go to school only because their parents don't have a lot of money. So, the scholarship is the best idea to help indonesian students to get a good education.

In addition, with the scholarship, we

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willing to be a candle for me.

However, now I can only remember it all. Two years ago, Allah was testing my patience. Allah trained me to be independent without a father, so I could grow into an independent adult women.

Pain, but this is the destiny. I need to let this hero who has always been a candle for me. I was feeling lost. Even now, If I miss it, I can only pray and reflect on all that has passed. Everything that I lived with my father will be the most beautiful memories of my life.

"O Allah, forgive the sins of the father, expand fathers grave, enlighten father's grave and accept the practice of kindness father. Amen."

Just a simple prayer can I prayed to the Allah. And I sincerely destiny Allah. I'm sure, Allah will give me ease together those difficulties.

Father is the brightest Candle

Nazarrahmah introduce my name. Just call Nada. I was the seventh child of seven children. I have one sister and five brothers. Their names are Eti mauliza, Risal Agusti, Mahlil Nunadi, Fatahillah, Imran and farhan. M yasin is my father's name and my mother's name Ainal Mardhiah.

Friends...

I have a big family. I'm happy as a child born *the youngest daughter* last, because I can win all the affection of my parents, my sister and my brothers. Among all those people, who most love I was the father. father who always spoil me, father looking for me with a plate of rice in his hand at the moment I'm cool to pray with my friends until I forget a noisy stomach to be filled. He called me come for an afternoon shower. father who taught me to pray and recite ordinances. He who accompanied me do homework until late at night. He who accompanied me to sleep until I fell asleep. All of my activities I wake up until I feell asleep back in the *accompanien* company of my father. The father is the one who is

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can go to abroad without our money.
We can reach our ambition wherever
we are. Ad

   Nowadays, The government gives
many scholarship for any people who's
can capable two languages or more
than two. So... what are we waiting
for ? Prepare our selves to get ~~many~~
it for going around a world and
reaching everything we want to do.

   I hope we will get the scholarship
   in the future.
       Amin.

RIWAYAT HIDUP

1. Name   : Rizal Fahmi
2. Place/Date of birth   : Sabang, 07 Maret 1993
3. Religion   : Islam
4. Nationality   : Indonesian
5. Sex   : Male
6. Marital status   : Single
7. Occupation   : Student
8. Address   : JL. Syiah Kuala No. 9 Jambotape, B. Aceh
9. Email   : jfahmirizal@gmail.com
10. Parents' names

    a. Father   : Maryono

    b. Occupation   : Civil Servant

    c. Mother   : Mariah

    d. Occupation   : Civil Servant

11. Address   : JL. Maimun Shaleh Cot Bak U, Sabang
12. Educational Background

    a. Elementary School   : MIN Sabang (1999-2004)

    b. Junior High School   : MTsS Darul Ulum (2004-2007)

    c. Senior High School   : MAS Darul Ulum (2007-2010)

    d. University   : UIN Ar-Raniry (2011-2016)

Banda Aceh, 23 January 2016

The writer,

Rizal Fahmi