# CHAPTER I

# INTRODUCTION

## 1.1.Background of the Study

Language is a largest component in continuation of human life. People talk with one another and express them selves through the use of language.Language is a signalling system that works with symbolic vocal sound and for communication purposes. One sector will have a differegnt language than another. Each country has its own national language as the unifying language of all fields. Everybody wants to get in touch with everybody in the world. But they can deal with certain difficulties, one of them is a different language. To resolve the issue, it is necessary to do the international language, like English. English is a worldwide language and use for activities, education, technology, social standing, and modernization. During this time, English was taught as a foreign or secondary language. In Indonesia English Language are taught from the primary school to university level. English becomes an academic subject in Indonesia. In primary, junior and senior high schools, English is include in the National Examination.

There are four basic English skills needs to be acquired and the competence of student to be fluent in English they are : listening, reading, writing, and speaking. Among the four english skills, writing has always been a part of the english teaching program. Writing skills are indisputably ability necessary for students to master language skill. Writing is one of the most important skills among the other four skills. In our daily life we also use this skill, for example to write shopping lists, notes, and write letters. Not only in everyday life, writing skills are also an

important part of educational settings.In the educational setting, students are expected to be ready towrite a sort of educational writing. like essay, narrative text, descriptive text, andreported text.Consequently, schools or institutions should provide their students with sufficient skills that are needed to cope with the real situation with the actual use of the language.

Teaching writing is focus on something such as language practice in expressing our feelings and may help the students to express their thought on paper. Writing encourages the students to focus on accurate language use because they think as they writing, it may well provoke language development as they resolve problems which the writing puts into their minds (Harmer, 2004:31). Writing also the most difficult language skill to be learned because writing needs hard thinking to procedure idea, think and words. The purpose of teaching English is to develop students' skill in writing English effectively. In teaching writing, the elements of language such as grammatical are needed in writing skill, especially in recount text. Recount text is one of the texts that should be learned by students

Recount Text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. The main structural components of a recount are orientation,events, and the reorientation.

Based on the experience of the researcher students have difficulty in learning English subject, particullary for writing. This is often caused by a scarcity of confidence within the student and were reluctant to jot down for sure reasons. Because the student are required to own mastered a grammar, have plenty of vocabullary, and fluency in composing sentences.

Nunan (1999) stated that one of the most difficult things in language is to produce a piece of writing which is coherent, fluent and well-extended. therefore, it is pressumed that the teacher must find out alternative instructional and media that can assist and motivate students in the writing classroom, and can also enhance their writing skills.Langan (2011) states that writing is a skill, it makes sense that the more they practice to write, the bettertheir writing will be. It stands to reason that the more they practice writing the better their writing will be . From the beginning the problem in this case is that the students are not practicing, that is why daily journal can solve this problem..Baudrand (1992) stated that journal can increase students' confidence to write in the foreign language. This journal involves students to practice writing freely outside the classroom.In addition, it also helps teachers to find out students' abilities and their feelings, because writing a journal allows students to speak up their ideas, opinions, and stories of their daily lives. So students' will not consider that writing is a difficult thing, instead enjoyable thing.

Several researchers have revealed that there is correlation between writing performance and self-efficacy. Journal writing has been used as the tool to improve students' writing ability in grammar accuracy (Barjesteh, Vaseghi, and Gholamni, 2010). Tuan (2010), stated that diary journal can increase students writing ability in term of fluency and accuracy.however the researcher earlier has not found how journal writing affect students' writing ability specifically in one type of text. To fill this gap, the research intends to investigate the effect of journal writing in teaching recount text and pay attention to make a good paragraph in the term of unity, order, coherence, and completeness.

Based on the explanation above the writer would like to conduct a research entitle "The Effect of Using DailySchool Journal on Student Writing Skills of Eleventh Grade at SMA Nurani Medan"

## 1.2. The Problem of the Study

Based on the background of the study, the researcher formulates the problemas the following "Does Daily School Journal Affect on Students' Writing Abillity of Eleventh Grade at SMA NuraniMedan?"

## 1.3. The Objective of the Study

In relation to the problem of study, the objective of the study is to find out if Daily School Journal effect on Students' Ability in Writing on Eleventh Grade at SMA Nurani Medan.

## 1.4. The Scope of the Study

There are thirteen kinds of text based, they are : report text, news item, analytical exposition, anecdot, recount text, narative text, procedure text, descriptive text, hortatory exposition, explanation text, discussion text, review text, spoof text but in this research, the researcher focuses on recount text and pay attention to make a good paragraph in the term of unity, order, coherence, and completenes in finding out the effect daily school journal on students' writing ability. The subjects of the study consist of two classes at SMA Nurani Medan, and they will be devided into two groups: the experimental group and the control group.

### 1.5. The Significance of the Study

By carying out this research, the researcher can expect to give valuable contribution to teacher, students, and other research. The findings of the study are expected to be theoritically and practically significant and relevant to someone matter :

1.    Theoritically, this study can provide the prospective researcher withe theoritical information on the effect of using daily school journal as part of teaching writing of senior highschool student.

2. Practically

    a.  For teacher, the result of this study can be beneficial for English teachers to use journal writing as a tool to enhance student's writing ability.

    b.  For students, it may help students with writing problem in, and more enjoyable in learning English.

    c.  For other researcher, the result of this research can be used as comparing for those who want to conduct further in depth research in writing skill.

### 1.6. The Hypothesis

The hypotesis of this thesis is formulated as follows :

HO :   There is no significant effect of Daily School Journal on writing ability of student achievement at SMA Methodist 8 Medan

HA :   There is a significant effect of Daily School Journal on writing ability of student achievement at SMA Methodist 8 Medan

**CHAPTER II**

**REVIEW OF LITERATURE**

**2.1. Theoritical Framework**

This chapter provides an overview of the literature and the explanation of the relate materials. The researcher present the discussion in some theories related the study it is used to avoid missunderstanding between the writer and the reader.In conducting this research, it is important to specify any terms that related to the study to provide a clear perspective of the implemention in the field. The term may function to provide a limited concept that is specifically aimed at a particular context. In this case, the researcher will elaborate terms that are relevant to this study.

**2.2. Language**

Language is a tool for communication in the world. It is important for social life. According to Kamarudin (2016:13) Language is used for many purposes, it can be for expressing feelings, asking questions, protesting, criticizing, making request, promising, thanking, insulting, apologizing, and say hello and goodbye. In other word people usually use language in their daily life for communicating with the others in order to inform, to express their ideas, and to build up their social relationship. In order to communicate successfully, human beings are supposed to obey to a certain mode of interaction.

In general language is a means of communication. A language what the members of a particular society speak. It cannot be separated from our life as

human being who need language as a means of communication when interact with the others. The writer can conclude that language and communicate are two terminologies that cannot be separated from one another. When the term language appears, the term communication appears as well. This case can be analogous with human beings and air that always take a breath anytime.

Barber Beal (2009:1) says that a human language is signalling system. The written language is secondary and derivative. In the history of each individual, speech or signing is learned before writing, and there is good reason for believing that the same was true in the history of the species. There are communities that have speech without witting, but we know of no human community which has a written language without a spoken or signed one.

Based on the explanation above, the writer concludes that language is a tool of human communication to express our personal reaction to the situation, and to simulate a response in someone else.

## 2.3. Defenition of Writing

As we know besides speaking, reading, listening, writing is the one of most important skills in Englis skills,and should be developed particullary in Enlish learning. Writing is one of the English skills that people used to express their messages, such as express the idea, feelings, thoughts, etc.According to Richards & Renandya (2002:303) among the four language skills, "writing" is the most difficult skill for second or foreign learners to master. That is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words Brown (2001:336).

According to Siahaan (2008:215) writing is psychological activity of the language user to put the written text. In the hand, moreover, Nunnan (2003:106) describe that writing is a teachable and learnable skill and the instructor can play an invaluable role in making this skill and enjoyable one. Nunan (2003:88) says that "writing is the mental work of inventing ideas and organizing words into utterances and paragraphs that will be clear to the reader". Meanwhile to Siahaan et.all (2007:2), the written productive language skill is called writing. that is the skill of a writer to communicate information to a reader or group of readers. So writing is the way to share ideas, information of experience in the written form.

According to Harmer (2004:12) "writing process is a way oflooking at what the people do when people compos written text.". It means that the writing process is more presious than the end of the text. When the writing is a way of communicating with other people in written form, everything must be clear. In speaking the message of communication can be captured by nonverbal language such as a gesture body language or face expression, but in writing the message is delivered by written form.

From the definition above, it can be conclude writing is a psychological activity because it requires a complex process in puting ideas into a form of writing and through these ideas the author can build communication with the reader.Writing is also a difficult skill in English, but if you find the right technique to write it becomes something fun

### 2.3.1. The Process of Writing

Writing is the set of activities that design to create an understandable text to everyone.The writing process is not just a way to tell what the students know, but

also a way to explore and developed ideas about spesific topic.To produce a good text which clearly communicates thought, ideas, feeling and emotion, several attemps are needed. These attemp refers to the specific action or behavior that students employ in language learning. There are four elements of writing process according to Harmer (2004:4), they are :

1.  Planning

    At this point, create a list of ideas that related to the topic, and plan what they will write in the first draft. Also at this point they should consider three main issues. The tree main issues are :the purpose of the writing, the topic they are writing about and the content structure to sequence the facts, ideas or arguments.

2.  Drafting

    Drafting is an initial version of a piece of writing.We should spend a considerable amount of time on the first draft.At this step the student should be reminded that they must write down the ideas which they are going to write without paying attention to making mistakes.

3.  Editing

    This step is important to ensure that the coherence of the text and stimulating additional ideas. By doing this step the mistake can be minimized by the authors and it makes writing be efficient. At this point, students must rewrite their first draft after completing it. That is about to find out where it works and where it doesn't. For example, the information is unclear, the grammar is wrong, the phrases are ambiguous, and etc. If the writers find such a condition,       they        have       to       change       it       or       correct       it.

4. Final Version

The final version is the last step. After the writer done with the editing steps, the writers make a final version. The final version may be verry different in the plan and the draft has already written. That hapen because there are a lot of changes in editing process. Any irrelevant information that mentioned in the draft can be removed and impoper diction is change.

## 2.3.2. The Purpose of Writing.

There are some reason why people do writing. Each writing is purposeful. The significance of the aim in writing the writer expect of response by the reader's. According to Grenville (2001:1) there are three purpose of writing : to entertain, to inform, and to persuade

1. To Entertain

Writing to entertain generally takes the form of imaginary or creative writing. It means that the writer needs to use his/her creativity. It must not make the readers laugh, but engage their feeling in some ways.

2. To Inform

Writing to inform has purpose to tell the reader about something. This kind of informative writing can focus on objects, places, procedures, and events. It can be seen in newspaper and articles, scientific or business reports, instructions or procedures, and essays for school and university

3. To Persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data so that readers follow writer's opinions and act                        upon                        it

### 2.3.3. The Characteristic of Written Language

Brown (2001: 341-342), points out several characteristics of written language which distinguish them from spoken language. They are :

1. Permanence

   One thing we should know that writing is permanent thing. When the writers have compledted their writing, they will no longer able to change it or re-edit it. That is why So, it is very important to make improvements and revisions thoroughly before the final draft is submitted.

2. Production Time

   The core issues in writing is time limitatio, particullary in educational context. The results of the writing are very influential on the time given to the writer when making a text. The more time given the better text can be produced, otherwise the less time is given, the more chaotic the text can be produced.

3. Distance

   When a person can convey the message in his writing well to the reader it can be concluded that he is a good writer. The meaning of distance here is the gap between the writer and the readers. To shorten the gap the writer should be able to predict the general understanding of the audience and write it from the point of view of the target audience.

4. Orthography

   Orthography is a set of conventions used to write a language.Orthography includes problems with spelling, capitalization, hyphenation, and punctuation. Orthography provides the set of symbols used and the rules for writing these

symbols. I this world there so many writing system that exist. It is not easy to use such a writing system, particullary in a language that has a different orthographyfrom the writer's native writing system.

5. Complexity

Written language is different with spoken language. In written language the clauses and the form is more large and complex, while in the spoken language use a shorter clauses and form. That is why in delivering message to reader, the writer should writeclearly, cohesively, and coherently.

6. Vocabulary

If in spoken conversational English has less variety of lexical items, the written conversational English hashas a greater variety of lexical items. The lexical elements that use in the text can have a different meaning depend on the context incoporate. That is why, the writer should learn and take a benefits

from the extensive number of English words

7. Formality

The formality relates to convention rules. which a particular written message is supposed to be. Different writing goals have different form of language that need to be followed.

When writing became a way of communicating in written form, everything must be clear to avoid misunderstandings. So, before writers finish their writing, they have to make sure it is what they wrotehas fulfilled the purpose of writing so that     the     targetthe     reader     can     get     the     message     clearly

### 2.3.4. Macro and Micro Skill of Writing

Brown (2007:399) Macro and micro writing skills are also referred to as sub-concepts of writing. They focus on writing sections that are used in standardized assessment and in class. Micro-skills are the production of basic writing skills, such as the formation of letters, words, or simple sentences. Moreover, macro skills refer to the production of a text at speech level or beyond which is the production of a significant text. And here some macro and micro skill

1. Micro-skill

- Produce graphemes and orthographic patterns of English.

- Produce writing at an efficient rate of speed to suit the purpose.

- Produce an acceptable core of words and use appropriate word order patterns.

- Use acceptable grammatical systems (e.g., tense, agreement, pluralization),patterns, and rules.

- Express a particular meaning in different grammatical forms.

2. Macro-skill

- Use cohesive devices in written discourse.

- Use the rhetorical forms and conventions of written discourse.

- Appropriately accomplish the communicative functions of written texts accordingto form and purpose.

- Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification

- Distinguish between literal and implied meanings when writing.

- Correctly convey culturally specific references in the context of the written text.

- Develop and use a battery of writing strategies, such as accurately assessing theaudience's interpretation, using prewriting devices, writing with fluency in thefirst drafts, using paraphrases and synonyms, soliciting peer and instructorfeedback, and using feedback for revising and editing.

### 2.3.5. Problem of Learning Writing

Learning to write in English is not easy, especially for students. There is a certain issue encountered by the student in learning writing based on Nurgiyantoro (2001:298)

1. Organizing Ideas

The problem generally ecountered by students in writing composition is how to arrange ideas into sentences. Some learners are capable of saying what they want to write, but have a difficulty to write it down. That is because students have difficulty developing ideas and some of them don't know what they are going to write. So it is important to them to know the rules of writing. Before they start to write a composition, first they should select the topic, and the second they need to make an outline, it is important because it can help them      organize      the      sentence      or      paragraph.

2. Lack of Vocabulary

In the composition of writing, vocabulary become a core element.One of the things that can cause a student to find it difficult to express ideas when writing is not mastering vocabulary well. So it is important for student to mastering the vocabullary to make it easier for them to organize their ideas and use good vocabullary, so the student can write communicative sentences.

3. Grammar Accuracy

Understanding a grammar for some people is not easy, and also a few of people give up of learning english because of the difficulty of learning grammar. That becomean issue when they must compose sentences.

**2.3.6. Types of Writing Perfomance**

According to Brown (2001:343), there are five categories of classroom writing perfomance.

1. Immitative or Writing Down

This type is usually used by beginner writter. At the beginning level of writing, will only have to write down English letters, word, and possibly sentence in Enlish to learn the convension of orthographic code. Certain forms of dictation Certain forms of dictation fall into this category, although dictation can also be used to teach and test the handling of higher orders.

2. Intensive or Controlled

Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts. This Intensive writing typically appears in controlled, written grammar exercises this type of writing does not allow much, If any, creativity on the part of the writer. A common form of

controlled writing is to present a paragraph to students in which they have to alter a given structure throughout. So, for example, they may be asked to change all present tense verbs to past tense; in such a case, students may need to alter other time references in the paragraph.

3.  Self Writing

    A significant proportion of classroom writing may be devoted to self writing, or writing with only the self in mind as an audience. The most salient Instance of this category in classroom is note taking, where students take notes during a lecture for the purpose of later recall. Other note-taking may be done in the margins of books and on odd scraps of paper. Diary or journal writing also falls into this category

4.  Display Writing

    It was noted earlier that writing within the school curricular context is a way of life. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display. For academically bound ESL students, one of the academic skills that they need to master is a whole array of display writing techniques.

5.  Real Writing

    While virtually every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of messages to an audience in need of those messages. The two categories circa! and display writing are actually two ends of a continuum, and in between the two extremes Bets sortie combination of display                    and                    real                    writing.

Because different writing can have different goals, the teacher should be able to provide students a clear understanding of the types of writing, so that students can distinguish and acknowledge the types of their writing.

## 2.4. Teaching Writing

Teaching writing is a big challenge for teachers. Teachers should know how to improve achievement the student in writing. Teachers not only give the material to student but also need to guide the students to explore and develop an imaginative and creativity student in writing. Teachers also give a freedom to the students to express ideas. According to Harmer (2004:11) "teaching writing is students' attention was directed to the "what" rather than "how" of text construction." According to Siahaan (2008:213) "the teachers in teaching writing are suggested to seek information about teaching strategies in order to improve students' knowledge about the existing teaching strategy and develop the ability to select and apply the suitable strategy for students' classroom activities." The writer concludes that teaching writing includes the how the strategy that used by the teacher to teach the materials to the students.

Before writing, students learn a lot through the process of reading and listening. The complexity level of writing in second language is totally different from writing in the first language. According to Silva in Hyland (2003), writing in second language tends to be tenser, more difficult, and less effective than writing in the first language. Every student has a different proficiency level in requiring a second language whereas students" proficiency will affect the process of writing.

The better second language proficiency they have, the better writing performance would be resulted. As a consequence, teacher as the central part in teaching learning process must develop a set of steps to assist students in second language writing. Teacher, therefore, has to facilitate the students through a variety of interactions in writing and writing instruction as well.

## 2.5. Recount Text

According to Hyland (2004 : 29) , recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the sample of recount in personal letters, police report, insurance claims, and incident reports.

A recount tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occured. A writeror speaker uses a recount tell us about a story or an event. Recount are usually given in the order that the event occured. Recount can be: factual, such as a news story, such as telling someone how you built something, personal, such as a family holiday, or your opinion on a subject.

## 2.6. Writing Daily Journal

### 2.6.1.  The Defenition of Daily Journal

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)

From the defenition above, can be conclude journal is a kind of personal writing. Personal writing means an expression of our thought and feelings about our experience. Daily journal is a record of activities will be conducted or memorable experience every day.

By keeping a 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. 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."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.

### 2.6.2.  Implementation of Daily Journal

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, Chanderasegaran 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 bykeeping 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, 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 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. 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 daily journal 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), states that there are some benefits of daily journal or diary writing. The first is the value of reflection. A journal provides an opportunity for students to think about what they are learning and also how they are learning. The second is freedom of expression. Daily journal 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. Daily journal 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.

Ngoh (as cited in Tuan, 2010: 82) also adds the benefit of daily journal 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 journal 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 daily journal can help the students to improve their writing skills and motivation towards writing.

### 2.6.3. How to Write Daily Journal

According to Harmer (2004 : 56), Some things need to be done when writing a daily journal, as follows:

1. Identify the problem or the main idea that will be write. Because before we write our experience in daily journal. It must be important to determined what topics or idea will be writtenin order to have it in writing the same content as the one we are about to write.

2. Write down what you going to record in daily journal freely and unhindered, it means in write a private experience must be freely and unhindered without limiting the thought room while writing in daily journal but it must be in good and correct language.

3. Do not procrastinate time, it means while we want to write our story in the diary should not delay the time of writing. This is so that the content is more perfect.

4. Specify the time and date each time you writing diary, it means every we write our experience in diary must make the time and date, so we knowing when          the          story          takes          place.

### 2.6.4. Example of Daily Journal

Here is example of daily journal based on Mark Marchenko :



1. Today was the first time they let me sit at that big ancient wooden table all presidents sat before me. I honestly expected that it was something different than what it looked like - secret control panel for launching a nuclear missile, teleport to Kennedy's airport (if aliens attack us, it can prove itself useful) or something else of the kind. But hell no, it is just a wooden table! I looked under it, I inspected every inch of the ground it is standing on - nothing. Maybe secretary knows something, but when I asked he looked at me in such a weird way... probably think I am out of my mind.
2. I learned that in order to make poor people rich it is not enough to just give them money. Actually, it makes the whole task much more difficult. I wanted to pay like 100 million dollars and forget about it, even from my own pocket. But it seems these dumb fools, given such a chance, will just spend all this money and become poor again. And rich will become richer. So in order to make all the people living in a country a bit richer, I should make a lot of reforms, rebuild infrastructure, fix some laws here and there, and do a lot of other stuff. Harder than I imagined!
3. Square root of 9 is 3. Now I finally know how it works, whoa!

### 2.7. Previous Study

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 writingon the improvement of grammatical accuracy in the EFL college students.

The similar study was conducted by Tuan (2010) on 85 second-yearstudents from the two classes practically the same writing proficiency level attending the third course of writing at the Faculty of English Linguistics andLiterature of the University of Social Sciences and Humanities in Ho ChiMinh 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.

This study have simillarities with the previous study, where they usedan experimental study. This study conduct on 60 students in the second year students at SMA Methdodist 8 Medan, devided into two clases namely XI IPA 1 and XI IPA 2. In this study researcher paid attention to make a good paragraph in the term of unity, order, coherence, and completeness. In this study the researcher will give the writing test before give a treatment to the student. The researcher will ask the students to write freely about their experience, interest, ambitions, and so on.

## 2.8. Conceptual Framework

Language as a means of communication has a central role in human life. To be able to share the ideas, thoughts, and feelings to one another, people need a language. The communication  does not necessary in the form of spoken language, but it can also be in the form of written language.
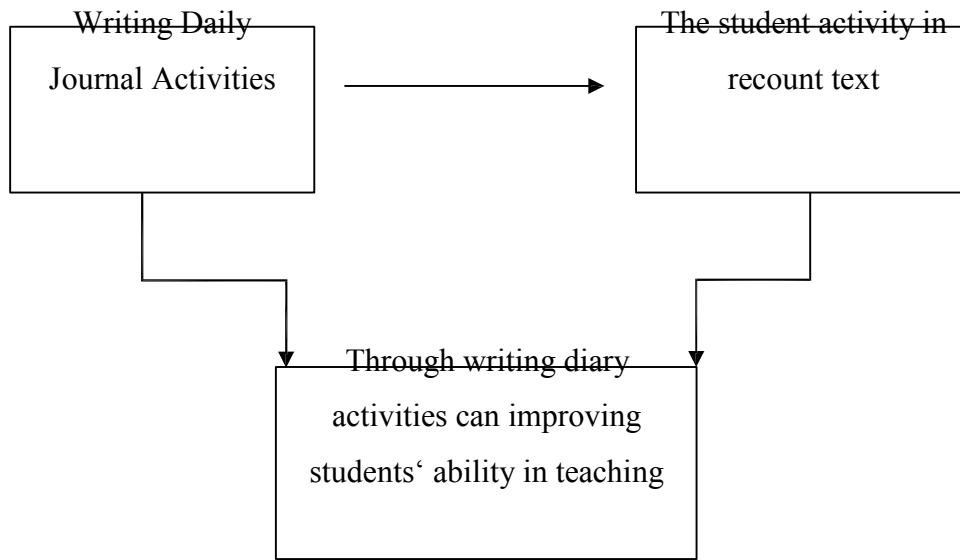
Students found themselves unconfident to write because they thought that they had nothing to write. When they had already got the idea, the lack of vocabulary and grammatical mastery also made their ideas could not be properly conveyed. The other problems also came from the teacher. First, the teacher did

not give adequate practices for the students to write because the teacher did not want to waste the time. It is because she had to give all the materials to the students and had to finish it on time as it was scheduled. Second, the students" motivation to join the writing class was low. It was because the teacher usually used pictures as the main media when teaching writing.

By looking at the fact that the students lacked of writing practices, the researcher employed journal writing as a medium to give them more writing practices outside the classroom. The use of journal writing as theinstructional media brought some influences in the teaching and learning process. The students became more enthusiastic and willing to do the tasks. In addition, their motivation in writing also increased.

In this research, the researcher integrated the use of journal writing with a text type, recount text. Since a recount text and diary usually tell about past events or experiences, the use of journal writing would help the students in understanding the recount text. The researcher planned to give theinformation about what a recount text is and its characteristics as the classroom activities. Meanwhile writing a daily journal is used as the outside classroom activity.

The use of diary writing in this research was mainly to put the students'knowledge of writing into practice and to give them more writing practices so that they will be accustomed to write and when they will ask to write a recount text in the classroom, they would write it fluently and it would lower their anxiety to write.

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┌─────────────────────┐                      ┌─────────────────────┐
│   Writing Daily     │                      │ The student activity in │
│  Journal Activities │  ──────────────────▶ │    recount text     │
│                     │                      │                     │
└──────────┬──────────┘                      └──────────┬──────────┘
           │                                            │
           │         ┌──────────────────────────┐       │
           └────────▶│   Through writing diary   │◀──────┘
                     │  activities can improving │
                     │ students' ability in teaching │
                     │                          │
                     └──────────────────────────┘
```

# CHAPTER III

# RESEARCH METHODOLOGY

## 3.1. Research Design

The research used in this study was experimental quantitative research. According to Ary (2010:26) An experiment is a scientific investigation in which the writer manipulates one or more independent variables, control any other relevant variables, and observes the efffect of the manipulation on the dependent variable(s). By using experimental research, the sample devided into two groups, they are : the experimental and control class. The student was taught by using daily school journal and control group was taught without using daily school journal. Both of the groups get the pre-test and post-test with the same items.

**Table 3.1**

**Research Design**

| Group | Test | Teaching | Test |
|---|---|---|---|
| Experimental | Pre-test | Treatment (using daily school journal) | Post-test |
| Control | Pre-test | Treatment (using conventional way) | Post-test |

## 3.2. The Population and Sample

## 3.2.1. The Population

Population is the generalization area in which consist of : object/subject that has a spesific characteristic and quality determine by the writer to learn and then getting the conlusion. According to Arikunto (2010:173) "Population is the

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whole of study research, if someone want to observe all the elements in the research area, so his or her research called population research". The population in this research is second grade of students SMA Nurani Medan namely XI 1 and XI 2.

**3.2.2. The Sample**

According to Ary (2010:428) ary sample or selection of participants or sites, is important in qualitative research just as it is in quantitative reseach. The sample in this study is the entire of research population.

**3.3.  The Instrument of Collecting Data**

In collecting the data, the researcher gave the writing test. Both control group and experimental group gave pre-test and post-test. The treatmentwas taught by using daily journal, while controling group was taught without daily journal. The instrument for data collections are below:

1.Test

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

technique in improving their writing ability. The writing test is use to find out the data for this study.

## 3.4. The Procedure of the Research

In getting the data, there are three procedures which take by the writer, they are pre-test, treatment, and post-test. The steps of procedures are :

### 3.4.1. Pre-Test

The pre-test is give to both of classes (control and experimental) before the treatment is conduct. The function of pre-test is to know the mean scores of experimental and control group.

### 3.4.2. Treatment

To find out the effect of the writing achievement by using daily journal, a treatment was conducted to the experimental group. Group A as experimental group B as control group gave the same material, but different treatment. The teaching was taught the experimental group with daily journal meanwhile the control group was taught by conventional method.

## 3.5. The Scoring of Writing

The teacher has to have aright concept of writing assessment to assess the writing work appropriately, In order to evaluate the mastery of the students in writing. In this research, the researcher used rating scale to score or evaluate the

student's achievement in writing. There are fivecomponents in writing assessment according to Jacobs et al, scale (Weigle, 2002:116)

| NO | Assasment Aspect | Categories | Score | Criteria |
|---|---|---|---|---|
| 1. | Content | Excellent | 27-30 | Excellent to very good, knowledge, substantive, throuh development of thesis, relevant to assigned topic |
| | | Good | 22-26 | Good to average: some knowledge of subject adequate range, limited development of thesis, mostly relevant to topic, but lacks detail |
| | | Fair | 17-21 | Fair to poor: limited knowledge of subject, little substance, inadequate development of topic |
| | | Poor | 13-16 | Very poor: does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.. |
| 2 | Organization | Excellent | 18-20 | Excellent to very good: fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive |
| | | Good | 14-17 | Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing. |
| | | Fair | 10-13 | Fair to poor: non-fluent, ideas confused or disconnected, lacks logical sequencing and development |
| | | Poor | 7-9 | Very poor: does not communicate, no |

| | | | | organization. |
|---|---|---|---|---|
| 3 | Vocabullary | Excellent | 18-20 | Excellent to very good: sophisticated range effective word/idiom choice and usage, word form mastery, appropriate register. |
| | | Good | 14-17 | Good to average: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured. |
| | | Fair | 10-13 | Fair to poor: limited range, frequent errors of word/idiom form, choice, usage; meaning confused or obscured. |
| | | Poor | 7-9 | Very poor: essentially translation, little knowledge of English vocabulary, idioms, word form. |
| 4 | Language Use | Excellent | 22-25 | Excellent to very good: effective complex construction, few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions. |
| | | Good | 18-21 | Good to average: effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured |
| | | Fair | 11-17 | Fair to poor: major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, preposition and fragments, runons, deletions, meaning |

| | | | | confused or obscured |
|---|---|---|---|---|
| | | Poor | 5-10 | Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate |
| 5 | Mechanics | Excellent | 5 | Excellent to very good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing. |
| | | Good | 4 | Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured. |
| | | Fair | 3 | Fair to poor: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused |
| | | Poor | 2 | Very poor: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate |
| | **Total Score** | | 100 | |

### 3.6. The Validity and Reliability of The Test

The validity and reliability determined how well a test is. These two factors should be fulfill a test before it use to derive valid data of the research.

### 3.6.1. The validity of the test

The validity determine how well a test is. A test is said to be good if it is valid and reliable. To ensure that the test is already good, the validity should be establish clearly and in accordance with the points of the test. The establish and

procedure of each aspect is discuss in the following. According to (Ary 2010:225) Validity is the most important consideration in developing and evaluating measuring instruments. This research used construct validity that concerns with how well the test measure the subject matter and learning outcomes cover during instructional period.

### 3.6.2. The Reliability of The Test

Reliability is one of the characteristics of good tests. It refers to the consistency of the measurement. According to Best and Kahn (2006:289) reliability is the degree of consistency that the instrument or procedure demonstrate: whatever it is measuring, it does so consistently.

In order to find out whether the test reliable or not, the writer used the formula of Alpha in Arikunto (2010:238-240) as the following:

$$r_{11} = \frac{k}{k-1} \left[ 1 - \frac{\sum \sigma_b^2}{\sigma^2_t} \right]$$

Where:

r11          : Reliability of instrument

k            : The number of Items of the Test

$\sum \sigma\_b^2$     : The number of variants of each item

$\sigma^2$ t        : Total of variants

### 3.7. Technique of Analyzing Data

This study would applied the quantitative data. The quantitative data would be used to analyzethe score of students. The step in analyzing data, they are

**1. Test**

After conducting the test, the researcher would gave score to the students' writing. The researcher wouldused test to measure the writing ability covering content, organization, vocabulary, language use, and mechanics. In giving score of writing test, the researcher processes the result of the students' tests. There some steps that the researcher do to analyze the data, they are:

1. Tabulating the data for control group and experimental group

2. Comparing the score of experiment and control class.

3. Calculating the mean of experimental and control goup

4. Calculating the range of the data by using the following formula.

5. Calculating standard deviation of each other.

6. Analyzing the data by using t-test.

T-test would be used in this research in order to prove the hypothesis that stated "There is a significant effect on Daily School Journal in the student's writing ability". The formula of the test is

$$t = \frac{m_1 - m_2}{SE_{m_1} - SE_{m_2}}$$

where:

m₁-m₂        = Defferentation of two mean score

SEm₁-SEm₂    = The Standart Error of difference between two means