

**THE USE OF DIARY WRITING TO IMPROVE STUDENTS'  
WRITING SKILL IN RECOUNT TEXT**

**(A Classroom Action Research at SMK Muhammadiyah 1  
Kedungtuban in Academic Year 2018/2019)**

**SKRIPSI**

By  
**ANIS KUSUMA WARDANI**  
NIM. 15120043



**ENGLISH EDUCATION DEPARTEMENT  
FACULTY OF LANGUAGES AND ARTS EDUCATION  
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**for the degree of Sarjana in English Language Education**

**By**

**ANIS KUSUMA WARDANI**

**NIM. 15120043**

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**LEGITIMATION**

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This is certify that the sarjana's thesis  
has been approved by the Board of Examiners  
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## **CHAPTER 1 INTRODUCTION**

In this part, some sub chapters are presented. They are background of the study, research problem, objective of the study, and significances of the study, definition of key term.

### **A. Background of the Problems**

Nowadays in Indonesia, all of the students at schools from primary school to university learn English as a foreign language. The purpose of learning English is that students can communicate in English both oral form and written one. Especially in senior high school level, the students learn all English language skills like speaking and writing. Writing is one of the four language skills. It can be seen from the curriculum 2004, standard competency of senior high school (Depdiknas:2003) starting the aim of English teaching is “Siswa mampu mengembangkan kemampuan dalam bahasa Inggris dalam bentuk lisan dan tulisan. Kemampuan berkomunikasi meliputi mendengarkan (Listening), berbicara (Speaking), membaca (Reading), dan menulis (Writing).”

Since writing needs procedure and organization, writing deals with mixture of idea, vocabulary, and grammar. Harmer (2004) states that making good writing is more complex than producing speaking. Different from speaking, writing is more difficult to acquire because there are many aspects related to writing which need to be mastered, such as organization, mechanics, and grammar. Writing involves more than just producing words and sentences, but in writing activity the students should be able to combine words and sentences

grammatically into written text. There are many kinds of written text. One of them is recount text.

According to the School-Based Curriculum, 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. 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. It means that students should be able to use English either receptively or productively.

Recount is a text that retells events or experiences in the past (Astrid,2010). Its purpose is either to inform or to entertain the audience. It is similar to narrative text that also retells an event or an action happened in the past time. Yet, the difference is that narrative text retells about a story that happened in the past and has not been proved while recount text retells about that has been proved. But in this research there are so many problem. The first problem that the students' writing is not relevant to the topic, the idea and sentences are not well organized. The second problem is that they are many errors in vocabulary, grammar, and spelling.

Another problem is the students have difficulty telling their experiences. This is because writing is difficult for them since they have to master enough

vocabulary, spelling grammar. Besides the students have low motivation and are not interested in doing the task since the writing activities are not interesting. Usually the students are asked to write sentences and paragraphs without being given some clue so that it is difficult for them to express their idea on a piece of paper.

However, based on the observation conducted by the researcher on Monday 18 February 2019 in SMK Muhammadiyah 1 Kedungtuban , the teacher shown me that the average of students English score is 78, meanwhile the best score in that class is 70. It means the students are lack of writing skill. Therefore, the author use writing diary as good method to improve students writing skill. After giving this new method is expected to raise the test reached of the students at tenth grade students of SMK Muhammadiyah 1 Kedungtuban..

Based on a reason above, the researcher wants to do a research with tittle”  
The Use of Diary Writing to Improve Students’ Writing Skill in Recount Text To  
The X Grade Student Of Vocational High School In SMK Muhammadiyah 1  
Kedungtuban ”

## **B. Statement of the Problem**

In this study, there is a problem that will be discussed as follows:

- 1) Can writing diary improve the student’s writing skill in the tenth grade students of SMK Muhammadiyah 1 Kedungtuban ?

- 2) How far is the improvement of the implementation of diary writing to teach recount text to improve the students' writing skills for the tenth grade students of SMK Muhammadiyah 1 Kedungtuban?

### **C. Objective of the Study**

1. To know whether writing diary can improve students writing skill in the tenth students of SMK Muhammadiyah 1 Kedungtuban
2. To know how far is the improvement of the implementation of diary writing to teach recount text to improve the students' writing skills for the tenth grade students of SMK Muhammadiyah 1 Kedungtuban?

### **D. Significances of the Study**

The study has significance on contributing theoretically and practically:

1. Theoretical Significances

This study should be one of the references for senior high school teachers which can help them in their teaching process especially in writing, or they can adopt this technique by using dairy writing to improve the students' ability.

2. Practical Significances

This study will be very useful references for those who are interested in the same study and give useful consideration to conduct another study which is stills related to the area of the study.

### 3. Pedagogical Significances

Hopefully, this study can give improvement in their writing ability and make them more enjoyable during teaching and learning process.

## **E. Definition of Key Term**

### 1. Writing

According to Meyers (2005:2), Writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. Writing as one of the four language skills is part of syllabus in English teaching. It can be seen from the curriculum 2004, standard competency of senior high school (Depdiknas:2003) starting the aim of English teaching is “Siswa mampu mengembangkan kemampuan dalam bahasa Inggris dalam bentuk lisan dan tulisan. Kemampuan berkomunikasi meliputi mendengarkan (Listening), berbicara (Speaking), membaca (Reading), dan menulis (Writing).”

Harmer (2004) stated that making good writing is more complex than producing speaking. Different from speaking, writing is more difficult to acquire because there are many aspects related to writing which need to be mastered, such as organization, mechanics, and grammar. Writing involves more than just producing words and sentences, but in writing activity the students should be able

to combine words and sentences grammatically into written text. There are many kinds of written text. One of them is recount text.

## 2. Diary

According to Fitzpatrick (2005: 15), diary (also called journal) is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, and/or thoughts or feelings, including comment on current events outside the writer's direct experience.

## 3. Recount

According to Djoehari (2007:44), recount is a type of text that content reported events, or incidents that happen to a person, or a person's experience. Recount text aims to inform or entertainment. Recount is a text that retells events or experiences in the past (Astrid,2010). Its purpose is either to inform or to entertain the audience. It is similar to narrative text that also retells an event or an action happened in the past time. Yet, the difference is that narrative text retells about a story that happened in the past and has not been proved while recount text retells about that has been proved.

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher would like to present literature review. It consists of theoretical review, review of related literature, and theoretical framework

#### **A. Theoretical Review**

In the theoretical review, the researcher discusses the theories related to the researcher

#### **1. Writing Skills**

To know the concept of writing, the researcher mentions definitions of writing, components of writing, and steps of writing.

##### **a. Definitions of Writing**

Writing is considered as a productive skill along with speaking Harmer (2007: 265). 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 a psycholinguist, Lenneberg, (as cited in Brown, 2001: 334), he says that different from speaking in which people learn language through a natural process or human behavior as learning to "walk" writing is a learned behavior as learning to "swim, people need someone to teach them. It means that people learn to write if they are members of a literate society and usually if someone teaches them.

Among the four language skills, “writing is the most difficult skill for second or foreign learners to master” Richards & Renandya (2002: 303). It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words Brown (2001: 336). 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 Rohman (as cited in McDonald & McDonald 2002: 7), 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. They are the product of that writing and the process of writing Harmer (2001&2007) and Brown (2001), 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 Brown (2001: 335). It means that the writing should (a) meet certain standard of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) 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 Harmer (2007: 325). 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 Brown (2001: 336). 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.

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 Oshima & Hogue (2006: 233), McCarthy (2000: 212), and Harmer (2007: 341) *The Practice of Language Teaching* 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.

#### b. Components of Writing

Writing is not only developing words into sentences, but it also deals with how to communicate ideas through written text. If a writer would like to produce a good writing, she/he needs to pay attention in components of writing which are stated by Boardman (2002: 31-44). They are:

1) Topic sentences

A topic sentence is the most important sentence in a paragraph because it contains the main idea of paragraph. A good topic has two parts: the topic and the controlling idea.

2) Supporting sentences

The supporting sentences support the topic sentence. The common ways to support a topic sentence are to use facts or statistics, example, and personal experiences.

3) Coherence

All good paragraphs have some characteristics in common. The first of this is called coherence. A coherence paragraph is made up of sentences that are ordered according to a principle. The principle changes depending on the type of paragraph that you are writing. The three types of ordering are chronological ordering, spatial ordering, and logical ordering.

4) Cohesion

One of the components of a good paragraph is cohesion. A paragraph has cohesion when all the supporting sentences “stick together” in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. Five important cohesive devices are linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms.

### 5) Unity

A paragraph has unity when all the supporting sentences relate to the topic sentence. With unity, the product of writing will be easier to understand because from the beginning to the end it only talks about one topic.

### 6) Completeness

Another component of paragraph is completeness. A paragraph is complete when it has all the major supporting sentences. It needs to fully explain the topic sentence and all the minor supporting sentences. It needs to explain each major supporting sentence.

#### c. Step of writing

They are generally six steps of writing that we need to reach a good product of writing which are stated by Meyers (2004:3-12) as follows:

#### 1) Explore ideas

Before starting to write, a writer has to explore as many ideas as possible since writing involves discovering ideas as much as possible, then he/she records it to save the idea. In this step, a writer has also to focus the ideas systematically by considering three questions: first, the subject which means the material that he/she intends to write about. Second, the purpose which means the writers' intention from his/her writing toward the reader. Third is the audience; in this case is the reader. The audience influences the language used in conveying the writing subject and the purpose that a writer's wants to achieve.

## 2) Pre-write

Writing process involves writing the idea on a piece of paper or on a computer. In this step, a writer does not have to worry about the grammar, diction, spelling or punctuation because he/she will revise it later. There are three steps in pre-writing: first, brainstorming, i.e. listing thoughts as they come in mind. Second is clustering. In this step, a writer may write the subject in the middle of the page, circle it, and then write related ideas around the main circle. And free writing. In this step, a writer simply writes about the subject without worrying about the sentence structure, spelling, logic, and grammar.

## 3) Organize

In this step, a writer begins to organize ideas after putting his/her ideas into words. This process involves selecting, subtracting, and adding ideas, and then outlining them.

## 4) Write a first draft

In this step, a writer writes as fast as possible, as if he/she was speaking to his/her readers to record his/her thoughts. If an idea occurs to him/her that belongs earlier in the draft, make a note about it in the margin and write on a sheet of paper.

### 5) Revise the draft

In this step, a writer may add or omit material, move and remove ideas that have no fitted, revise it several times until produce a good composition of the text. It is considering as the part of writing process that may take the most time.

### 6) Produce the final copy

Finally a writer can edit it and carefully check the correction after he/she has revised the draft. Notice that this final draft is more entertaining than the original. All of its content develops the main point. Its sentence are clear and it has plenty of detail

## **2. Recount Text**

### a. Definition of Recount

In line with the understanding above, Djoehari (2007:44), recount text is a text which is content type reporting an incident, event or activities conducted by someone, or a person's experience. The purpose recount text is to inform or to entertain readers

### b. Generic Structure of Recount

- 1) Orientation: a first paragraph that gives background information about who, what, where and when.
- 2) Events: Describing series of event that happened in the past.
- 3) Reorientation: It is optional. Stating personal comment of the writer to the story.

### c. Language Features of Recount

- 1) Specific noun as a personal pronoun, eggs I, my cat.
- 2) Individual participant, focuses on the story of the participants (actors) that certain specific eggs Angga example, my father etc.
- 3) Time connection and conjunction to sort events, eggs after, before, soon etc.
- 4) Action verbs, verbs that show the events or activities, egg stayed, etc.
- 5) Adverbs and adverb phrases to show the place, time and manner, egg yesterday, last week, at home, slowly etc

d. Example and structures of the text

<b>Our trip to the Blue Mountain</b>	
Orientation	On Friday we went to the Blue Mountains. We stayed at David and Della" s house. It has a big garden with lots of colourful flowers and a tennis court.
Event	On Saturday we saw the Three Sisters and went on the scenic railway. It was scary. Then, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.  On Sunday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.
Reorientation	In the afternoon we went home.

#### Generic Structure:

1. Orientation : The topic that will describe is visit the Blue Mountains in Bali.
2. Event : Describe the situation of scenic railway, Shopping, went on the scenic skyway and saw cockatoos.
3. Reorientation : went home

### **3. Diary Writing**

#### **a. Definition of Diary**

Curtis and Bailey (2007: 68), Stanley, Shimkin and Lanner (1988: 3) “A journal or diary is a record, often kept daily, of one’s life, a kind of personal account book.” The similar description also proposed by Fitzpatrick (2005: 4), he states that “a diary is a personal record of a writer’s life experience and is usually private.”

Though writing a diary 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. The purpose of a journal or diary is “to give your writing muscles” a daily workout” Masiello (1986: 37). 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.

#### **B. The Use of Diary in Education Field**

Classroom writing is an essential academic requirement. However, most students are reluctant and 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, Chandrasegaran as cited in Tuan.(2010: 81), 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 journals or diaries. Spaventa as cited in Tuan (2010: 82), points out that writing a journal or a diary is keeping a record of ideas, opinions, and descriptions of daily life which help the writers to develop their creativity.

In addition, diary writing 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 diary, 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. As Chickering and Gamson as cited in Tuan (2010: 82), states that giving the students more chances to write what is relevant to them is “an active learning technique.”

Several scholars such as Artof as quoted by Tin in Tuan (2010: 82), states that diary writing or personal 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.”

Harmer (2007: 128), stated that there are some benefits of diary writing. The first is the value of reflection. A diary provides an opportunity for students to think about what they are learning and also how they are learning. The second is freedom of expression. Diary 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. The next is developing writing skills.

Diary 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. Ngoh (as cited in Tuan, 2010: 82) also adds the benefit of diary writing that it also provides students with good opportunities to improve their writing skills and good chances to record their thoughts and feelings. Moreover, Langan (2008: 16), (2011: 14), says that keeping a diary is one of excellent ways to get practice in writing and it will help the students develop the habit of thinking on paper. Diary or journal can also make writing as a familiar part of the students' life. Therefore, it can be summarized that diary writing can help the students to improve their writing skills and motivation towards writing.

## **B. Review of Related Literature**

There are some previous studies that are relevant to this research. The first relevant study was done by Taufiq Hidayat titled *The Use of Diary Writing Method to Improve Students' Writing Recount Text Ability* as his thesis in 2012. The study was conducted at SMA N 12 Semarang and it aimed at examining the use of diary writing method in improving students' writing recount ability. The

study, moreover, was an experimental research with two classes (X-7 as the Experimental group and X-6 as the control group). The study revealed that diary writing was effective to be applied on the tenth grade students of *SMA N 12 Semarang*.

The second study was done by Barjesteh, Vaseghi and Gholami (2011: 86), conducted a study entitled “The Effects of Diary 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 diary writing on the improvement of grammatical accuracy in the EFL college students.

The similar study conducted by Tuan, L.T. (2010), states 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 (USSH-HCMC) 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.

Another study on diary writing was also conducted by Nofi Yulianti titled *Improving the Writing Skills through Diary Writing* as her thesis in 2014. The study was conducted at *SMA N 1 Ngemplak* and it aimed at implementing diary

writing as a medium to improve the writing skills. The study was a classroom action research with 31 students of grade X.D as the participants. The study, furthermore, used both qualitative (interview and observation) and quantitative data (pre and post tests). The study showed that there were improvements on the students' writing skills in five aspects – content, organization, vocabulary, language use, and mechanics.

The last study that is relevant to this research is the one conducted by Hanan A. Taqi, Rahima S. Akbar, Nowreyah A. Al-Nouh, and Abdulmohsen A. Dahsti titled *The Effect of Diary Writing on EFL Students' Writing and Language Abilities* in 2015. The study aimed at investigating the influence of diary writing on the students' writing and language abilities. It used open-ended questionnaire and students' essays to obtain the data. The participants, moreover, were 52 student participants enrolled in two Advanced Writing classes. The study revealed that diary writing improved the students' language abilities particularly in grammar and vocabulary. It also showed the students' satisfaction as they could learn more on self-expression and organization of ideas.

Referring to the five previous studies stated above, it can be seen that diary writing can be implemented in practicing and improving writing skill. It can be seen, moreover, that the participants in those studies are both senior high school students and college students and none of them has junior high school students. The difference between those previous studies and this present research, as a result, is the research site which was conducted at a junior high school with the

eighth grade students as the participants and it was done to know the effectiveness of diary writing in improving their writing of recount text.

### **C. Conceptual Framework.**

One of the important skills that should be learned by the students is writing skill. In vocational school, the English material tends to English practice such as the communicative English that will be useful to the students when they engage in their vocations.

Many problems then arise when the students try to speak. Two of them are lack of English ability and no opportunity given by the the teacher. Those two reasons make the students can not speaking English in a good way. The researcher suggests the technique named *writing diary*, which is one of the Cooperative Learning method, that may solve the problems. The process of the treatment will be conducted in two cycles. By doing the two cycles, the students's speaking skills are expected to improve.

### **CHAPTER III RESEARCH METHODOLOGY**

Research methodology is a set of methods or procedures, which is used by the researcher in conducting the research.

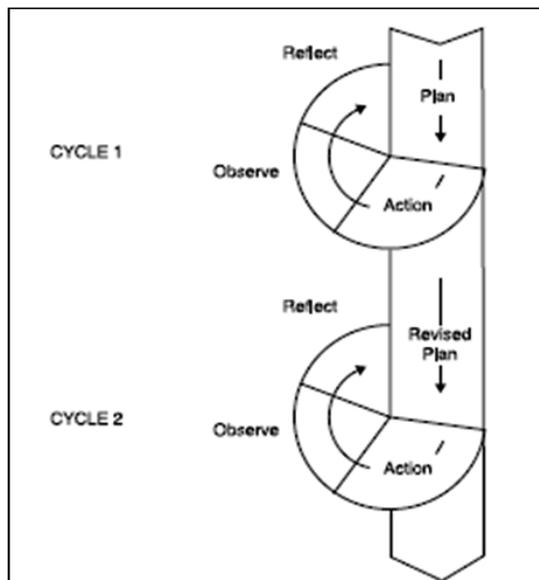
#### **A. Research Design**

This research was a collaborative action research study. This research was aimed to find problems and implement some actions to solve the existing problem that was to improve the writing skills of the tenth grade students of SMK Muhammadiyah 1 Kedungtuban. This research adapted a cyclical action research model proposed by Kemmis and McTaggart (1998). The researcher and the collaborator worked collaboratively to find obstacles and weaknesses of the teaching and learning process, identify the problems, plan and implement the actions. After that, the researcher and the collaborator made an evaluation, reflection, and discussion related to the actions implemented. This research took a part as a teacher for 26 students of X-AK 1. The research was conducted in two cycles as an effort to improve the students' writing skills. The two cycles were called as cycle 1 and cycle 2. It was conducted in four meeting started Thursday, 11<sup>th</sup> april 2019 until Thursday, 29<sup>th</sup> april 2019

The first meeting was for pre-test in which the researcher tried to find out the students' writing skill before they got treatment. The second meeting was for cycle one treatment, the third meeting was for the cycle one test, the fourth meeting was for cycle two treatment and the last meeting was for post-test

In this research, the researcher applied the four phases of Kemmis and Mc Taggart in Burns (2010:8) in each cycle. The phases are planning, action,

observing, and reflecting. The design of this research is presented in the figure and explanation below:



#### a. Planning

In this step, the researcher explains about what, why, when, where, and how the action will be done. In planning step of the study, the researchers prepare everything that will be needed and used in the study. They were providing diary to improving student's writing skill in recount text.

#### b. Acting

In this step, *writing diary* was applied. This phase was the implementation of the plan that the researcher had made to solve the problems. The action was done by the following steps as follows:

- (1) the researcher explained the materials,
- (2) the researcher explained about recount text and writing diary,

(3) Students answered 30 questions about recount text and wrote one paragraph about diary

**c. Observing**

The teacher observed the students' activities during teaching and learning process. This step included monitoring and evaluating the action. The researcher used observation check list, observation list,. The results of the observation were used as the indicator to assess the students' progress of writing skill in each cycle.

The activities in this phase were:

- (1) observing the activities and learning process,
- (2) taking note and taking some documentations,
- (3) evaluating student's result after each cycle,

**a. Reflection**

In this phase, the researcher analyzed the result of the the test and observation. The analysis was used to determine the next strategy in the next cycle. In the cycle one of the research, the reflection was done after the researcher analyzed the data from observation checklist, observation list, and also the test result along the cycle one process. The results in cycle one were used to decide the next strategy in cycle two.

The reflection in cycle two was done after the researcher analyzed the results of checklist, observation list, and the test result. The researcher also did the post test to be compared with the result of the pre test, to know whether there is an improvement or not along the two cycles process.

**B. Role of the Researcher**

As stated before that the researcher used a collaborative action research. There was collaboration between the teacher and the researcher. In this research, the role of researchers in the field is very important because researchers are those who feel the existence of problems that need to be resolved and also have an interest in problem solving. Therefore, researchers have to look itself in the field to observing about student's motivation in Learning English. Then, analyzing it's problem in the research

### **C. Setting of the Research**

The setting of the research is in SMK Muhammadiyah 1 Kedungtuban. The curriculum used in the school is K13 under Religion Department. The subject of the study was tenth grade students of SMK Muhammadiyah 1 Kedungtuban in the academic year of 2018/2019. From five classes of all students in grade ten, X.AK.1 was chosen as the subject of the study. This class was chosen because it was the most managable class of all. There were 36 students in the class who got the treatment during the process.

### **D. Subject of the Research**

The subject of this study were all of the tenth grades of accountant. These students were in the second semester of 2018-2019 academic years. The total students as the subject 26 students. This class was chosen because it was the most manageable class of all.

According Phillips and Car (2010:35) states that "a student-teacher researcher is aguest in a school and classroom". That reason why the researcher choose this classas the subject is caused all of students are active and can be handle it

### **E. Source of the Data**

The object of this research is an intensive English teacher of SMK Muhammadiyah 1 Kedungtuban. This school was chosen because the teacher still uses conventional method to teach recount text. On the other hand, the data sources were also of getting through the observing activities related to improve the student in writing skill. Then, the most valid data sources were obtained from the observations of the researcher.

### **F. Procedure of collecting data**

In collecting the data, the researcher used three techniques of the data collection. They are the interview, the classroom observation, and the test of the students' writing. The first is through the interview. The researcher conducted the interview with the students and the teacher before, during, and after the implementation of the actions. The second is the classroom observation. The classroom observation was used to record the activities happened in the classroom. Meanwhile, the test was used to see whether there is any difference between the students' achievement in the pre- test and the post-test

The researcher will present the act of collecting data as follows:

#### **a. Test**

According Suharsini (2010:226), measures and analyze the subject using a test. It is used to measure the basic competence and achievement. The type of researcher used in school is test made by the teacher. The researcher used test made by the teacher. In this case, researcher was used pre-test. Pre-test is a test given before

some treatment period. It was chosen because it could measure that arranged by certain procedure, has not been examined many time so it's characteristic and strength.

#### b. Observation

Observe is look at an occurrence, movement and process. Observing is not an easy task since people are influenced a lot by interests and tendencies they have. In observation, the most effective way complete the observation format or from as the instrument. The arranged form consists of items about occurrences or behaviors that drawn happened Suharsini (2010:272).

### **G. Data Analysis Techniques**

The data analysis did after the researcher get the empirical data required for this research. The methods of analyzing the data are:

#### **a. Transcribing the Students' writing Test**

The first step in analyzing the data was to transcribe the students' writing test such as pre-test, and post-test. In making the conclusion, the researcher collaborated with the collaborator, and the participants to obtain the valid findings. The formulas according to Sutrisno (1981:246), are:

##### a. Mean

Mean is sun of all students score and divide it with total of individual. The function of the formula is finding the average from raw data.

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

Where,

M : Mean of students score

$\Sigma x$  : The sum of students score

N : The total number of students

### b. Analyzing the observation checklist and observation

The data from the observation checklist and observation list were used to support the qualitative data. The researcher made a description of the students' attitude and achievement in speaking after applying *writing diary*

Table 3.1

Form of observation checklist

n o	Indicators	None (0%)	A few (<20%)	Half (20- 49%)	Many (50- 69%)	Majority (>70%)	Total score
		1	2	3	4	5	
1	Students participate the teacher's explanation						
2	Students activity in making a note from teacher's explanation						
3	Student ask questions to the teacher to clarify understanding						
4	The students are enthusiastic in responding teacher's question						
5	The students answer the teacher's question						
6	The students are enthusiastic doing assignment of writing test						
7	Total						