

**IMPROVING STUDENTS' WRITING SKILL OF RECOUNT TEXT
THROUGH WRITING DIARY IN 8TH-GRADE AT MTS TARBIYATUL
ISLAM SOKO**

THESIS

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS EDUCATION

IKIP PGRI BOJONEGORO

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ISLAM SOKO**

THESIS

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By

Badi'atul Faizin

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APPROVAL SHEET

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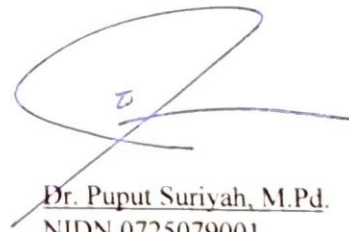
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LEGITIMATION

THESIS

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The Researcher



Badi'atul Faizin

ABSTRACT

Faizin, B. 2023. Improving Students' Writing Skill Of Recount Text Through Writing Diary In 8TH-Grade At MTs Tarbiyatul Islam Soko. Thesis English Education Department. Faculty Of Languages And Arts Education IKIP PGRI Bojonegoro, Advisor (I) Oktha Ika R, S.Pd., M.Pd., (II) Dr. Puput Suriyah, M.Pd.

Keywords: Diary Writing, Recount Text, Writing Skill.

This study investigated improving students' writing recount text skills through writing diaries in grade 8 MTs Tarbiyatul Islam Soko. This study aims to implement diary writing as a medium to improve the skills of writing recount texts for class VIII-C students of MTs Tarbiyatul Islam Soko in the 2022/2023 academic year. This research is a classroom action research that lasts for 3 months. There are 32 students in class VIII-C consisting of 17 boys and 15 girls. This study used 2 cycles, namely cycle 1 and cycle 2. Researchers used written tests, observations, interviews, and field observations for the instruments. To see students' ability to write recount texts, the researcher used a pre-test and post-test. The results showed that there was an increase in students' writing skills. This study uses two cycles, each consisting of planning, action, observation, and reflection. This study shows that there is an increase in writing skills in the recount text of class VIII-C MTs Tarbiyatul Islam Soko.

ABSTRAK

Faizin, B. 2023. Improving Students' Writing Skill Of Recount Text Through Writing Diary In 8TH-Grade At MTs Tarbiyatul Islam Soko. Thesis English Education Department. Faculty Of Languages And Arts Education IKIP PGRI Bojonegoro, Advisor (I) Oktha Ika R, S.Pd., M.Pd., (II) Dr. Puput Suriyah, M.Pd.

Kata Kunci: Menulis Buku Harian, Teks Recount, Keterampilan Menulis.

Penelitian ini menyelidiki peningkatan keterampilan menulis teks recount siswa melalui menulis buku harian di kelas 8 MTs Tarbiyatul Islam Soko. Penelitian ini bertujuan mengimplementasikan diary writing sebagai media untuk meningkatkan keterampilan menulis teks recount siswa kelas VIII-C MTs Tarbiyatul Islam Soko tahun pelajaran 2022/2023. Penelitian ini merupakan penelitian tindakan kelas yang berlangsung selama 3 bulan. Siswa kelas VIII-C berjumlah 32 orang yang terdiri dari 17 laki-laki dan 15 perempuan. Penelitian ini menggunakan 2 siklus yaitu siklus 1 dan siklus 2. Instrumen yang digunakan peneliti berupa tes tertulis, observasi, wawancara, dan observasi lapangan. Untuk melihat kemampuan siswa dalam menulis teks recount, peneliti menggunakan pre-test dan post-test. Hasil penelitian menunjukkan bahwa terjadi peningkatan keterampilan menulis siswa. Penelitian ini menggunakan dua siklus yang masing-masing terdiri dari perencanaan, tindakan, observasi, dan refleksi. Penelitian ini menunjukkan bahwa terdapat peningkatan keterampilan menulis teks recount siswa kelas VIII-C MTs Tarbiyatul Islam Soko.

MOTTO

“ Don ’t be afraid of your own shadow to go to goodness”

“BADI’ATUL FAIZIN”

“A simple life even though you are already successful”

“SUPI’AH (MY MOM)”

“Establish goals first before trying”

“BUYA HAMKA”

”The future belongs to those who believe in the beauty of their dreams”

“ELEANOR ROOSEVELT”

“Education is the deadliest weapon in the world because with education, you can change the world”

“NELSON MANDELA”

DEDICATION

Praise and gratitude alhamdulillah, Allah SWT. This has made it easy for researcher to complete this thesis. For that, I dedicate to:

1. My parents, Mrs. Supi'ah and Mr. Tardji, who always sincerely pray for me, care for me, support me, support me, and love me endlessly. My brothers and sisters who always support me endlessly and also give me lots of love, and prayers.
2. For my self Badi'atul Faizin, thank you for fighting until now. You are strong, you're great, and you're fighting for the happiness of the parents because you're the youngest child of the family hope. You successfully get this bachelor's degree because of your parents' prayers always support you until now.
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Bojonegoro, 28 Juli 2023
The researcher



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CHAPTER I

INTRODUCTION

In this part, several sub-chapters are presented including the Background of the Problems, Statement of the Problem, Objectives of the Study, Significance of the Study, and Definition of Key Term.

A. Background of the Problems

English needs to be learned by all students from elementary school to university. Therefore students at this junior high school need to learn English, so they can communicate with everyone, especially foreigners. Because English is an international language that is used to communicate with all people abroad. Students need to learn all English skills, including writing, listening, speaking, and reading skills. In this study, the students who will be examined are learning about writing skills.

Writing is one of the important abilities and skills in English subject. Writing is a very important skill among other skills. To find out the increase in writing ability, you have to use the right strategy for students (Yulianti et al., 2019). Types of text in English, including Descriptive Text, Recount Text, Narrative Text, Report Text, Procedure Text, etc. This research will learn about Recount Text. Recount text is ability that MTs students must learn to develop writing skills.

The aim of learning English is to improve the language skills of students at school. The material used uses text-based learning, both oral

and written. By using offline learning as a way to communicate with others.

At this time students have experienced difficulties in learning English. It can be seen from the placement test taken for research. According to the recount of the interview and placement test. It can be seen that the students faced some difficulties in writing. Those problems are lack of vocab, understanding the test and they are not asked to write in the right way. According to the information students at this school experienced a lot of difficulties in learning English, among the obstacles Improving students writing skills of recount text with less vocabulary in writing which makes them get difficulty in writing. Students writing problems at the destination school namely the lack of vocabulary that students have so it is difficult to understand the text. And also the students have not been able to write in the right way. To solve those problems the teacher provides assistance to students who have problems. Used to method that can be implemented in this class with several methods, one of using the diary book method.

The diary writing strategy is one of the strategies that can be applied when learning to write. Diary writing is quite easy for students in class because some of them often keep diaries to write their stories. This strategy can bring students a sense of ease in writing recount text, this is based on students being able to understand the structure of recount texts. Besides this strategy is very easy to implement in class because the steps are very simple. The teacher only explains the structure and gives some

examples, and then the students make recount texts like writing a diary. Hopefully, it is useful to improve students' writing skills.

The advantages of this diary method are used in learning, namely by using a diary students are able to write down all the events that have occurred and can be poured into their respective diaries, with that student can write anytime and anywhere. Writing can also help exchange ideas which will then get students new ideas for writing. Writing using a diary can improve ability and motivation in writing. And also the students will also be fluent in writing.

Based on the reasons above, the researcher is interested in researching a recount text with the title **"Improving Students' Writing Skill Of Recount Text Through Writing Diary In 8th-Grade At MTs Tarbiyatul Islam Soko"**.

B. Statement of the Problem

Based on the background that the authors wrote above, the formulation of the problem in this study is:

1. How is the implementation of a diary writing strategy in improve students' ability to recount text?
2. What are the strengths and weaknesses of a diary writing strategy in improving students' writing skills in recount text?

C. Objective of the Study

The purpose of this research is:

1. To find out the implementation of a diary writing strategy to improve students' ability to recount text.
2. To find out the strengths and weaknesses of a diary writing strategy in improving students' writing skills in recount text.

D. Significance of the Study

The significance of this research are:

1. For the Teacher

The findings of this study can be used by teachers in the teaching process to write recount texts in teaching practice.

2. For the Student

This research can help students improve their skills in writing recount texts by writing a diary so that students can focus more on studying on their own or with the assistance of both parents at home.

3. For the Researcher

Researchers in this writing gain knowledge in improving writing skills using a diary in the application of recount text.

E. Definition of Key Term

1. Writing

According to (Situmorang & Panggabean, 2022) writing is an ability to communicate through language management that has the highest level. Besides that, writing is not only communicating through language processing, but when people are writing, they must be able to think about grammar, elements, and also about the problems written so that they will produce good writing.

2. Recount Texts

According to (Wisdhawan et al., 2014) recount texts are texts that detail every detail of past events, typically in the order that they occurred. It is also a text that recounts historical occurrences or experiences. Either to inform or to amuse the audience, depending on the situation. A recount text resembles a narrative text quite a bit. A recount text lacks complexity, whereas a narrative text contains it. There are three types of recount. Recounts come in three varieties: fictional, factual, and personal. Personal recounts include letters and diaries, while factual recounts include news articles and science experiments.

3. Diary

According to (Klimova, 2015) diary writing is undoubtedly a very effective strategy for the whole learning process. But it's not as simple as it seems. This is because not all students are ready to keep diaries or are willing to share them with their teachers. So far, the course

has shown us this. A diary, also known as a journal, is a book where individuals can jot down whatever they want, including their thoughts, ideas, feelings, and experiences. Diaries may be kept for a variety of reasons, each unique to the keeper. Someone is concerned that they will forget most of what they have accomplished. Someone is reluctant to interact with others. There are many causes. For instance, some people do not want to share their secrets because they are ashamed of them. Writing a diary may result from any of these causes. Diaries can be written daily, but at least once a week.