

# **APPENDICES**

## **Appendix 1**

## LESSON PLAN

**School** : MTs AL Huda Bandung  
**Subject** : English  
**Class/Semester** : VIII/2  
**Time Allocation** : 12 x 40 Minutes (8 Meetings)  
**Aspect** : Writing

### A. COMPETENCY STANDARD

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk recount dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

### B. BASIC COMPETENCY

Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

### C. INDICATOR

NO	INDICATOR	CHARACTER
1.	Say greetings and leave taking expression in the first or the last of meeting that use a polite language in English.	<ul style="list-style-type: none"> <li>• Communicative</li> <li>• Independence</li> </ul>
2.	Understanding of recount text and when to use it	<ul style="list-style-type: none"> <li>• Communicative</li> </ul>
3.	The students are able to write their past experience in a good paragraph structurally	<ul style="list-style-type: none"> <li>• Communicative</li> <li>• Creative</li> </ul>

### D. MATERIAL

## **Recount Text**

### **My first experience to ride motorcycles**

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was a small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. "Yes, I can".

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary; my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

The text above is recount text. The characteristic of recount text as follows:

- A recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.
- The generic structure of a recount text are :
  1. Orientation :tells who was involved, what happened, where the events took place and when it happened
  2. Events : tell what happened and in what sequence
  3. Reorientation : consist of optional-closure of event/ ending
- The features are including who? Where? When? Why? , noun or pronoun and past tense.

## **Diary Writing**

- Diary entry is a kind of recount text that belongs to personal recount.
- **The main features of diary writing :**
  - events in chronological order; points
  - written in first person;
  - use of past tense for most verbs;
  - use of paragraphs for changes of time, event and action
- Example:

Date: Monday, January 18th 2016

### **My Bad Day on Sunday**

I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forget to wear socks.

Next, I ran out of the house trying to get the 09.30 bus, but of course I missed it. I wanted to take a taxi but, I didn't have enough money. Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday.

## **E. LEARNING ACTIVITIES**

Strategy of Learning : Diary Strategy

**First meeting (2 x 40 minutes) on Thursday, April 21<sup>th</sup> 2016**

Aspect	Teacher's activity	Student's activities
Pre activity	<ul style="list-style-type: none"> <li>• Greet the students</li> <li>• Check the attendance list by calling one by one</li> <li>• Give stimulation for the students by giving some questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Give responds of the greeting and pray</li> <li>• Answering</li> <li>• Answering the question</li> </ul>
Main activity	<ul style="list-style-type: none"> <li>• Give the stimulation by asking the students</li> <li>• Give handout and explaining the material of recount text and the example of recount text</li> <li>• Give the pre test</li> </ul>	<ul style="list-style-type: none"> <li>• Answering</li> <li>• Pay attention of the explanation</li> <li>• Do the pre test</li> </ul>
Closing	<ul style="list-style-type: none"> <li>• Give conclusion of the material</li> <li>• Greet students</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully explanation</li> <li>• Write the teacher's instruction on their own books</li> </ul>

		<ul style="list-style-type: none"> <li>• Answering the teacher's greeting</li> </ul>
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**Second meeting (2 x 40 Minutes) on Friday, April 22<sup>th</sup> 2016**

Aspect	Teacher's activity	Student's activities
Pre activity	<ul style="list-style-type: none"> <li>• Greet the students</li> <li>• Check the attendance list by calling one by one</li> <li>• Give stimulation for the students by giving some questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Give responds of the greeting and pray</li> <li>• Answering</li> <li>• Answering the question</li> </ul>
Main activity	<ul style="list-style-type: none"> <li>• Give handout and explaining the material of recount text and the example of recount text</li> <li>• Ask the students to find some verb and change them to the past form</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention of the explanation</li> <li>• Write the teacher's instruction on their own books Do the pre test</li> </ul>
Closing	<ul style="list-style-type: none"> <li>• Give conclusion of the material</li> <li>• Greet students</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully explanation</li> <li>• Answering the teacher's greeting</li> </ul>

**Third meeting (2 x 40 minutes) on Thursday, May 28<sup>th</sup> 2016**

Aspect	Teacher's activity	Student's activities
Pre activity	<ul style="list-style-type: none"> <li>• Greet the students</li> <li>• Check the attendance list by calling one by one</li> <li>• Give stimulation for the students by giving some questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Give responds of the greeting and pray</li> <li>• Answering</li> <li>• Answering the question</li> </ul>
Main activity	<ul style="list-style-type: none"> <li>• Explain about form of verb</li> <li>• Explain about diary and give example of diary</li> <li>• Ask the students to write the students activity yesterday</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully the explanation</li> <li>• Pay attention of the explanation</li> <li>• Do the test</li> </ul>
Closing	<ul style="list-style-type: none"> <li>• Give conclusion of the material</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully explanation</li> </ul>

	<ul style="list-style-type: none"> <li>• Greet students</li> </ul>	<ul style="list-style-type: none"> <li>• Answering the teacher's greeting</li> </ul>
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**Fourth meeting (2 x 40 minutes) on Friday, May 29<sup>th</sup> 2016**

Aspect	Teacher's activity	Student's activities
Pre activity	<ul style="list-style-type: none"> <li>• Greet the students</li> <li>• Check the attendance list by calling one by one</li> <li>• Give stimulation for the students by giving some questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Give responds of the greeting and pray</li> <li>• Answering</li> <li>• Answering the question</li> </ul>
Main activity	<ul style="list-style-type: none"> <li>• Explain more about diary</li> <li>• Ask the student to write their activity yesterday.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention of the explanation</li> <li>• Do the test</li> </ul>
Closing	<ul style="list-style-type: none"> <li>• Give feedback the test</li> <li>• Greet students</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention the feedback</li> <li>• Answering the teacher's greeting</li> </ul>

**Fifth meeting (2 x 40 minutes) on Friday, May 5<sup>th</sup> 2016**

Aspect	Teacher's activity	Student's activities
Pre activity	<ul style="list-style-type: none"> <li>• Greet the students</li> <li>• Check the attendance list by calling one by one</li> <li>• Give stimulation for the students by giving some questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Give responds of the greeting and pray</li> <li>• Answering</li> <li>• Answering the question</li> </ul>
Main activity	<ul style="list-style-type: none"> <li>• Discuss the test yesterday</li> <li>• Ask the student to write a paragraph about the bad day.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing</li> <li>• Do the test</li> </ul>
Closing	<ul style="list-style-type: none"> <li>• Give feedback the test</li> <li>• Motivate the student by giving advising</li> <li>• Greet students</li> </ul>	<ul style="list-style-type: none"> <li>• Pay attention the feedback</li> <li>• Listen carefully</li> <li>• Answering the teacher's greeting</li> </ul>

**Sixth meeting (2 x 40 minutes) on Friday, May 13<sup>th</sup> 2016**

Aspect	Teacher's activity	Student's activities
Pre activity	<ul style="list-style-type: none"> <li>• Greet the students</li> <li>• Check the attendance list by calling one by one</li> <li>• Give stimulation for the students by giving some questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Give responds of the greeting and pray</li> <li>• Answering</li> <li>• Answering the question</li> </ul>
Main activity	<ul style="list-style-type: none"> <li>• Give post-test worksheet to the students</li> <li>• Ask the students to choose one topics: first impression in Islamic junior high school, my bad experience, or going to somewhere.</li> <li>• Monitoring the students</li> </ul>	<ul style="list-style-type: none"> <li>• Answering</li> <li>• Choose the topic and do the post-test</li> <li>• Ask the difficult word to the teacher and submit the last work</li> </ul>
Closing	<ul style="list-style-type: none"> <li>• Ask student's opinion about diary in writing recount text</li> <li>• Motivate students and say thanks for their work</li> <li>• Greet students</li> </ul>	<ul style="list-style-type: none"> <li>• Answering the opinion</li> <li>• Listen carefully</li> <li>• Answering the teacher's greeting</li> </ul>

**F. ASSESSMENT**

- a. Technique : written test
- b. Instrument : Writing recount text
  1. Pre test
    - 1) Please choose one topics you interest in :
      - a. Fantastic school holiday

- b. My happiest experience
  - c. My bad day
- 2) Write a short text recount text consisting three paragraph :  
orientation, event, orientation based on your topic
  - 3) Each paragraph is 8 until 12 sentences or more.
  - 4) The paragraph is written using past tense.
  - 5) You may open your dictionary.
2. Post test
- 1) Please choose one topics you interest in :
    - a. First impression in Islamic junior high school
    - b. My bad experience
    - c. Going to somewhere
  - 2) Write a short text recount text consisting three paragraph :  
orientation, event, orientation based on your topic
  - 3) Each paragraph is 8 until 12 sentences or more.
  - 4) The paragraph is written using past tense.
  - 5) You may open your dictionary.

**Scoring guide :**

Jacob (1981).

Aspect	Level	Score	Criteria
Content	Excellent – Very good	30 - 27	Relevant to the topic, give the detail information, and match the purpose of recount text
	Good - Average	26 - 22	Mostly relevant to the topic, lacks of detail



	Fair - Poor	21 - 17	Inadequate development of the topic, almost match to the purpose of recount text
	Very poor	16 - 13	Does not relate to the topic, does not match the purpose
Organization	Excellent – Very good	20 - 18	Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.
	Good - Average	17 - 14	Loosely organized, limited support, logical but incomplete sequencing.
	Fair – Poor	13 - 10	Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.
	Very poor	9 - 7	Does not communicate, no organization, not enough to evaluate.
Vocabulary	Excellent – Very good	20 - 18	Use effective word/ word choice/word usage, word form mastery
	Good - Average	17 - 14	Occasional errors of word form, choice, usage but meaning not obscured
	Fair – Poor	13 - 10	Frequent errors of word form, choice, usage and meaning obscured/ confused
	Very Poor	9 - 7	Essentially translation, little knowledge of English, not enough to evaluate
Language use	Excellent – Very good	25 - 22	Few errors of agreement, tense, and word order
	Good - Average	21 - 18	Several errors of agreement, tense, and word order
	Fair - Poor	17 - 11	Frequent errors and meaning obscured
	Very Poor	10 - 5	Dominated by error, does not communicate, not enough to evaluate
Mechanics	Excellent – Very good	5	Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing
	Good - Average	4	Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede Readability
	Fair - Poor	3	Limited mechanism, consistent errors of punctuation, capitalization, and

Standar Kompetensi : **Menulis**

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional pendek berupa : - Undangan - Pengumuman - Pesan Singkat	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	<ul style="list-style-type: none"> <li>Melengkapi rumpang teks fungsional pendek</li> <li>Meyusun kata menjadi teks fungsional yang bermakna</li> <li>Menulis teks fungsional pendek</li> </ul>	Essay	<p>1. Write simple sentences based on the situation given.</p> <p>2. Write an invitation/ an announcement / message based on the situation given.</p>	8 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan	
6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i> Kalimat acak	1. Review ungkapan-ungkapan yang mendeskripsikan benda, orang atau tempat. 2. Menulis kalimat yang mendeskripsikan benda, tempat, orang atau binatang berdasarkan gambar/realia. 3. Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks deskriptif yang	<ul style="list-style-type: none"> <li>Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i></li> <li>Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i></li> <li>Menulis teks esai dalam bentuk <i>descriptive</i></li> </ul>	<p>Completion</p> <p>Jumbled sentences</p> <p>Essay</p>	<ul style="list-style-type: none"> <li>Complete the paragraph using the suitable words.</li> <li>Rearrange the following sentences correctly.</li> <li>Write an essay describing something or a certain place.</li> </ul>	8 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar	

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		terpadu. 5. Membuat draft teks deskriptive secara mandiri. 6. Mengekspos teks descriptive yang ditulis di kelas.						

Mengetahui:  
Kepala .....

Mojolaban, 5 Pebruari 2007

Guru Mata Pelajaran,

\_\_\_\_\_  
NIP

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NIP

## **Appendix 2**

### **Validasi Instrument Penelitian**

#### **A. Judul Penelitian**

“The Effectiveness of Using Diary toward Students’ Achievement in Writing Recount Text AtThe Eight Grade of Mts AL Huda Bandung.”

## B. RumusanMasalah

1. How is student’s achievement in writing recount text before being taught by using diary at eighth grade grade students of MTs. Alhuda Bandung?
2. How is student’s achievement in writing recount text after being taught by using diary at eighth grade grade students of MTs. Alhuda Bandung?
3. Is there any significant difference score after and before being taught by using diary at eighth grade grade students of MTs. Alhuda Bandung?

## C. StandarKompetensi

Mengungkapkanmakna dalamteks tulis fungsional dan esei pendek sederhana berben-  
tuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

## D. KompetensiDasar

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*.

## E. Kisi-kisiInstrumenPenelitian

### KISI-KISI INSTRUMEN PENELITIAN

Nama Sekolah : MTs Al Huda Bandung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/Genap

Alokasi Waktu : 80 menit

Soal : Essay

No	Kompetensi Dasar	Materi	Indikator Soal	Bentuk Soal	No. Soal
1.	Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i> .		<ul style="list-style-type: none"> <li>• Siswadapatmel engkapiteks<i>recount</i></li> <li>• Siswadapatme nyusunteks<i>recount</i></li> <li>• Siswadapatme nulisteksberbe ntuk<i>recount</i>teks.</li> </ul>	Essay testulis	1

#### F. Instrument Penelitian Tes

**Pre-Test**

Theme : My Holiday

Time Allotment : 80 minutes

**INSTRUCTIONS**

1. Please choose one of topics you interested in :
  - a. Fantastic school holiday
  - b. My happiest experience
  - c. My bad day
2. Write a short text recount text consisting three paragraph: orientation, event, reorientation based on your outline
3. Each paragraph is 8 until 12 sentences or more.
4. The paragraph is written using past tense.
5. You may open your dictionary.

Make a recount text paragraph based on the topic you chose!

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**Post-Test**

Theme : My Holiday

Time Allotment : 80 minutes

**INSTRUCTIONS**

1. Please choose one of topics you interested in :
  - a. First impression in Islamic Junior High School
  - b. My bad experience
  - c. Going to somewhere
2. Write a short text recount text consisting three paragraph: orientation, event, reorientation based on your outline.
3. Each paragraph is 8 until 12 sentences or more.
4. The paragraph is written using past tense.
5. You may open your dictionary.

Make a recount text paragraph based on the topic you chose!



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## **G. Kunci Jawaban Instrumen Penelitian Tes**

### **Pre-Test and Post-Test**

#### **My first experience to ride motorcycles**

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was a small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He begin to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. “Yes, I can”.

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran flunently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is axactly on the contrary, my father was very pround of me. He just gave me some advices and since that accident, I got my father’s permission to ride motorcycle.

#### H. PedomanPenskoran

##### Percentage of The Element of Writing

Element of Writing	Score
1. The content mastery	20%
2. The organization mastery	20%
3. The vocabulary mastery	20%
4. The grammar mastery	20%
5. The mechanic mastery	20%
Total of Score	100%

##### Scoring guidance and the explanation of criteion

Aspect	Level	Score	Criteria
Content	Excellent – Very good	30 - 27	Relevant to the topic, give the detail information, and match the purpose of recount text
	Good - Average	26 - 22	Mostly relevant to the topic, lacks of detail
	Fair - Poor	21 - 17	Inadequate development of the topic, almost match to the purpose of recount text
	Very poor	16 – 13	Does not relate to the topic, does not match the purpose

Organization	Excellent – Very good	20 - 18	Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.
	Good - Average	17 - 14	Loosely organized, limited support, logical but incomplete sequencing.
	Fair - Poor	13 - 10	Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.
	Very poor	9 - 7	Does not communicate, no organization, not enough to evaluate.
Vocabulary	Excellent – Very good	20 - 18	Use effective word/ word choice/word usage, word form mastery
	Good - Average	17 - 14	Occasional errors of word form, choice, usage but meaning not obscured
	Fair - Poor	13 - 10	Frequent errors of word form, choice, usage and meaning obscured/ confused
	Very Poor	9 - 7	Essentially translation, little knowledge of English, not enough to evaluate
Language use	Excellent – Very good	25 - 22	Few errors of agreement, tense, and word order
	Good - Average	21 - 18	Several errors of agreement, tense, and word order
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Mechanics	Excellent – Very good	5	Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing
	Good - Average	4	Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede Readability
	Fair - Poor	3	Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability
	Very Poor	2	Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication

\*\*\*Adapted from Jacob (1981)

## I. Kriteria Validasi Soal

Petunjuk :

Berdasarkan pendapat Bapak/Ibu setelah membaca dan memeriksa butir-butir soal, berikan tanda ceklist (✓) pada kolom yang tersedia dibawah ini !

Kriteria telah :

- Kesesuaian soal dengan materi atau indikator
- Ketepatan penggunaan kata/bahasa
- Soal tidak menimbulkan penafsiran ganda
- Kejelasan yang diketahui dan yang ditanyakan dari soal

No. Butir Soal	a				b				c				d			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Pretest			✓				✓				✓				✓	
2. Post-test			✓				✓				✓				✓	

Keterangan :

4 : Sangat Baik

2 : Cukup

3 : Baik

1 : Kurang

## J. Penilaian Umum

Kesimpulan penilaian secara umum terhadap instrumen\*

- Layak digunakan
- Layak digunakan dengan perbaikan
- Tidak layak digunakan

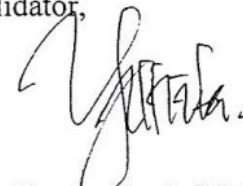
\*Lingkari pilihan jawaban

Komentar/saran

Harus lebih teliti saat penulisan topik. Sebaiknya penulisan topik disesuaikan dengan kemampuan siswa.

Tulungagung, 08 April 2016

Validator,



Yunita Sari, S.Pd. I



	Fair - Poor	21 - 17	Inadequate development of the topic, almost match to the purpose of recount text
	Very poor	16 - 13	Does not relate to the topic, does not match the purpose
Organization	Excellent – Very good	20 - 18	Fluent expression, ideas clearly stated, well organized, logical sequencing, cohesive.
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	Very Poor	9 - 7	Essentially translation, little knowledge of English, not enough to evaluate
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	Fair - Poor	17 - 11	Frequent errors and meaning obscured
	Very Poor	10 - 5	Dominated by error, does not communicate, not enough to evaluate
Mechanics	Excellent – Very good	5	Exemplary mechanism, may have minor errors in punctuation, capitalization, and spelling, need little or no editing
	Good - Average	4	Adequate mechanism, have some errors in punctuation, capitalization, and spelling, need editing but does not impede Readability
	Fair - Poor	3	Limited mechanism, consistent errors of punctuation, capitalization, and spelling, impedes readability
	Very Poor	2	Inadequate mechanism, serious and consistent errors in punctuation, capitalization, and spelling, impedes understanding/communication



## **Appendix 4**



**t Table**

cum. prob	$t_{.50}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
Z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										



## **Appendix 5**



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**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI TULUNGAGUNG**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mayor Sujadi Timur 46 Telp. (0355) 321513, Fax. (0355) 321656 Tulungagung 66221  
Website: ftik.iain-tulungagung.ac.id E-mail: ftik\_iaintagung@yahoo.co.id

Nomor : In. 17/F.II/TL.00/ 1971 /2015  
Lamp. : ---

Tulungagung, 28 Desember 2015

Perihal : **IJIN PENELITIAN**

Yth. Kepala MTs Al-Huda Bandung

Di –  
Tempat

*Assalamu 'alaikum wr. wb.*

Dalam rangka memenuhi tugas akhir studi program sarjana/strata satu (S1), maka setiap mahasiswa diwajibkan membuat skripsi hasil penelitian.

Sehubungan dengan hal tersebut di atas diperlukan lokasi penelitian, baik dari lembaga/instansi Negeri ataupun lembaga/instansi Swasta.

Berdasarkan hal tersebut di atas, kami mengharap dengan hormat kesediaan Bapak/Ibu/Saudara memberikan ijin penelitian bagi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan yang akan melaksanakan tugas penelitian di lingkungan Instansi / Lembaga yang Bapak/Ibu/Saudara pimpin.

Adapun nama dan data mahasiswa tersebut adalah :

Nama	:	Reni Kristina Wulandari
N I M	:	2813123126
Jurusan/program Studi	:	Tadris Bahasa Inggris
Alamat Rumah	:	RT. 02 RW. 02 Ds. Tulungrejo Kec. Besuki Kab. Tulungagung
Judul Skripsi	:	The Effectiveness of Using Diary toward Student's Achievement in Writing Recount Text at the Eight Grade Students of MTs Al-Huda Bandung

Demikian atas segala bantuan serta kerja sama yang baik, kami ucapkan terima kasih.

*Wassalamu 'alaikum wr. wb.*

f Dekan,

Dr. H. ABD. AZIZ, M.Pd.I  
NIP. 19720601 200003 1 002

Tembusan:

1. Rektor IAIN Tulungagung sebagai laporan;
2. Yang bersangkutan sebagai pegangan.







## SURAT KETERANGAN

Nomor : MTs.m/09/PP.00.05/0160/VII/2016

Yang bertanda tangan di bawah ini :

Nama : **ROHMAT ZAINI, M.Pd., M.Pd.I**

NIP : 19680909 199703 1 002

Jabatan : Kepala MTs. Al Huda Bandung

Unit Kerja : MTs. Al Huda Bandung

**Menerangkan :**

Nama : **RENI KRISTINA WULANDARI**

Tempat / Tanggal lahir : Tulungagung, 02 Oktober 1993

NIM : 2813123126

Perguruan Tinggi : IAIN Tulungagung

Jurusan : Tadris Bahasa Inggris

Alamat : Desa Tulungrejo Kec. Besuki Kab. Tulungagung

Bahwa Mahasiswa yang identitasnya tersebut di atas telah diterima untuk mengadakan Penelitian di MTs Al Huda Bandung Tulungagung pada tanggal 08 April s/d 13 Mei 2016 dengan Judul " The Effectiveness Of Using Diary Toward Students' Achievement in Writing Recount Text At the Eight Grade Of MTs Al Huda bandung Tulungagung In Academic Year Of 2015/2016 "

Demikian Surat Keterangan ini dibuat dan hendaknya dapat digunakan sebagaimana mestinya.

Tulungagung, 02 Juli 2016

Kepala  
TERAKREDITASI  
MTs. AL HUDA Bandung  
Bandung - 1. Agung  
NSM 121235040001

**ROHMAT ZAINI, M.Pd., M.Pd.I**  
NIP. 19680909 199703 1 002





## **SURAT KETERANGAN**

Nomor : MTs.m/09/PP.00.05/0160/VII/2016

Yang bertanda tangan di bawah ini :

Nama : **ROHMAT ZAINI, M.Pd., M.Pd.I**

NIP : 19680909 199703 1 002

Jabatan : Kepala MTs. Al Huda Bandung

Unit Kerja : MTs. Al Huda Bandung

**Menerangkan :**

Nama : **RENI KRISTINA WULANDARI**

Tempat / Tanggal lahir : Tulungagung, 02 Oktober 1993

NIM : 2813123126

Perguruan Tinggi : IAIN Tulungagung

Jurusan : Tadris Bahasa Inggris

Alamat : Desa Tulungrejo Kec. Besuki Kab. Tulungagung

Bahwa Mahasiswa yang identitasnya tersebut di atas benar-benar telah mengadakan Penelitian di MTs Al Huda Bandung Tulungagung pada tanggal 08 April s/d 13 Mei 2016 dengan Judul " The Effectiveness Of Using Diary Toward Students' Achievement in Writing Recount Text At the Eight Grade Of MTs Al Huda Bandung Tulungagung In Academic Year Of 2015/2016 "

Demikian Surat Keterangan ini dibuat dan hendaknya dapat digunakan sebagaimana mestinya.

Tulungagung, 02 Juli 2016



**ROHMAT ZAINI, M.Pd., M.Pd.I**  
NIP. 19680909 199703 1 002





## **Appendix 7**









**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI TULUNGAGUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mayor Sujadi Timur 46 Telp. (0355) 321513, Fax. (0355) 321656 Tulungagung 66221  
 Website: ftik.iain-tulungagung.ac.id E-mail: ftik\_jaintagung@yahoo.co.id

**FORM KONSULTASI**  
**PEMBIMBINGAN PENULISAN SKRIPSI**

Nama : RENI KRISTINA WULANDARI  
 NIM : 2813123126  
 Jurusan : TADRIS BAHASA INGGRIS  
 Judul Skripsi/Tugas akhir : THE EFFECTIVENESS OF USING DIARY TOWARD STUDEN  
ACHIEVEMENT IN WRITING RECOUNT TEXT AT THE EIGHT  
GRADE OF MTS ALHUDA BANDUNG TULUNGAGUNG  
 Pembimbing : Dr. ARINA SHOFIYA, M-pd.






NO	TANGGAL	TOPIK / Bab	SARAN PEMBIMBING	TANDA TANGAN
1.	11/15 11	the effectiveness of using diary in writing RECOUNT text	<ul style="list-style-type: none"> <li>- Mengganti judul dari using photograph menjadi using diary in writing RECOUNT text.</li> <li>- pada background of the study harus lebih jelas (teori, regulation, fact, gap).</li> <li>- memasukkan scope limitation tentang area kajian dari topik.</li> </ul>	
2.	11/15 12	<ul style="list-style-type: none"> <li>- pada background of the study</li> <li>- scope limitation</li> <li>- significance</li> <li>- definition of key term</li> </ul>	menuliskan referensi, lebih berhati-hati saat mengutip. tambahkan review tentang hasil penelitian serupa. scope kurang jelas. significance tanpa theoretically	
3.	20/15 12	- pada Bab 1	Cek dalam buku pedoman skripsi penulisan tentang cara pengutipan. scope limitation masing kurang jelas. dan definition of key term dijadikan satu definisi	

NO	TANGGAL	TOPIK/ BAB	SARAN PEMBIMBING	TANDA TANGAN
4.	15/16 01	- pada Bab 1 background and scope limitation	pada bagian background ada paragraf yg terlalu panjang dan harus di ringkas. tidak perlu menggunakan Capital letter tapi sentence case. dalam scope limitation. discope tentang writing recount text dan limitation tentang efek menggunakan diary.	
5.	28/16 01	- pada bab 1 significance of study dan definition of key term	dalam significance menam- bahkan introductory senten- ces. didalam definition of key term definisinya harus jelas dan lengkap.	
6.	24/16 02	- pada bab 1 background	jangan menuliskan "can't" tapi "can not". selain itu sudah benar dan lanjutkan bab II.	
7.	02/16 03	- pada Bab II - teaching writing - Recount text - diary	jangan menulis bab/subbab jika tidak diikuti oleh keterangan / tulisan beri- kutnya minimal 5 baris. bukan diary in education tetapi diary in teaching writing. berhati-hati saat menytip. lebih teliti lagi	
8.	14/16 03	Pada Bab II	Cek dalam buku pedoman skripsi penulisan tentang cara pengutipan. Pembahasan tentang diary writing ditambahkan lagi	
9.	04/16 04	- pada Bab II - Konsultasi soal pre-test dan post test	- lebih teliti lagi. saat menuliskan sub bab, Kalau tidak diikuti keterangan - soal pretest dan post test bisa di upikan	

DL





NO	TANGGAL	TOPIK / BAB	SARAN PEMBIMBING	TANDA TANGAN
10.	13 / 16 / 04	Bab III	tambahkan prosedur of experiment yang isinya menceritakan bagaimana proses pelaksanaan experiment (teaching writing recount text).	
11.	30 / 16 / 05	Bab II	Pastikan bahwa rumus statistik yang digunakan sudah benar.	
12.	08 / 16 / 06	Bab IV	pada hypothesis testing buatlah lebih sederhana dan mudah dipahami. pada discussion terlalu panjang, jadi simpulkan lebih sederhana.	
13.	21 / 16 / 06	Bab IV dan bab V	- pada bab IV tambahkan penjelasan yang detail terkait temuan pada discussion tetapi jangan terlalu banyak, (singkat, padat dan jelas). - pada bab V pada bagian suggestion "student will not read the result of your research -	
14.	28 / 16 / 06	Abstrak	- Kumpulkan skripsi dalam bentuk yang lengkap.	



## **Appendix 8**





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI TULUNGAGUNG**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Mayor Sujadi Timur 46 Telp. (0355) 321513, Fax. (0355) 321656 Tulungagung 66221  
 Website: ftik.iain-tulungagung.ac.id E-mail: ftik\_jaintagung@yahoo.co.id

Nomor :  
 Lamp. :  
 Hal. : **Laporan selesai Bimbingan Skripsi**

Yth. Ketua Jurusan Dr. ARINA SHOFIYA, M.pd  
 Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)  
 IAIN Tulungagung

Yang bertanda tangan di bawah ini :

Nama : Dr. ARINA SHOFIYA, M.pd  
 NIP : 19770523 200312 2 002  
 Pangkat/Golongan :  
 Jabatan Akademik : KETUA JURUSAN  
 Sebagai : **Pembimbing Skripsi**


Melaporkan bahwa penyusunan skripsi oleh mahasiswa :

Nama : RENI KRISTINA WULANDARI  
 NIM : 2813123126  
 Jurusan : TADRIS BAHASA INGGRIS  
 Judul : THE EFFECTIVENESS OF USING DIARY TOWARD STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT AT THE EIGHT GRADE OF MTS AL HUDA BANDUNG TULUNGAGUNG In ACADEMIC YEAR OF 2015/2016 .

Telah selesai dan siap untuk DIUJIKAN.

Tulungagung, 30 Juni 2016

Pembimbing,

  
Dr. ARINA SHOFIYA, M.pd  
 NIP. 19770523 200312 2 002

**Appendix 9****CURRICULUM VITAE**

Name : Reni Kristina Wulandari  
Sex : Female  
Place, Date of Birth : Tulungagung, October 2<sup>nd</sup> 1993  
Registered Number : 2813123126  
Address : Ds. Tulungrejo RT02 RW02, Besuki, Tulungagung  
Department : English Education Department (Tarbiyah)  
Program : Strata 1

**Background of Study:**

1. TK Dharma WanitaTulungrejo : 1990 – 2000
2. SDN 01 Tulungrejo : Tahun 2000 – 2006
3. MTs AL Huda Bandung : Tahun 2006 – 2009
4. MA Diponegoro Bandung : Tahun 2009 – 2012
5. IAIN Tulungagung : Tahun 2012 – 2016