

**THE EFFECTIVENESS OF USING DIARY TOWARD STUDENTS'  
ACHIEVEMENT IN WRITING RECOUNT TEXT AT THE EIGHT  
GRADE OF MTS ALHUDA BANDUNG TULUNGAGUNG IN THE  
ACADEMIC YEAR OF 2015/2016**

**THESIS**



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TULUNGAGUNG  
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**THESIS**

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**JULY 2016**

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**MOTTO**

**“MISTAKES TEACH HOW TO GET THE KEY”**

**And**

**“ONE LEAVE IS BETTER THAN ONE GOLD”**

## **DEDICATION**

This thesis is proudly dedicated to:

My beloved parents Mr. AdiSutrisno and Mrs. Mutini, my young brothers

HekiHendardiPangestu and Irfandy Budi Santoso and my future husband

ArisKhoirul Aziz. who always give me all love, pray motivation, attention and support in my life. I couldn't do my thesis well without your support, thank you

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## DECLARATION OF AUTHORSHIP

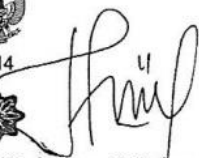
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States that thesis entitled “The Effectiveness of Using Diary Toward Students Achievement in Writing Recount Text at Eight Grade of MTs AL Huda Bandung Tulungagung in academic year of 2015/2016” is truly my original work. It doesn’t incorporate any material previously written or published by another person except those indicated in quotation and biography. Due to the fact, I’m the only person responsible for thesis if there is any objection or claim from other.

Tulungagung, July 2016



  
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## ABSTRACT

Wulandari, Reni Kristina. Student Registered Number. 2813123126. 2016. *The Effectiveness of Using Diary toward Students' Achievement in writing recount text at the Eighth Grade of MTs AL Huda Bandung Tulungagung.* Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) Tulungagung. Advisor: Dr. Arina Shofiya, M.Pd.

**Keywords:** Effectiveness, Diary, Writing Recount text

Writing is productive skills. It means that Writing needs some processes of thinking to gather ideas to write a text. One strategy in writing recount text is diary. Diary can be used as a teaching medium to help teachers in teaching, especially in teaching writing recount text because diary and recount text are almost the same. In writing diary same with write daily activity who was happen. The advantages of diary writing can help the students to improve their writing skills and motivation towards writing.

The formulated the research problems were: 1) How is student's achievement in writing recount text before being taught by using diary? 2) How is student's achievement in writing recount text after being taught by using diary? 3) Is there any significant difference score after and before being taught by using diary?

Based on the research problems above, the objectives of research were: 1) To know students' achievement in writing recount text before being taught by using diary. 2) To know students' achievement in writing recount text after being taught by using diary. 3) To know whether any significant difference of the students' scores before and after being taught by using diary.

The research design in this research was pre-experimental design with one group pretest and posttest from quantitative approach. The population of this research was all eighth grade at MTs AL Huda Bandung Tulungagung. The sample was students of eighth grade consisting of 32 students. The research instrument was a tests that were pre-test and post-test. The data analysis was using *t-test*.

The result showed that the students mean pretest score was 62.78, and the means posttest score was 77.34. After analyzed by using *paired sample t-test*, it showed that *T-count* was 14.682, whereas *T-table* with significant level 5% and  $df = 31$  was 2.021. So, *T-count* was greater than *T-table*. This means that  $H_a$  which states that there is significant effect in using diary to teach writing recount text for eighth grade at MTs AL Huda Bandung was accepted. Whereas,  $H_0$  which states there is no significant effect in using diary to teach writing recount text for eighth grade at MTs Alhuda Bandung was rejected.

In conclusion of this study, diary can be used as an alternative strategy to teach writing especially in writing recount text for students at MTs level. Then, diary can improve the writing skills of the eight grade students of MTs Alhuda Bandung.

## ABSTRAK

Wulandari, Reni Kristina. Nomor Induk Mahasiswa. 2813123126. 2016. *The Effectiveness of Using Diary toward Students' Achievement in Writing Recount Text at the Eighth Grade of MTs AL Huda Bandung Tulungagung*. Skripsi. Pendidikan Bahasa Inggris. Fakultas Tarbiyah Ilmu Keguruan. IAIN Tulungagung. Pembimbing: Dr. Arina Shofiya, M.Pd.

**Kata kunci:** Keefektifan, *diary*, Writing Recount Text

Menulis adalah kecapakan yang produktif. Maksudnya adalah menulis membutuhkan proses berfikir untuk mengumpulkan ide dalam menulis teks. Salah satu strategi di dalam menulis *recount text* dengan *diary*. *Diary* dapat digunakan sebagai media dalam mengajar terutama dalam mengajarkan menulis *recount text* karena *diary* dan *recount text* adalah hampir sama. Di dalam menulis *diary* sama dengan menulis kegiatan yang telah terjadi. Keuntungan dari menulis *diary* bias membantu siswa-siswa untuk meningkatkan kecapakan mereka dalam menulis dan memotivasi dalam menulis.

Rumusan masalah dari penelitian ini adalah: 1) Bagaimana prestasi menulis *recount text* siswa sebelum mereka diajarkan menggunakan *diary*?, 2) Bagaimana prestasi menulis *recount text* siswa setelah mereka diajarkan menggunakan *diary*?, 3) Apakah ada perbedaan nilai yang signifikan sebelum dan sesudah diajarkan menggunakan *diary*?

Menurut permasalahan di atas, penelitian ini bertujuan 1) untuk mengetahui prestasi menulis *recount text* siswa sebelum mereka diajarkan menggunakan *diary*, 2) untuk mengetahui prestasi menulis *recount text* siswa setelah mereka diajarkan menggunakan *diary*, 3) untuk mengetahui perbedaan nilai yang signifikan sebelum dan sesudah diajarkan menggunakan *diary*.

Desain penelitian yang digunakan adalah desain penelitian pre-experimental dengan menggunakan satu *group pre-test* dan *post-test* dengan pendekatan kuantitatif. Populasi pada penelitian ini adalah semua siswa kelas 8 di MTs AL Huda Bandung Tulungagung. Sampel dalam penelitian ini adalah kelas 8 yang terdiri dari 32 siswa. Instrumen yang digunakan adalah *test*. Data analisis menggunakan *t-test*.

Hasilnya menunjukkan bahwa rata-rata nilai pretest siswa adalah 62.78, dan rata-rata nilai posttest adalah 77.34. Setelah dianalisis menggunakan *paired sample t-test*, ini menunjukkan bahwa *t-count* adalah 14.682, sedangkan *t-table* dengan level signifikan 5% dan *df* 31 adalah 2.021. Jadi, *T-count* lebih besar daripada *T-table*. Ini berarti bahwa  $H_a$  yang menyatakan bahwa ada perbedaan signifikan dalam menggunakan *diary* dalam mengaj

rmenulis recount text kelas VIII di MTs AL Huda Bandung telah diterima. Sedangkan,  $H_0$  yang menyatakan bahwa tidak ada perbedaan signifikan dalam menggunakan *diary* dalam mengajarkan menulis recount text kelas VIII di MTs AL Huda Bandung telah ditolak.

Kesimpulan dari penelitian ini, *diary* dapat digunakan sebagai salah satu strategi alternatif dalam mengajarkan menulis *recount text* di tingkat SMP. Kemudian *diary* dapat meningkatkan kemampuan menulis siswa kelas 8 di MTs AL Huda Bandung.

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The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 2016

The Writer

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