

**THE USE OF JOURNAL WRITING TO IMPROVE
STUDENTS WRITING SKILL FOR THE SECOND YEAR
STUDENTS OF MAN KP. TEUNGOH LANGSA**

THESIS

**Submitted By:
NURLAILA WATI**

**The Students of English Department
Tarbiyah and Teacher Education Faculty
Student No: 1042010114**



**INSTITUT AGAMA ISLAM NEGERI (IAIN)
ZAWIYAH COT KALA LANGSA
2015**

THESIS
Submitted to the Tarbiyah and Teacher Education Faculty
IAIN Zawiyah Cot Kala Langsa As a Partial Fulfillment of
The Requirements fo Sarjana Degree S-1
In Tarbiyah and Teacher Education Faculty

By:

NURLAILA WATI

The Student of State Institute of Islamic Studies
IAIN Zawiyah Cot Kala Langsa
Tarbiyah and Teacher Education Faculty
English Departement
Reg. No: 1042010114

Approved by:

Main Supervisor

Co Supervisor

RulyAdha, MS

Fauziatul Halim, M.Hum

**It has been Defended in Sidang Munaqasyah in front of The Council of
Examiners for Working Paper and Has been Approved as a Partial
Fulfillment of The Requirements for Sarjana Degree S-1
In Tarbiyah and Teacher Education Faculty**

On:

**Wednesday, November, 19th, 2015
7 Safar 1437 H**

At

Langsa

THE COUNCIL OF EXAMINERS

Chairman

Secretary

Ruly Adha, MS

Muhaini, MA

Examiner I,

Examiner II

Muslem, S.Pd, M. Pd, M.TESOL

Cut Intan Meutia, MA

Certified by:

The Dean of Tarbiyah and Teacher Education Faculty

State Institute of Islamic Studies (IAIN)

Zawiyah Cot Kala Langsa

Dr. Ahmad Fauzi, M.Ag

NIP. 19570501198512 1 001

ABSTRACT

Name: **Nurlaila Wati**, Place/Date of Birth: Aceh Utara, 22th October 1992, Reg. No: 1042010114, The Title of Thesis: **THE USE OF JOURNAL WRITING TO IMPROVE STUDENTS WRITING SKILL FOR THE SECOND YEAR STUDENTS OF MAN KP. TEUNGOH LANGSA.**

Since years ago, people often think that writing is the most difficult skill. Limited in grammar, difficult in word choice and afraid of making mistakes are some reasons why writing is viewed as a difficult skill. These also made most of the second year students in Man Kp. Teungoh Langsa most difficulties in writing, develop their imagination, low scores, and felt bored to write written English. Therefore, a lot of practices are needed to improve writing skill. The writer should give an appropriate media or strategy in learning writing to provide more changes for students to improve their skill in writing. The Journal is a media that is expected to give a change for the learners because they can write their daily pleasing situation or experience that make them feel free to write. The objective of this research is to find out the effect of journal writing in improving students' writing skill in recount text. The writer were conducted in Man Kp. Teungoh Langsa, for the second year students in the first semester of academic year 2015/2016. The study belongs to Experimental research, with pre-test and post test design. In this research the writer took two classes, experimental and control class. The pre-test and post-test were done in both classes. The writer gave a treatment using journal in experimental class while in control class, the writer did not use journal. The learning process was conducted for three times. After analyzing data of the research. The data were obtained by using some instruments. Among them were test (consist of pretest and posttest). Based on the test given, the experiment group got higher score than control group. The experiment group got 5.30 and the control group got 1.56. The result of the study that there was positive effect of using Journal writing to improve students writing skill for the second grade students of Man Kp. Teungoh Langsa. By comparing the test result by using T-test that show $T\text{-score} > T\text{-table}$ that $5.30 > 2.75$. By examining the hypothesis H_a was accepted it means that students who were taught by using journal writing can comprehend the text better than students who were not taught by journal writing.

Keyword: Writing, Effect, Journal Writing, Improving Students' Skill in Recount Text

Langsa, 19th November, 2015 M

7 Safar 1437 H

Approved by:

Main Supervisor

Co. Supervisor

Ruly Adha, MS

Fauziatul Halim, M.Hum

The council of examiners

Chairman

Secretary

RulyAdha, MS

Muhaini, MA

Examiner I

Examiner II

Muslem, S.Pd, M. Pd, M.TESOL

Cut IntanMeutia, MA

Certified by:

The Dean of Tarbiyah and Teacher Education Faculty

State Institute of Islamic Studies(IAIN)

Zawiyah Cot Kala Langsa

Dr. Ahmad Fauzi, M.Ag

NIP. 19570501198512 1 001

ACKNOWLEDGEMENT

Praise to Allah SWT, who has enable the writer to write the thesis. Heartiest appreciation to the prophet Muhammad SAW, who carried the message of Allah SWT in order to proclaim to all people about a bearer of good news.

In this accomplishment, the writer is very much indebted to her supervisor, Ruly Adha, MS and Fauziatul Halim, M.Hum who have been so kind to guide her to finish her thesis. Her gratitude also dedicated to all lecturers of English Department who have provided the knowledge and useful advice to the researcher's work.

Then, the writer is also indebted to Mrs. Nur Aziziah S.Pd, and all of teachers at MAN Kp.Teungoh Langsa, for help as consultant on the preparation of this thesis.

The writer is very particularly grateful to all of her best friend who have kindly hopes her in this work: Nurul Akla, Rosmawati, Cut Mauliza Ulfa, and thanks are also for all the students of MAN Kp.Teungoh Langsa and thanks to those who have involved helping this thesis being completely.

Finally, the writer would like to give her special thanks to the most beloved parents, Sulaiman Hamzah and Cut Suadah, and her younger brothers: Arief Munandar and Rifa Maulana for their love and moral support and encouragement upon the completion of this thesis.

May Allah SWT, the almighty, bless us all, *Amin ya rabbal'amin..*

Langsa, 19 Noveber 2015

The Writer

Nurlailawati

TABLE OF CONTENTS

Acknowledgement	i
Table of Contents	iii
List of Tables	v
List of Diagrams	vi
List of Appendices	vii
Abstract.....	viii
CHAPTER I: INTRODUCTION	1
A. Background of Study.....	1s
B. Research Question	4
C. Purpose of Study.....	4
D. Significance of Study	5
E. Hypothesis	5
E: Terminology	6
CHAPTER II: THEORETICAL FRAMEWORK	7
A. Description of Writing.....	7
1. Micro Skill in Writing	8
2. Macro Skill in Writing	9
3.The Principle in Writing.....	10
4. The Component of Writing	12
5. Type of Classroom Performance.....	13
B. Description of Journal	15
1. Kinds of Journal writing	16
2. Benefits of Journal writing.....	17
3. Process and Purpose Journal writing	19
4. Types of Text	24

C. Description of Recount Text	25
1. Generic Sturcture Recount Text.....	25
2. Grammatical Features of Recount Text	26
3. Types of Recount	26
D. Assessment in Writing.....	27
CHAPTER III. RESEARCH METHOD	29
A. Place and time.....	29
1. Place	29
2. Time	29
B. Population and Sample	29
1. Population	29
2. Sample.....	30
C. Methodology and Variable of Resaearch	30
D. Technique of Collecting Data and Instrument	32
1.Test.....	32
E. Step in Conducting the Research	33
F. Data Analysis	34
CHAPTER IV. FINDINGS AND DISCUSSION	35
A.Findings	35
B. Discussion.....	45
CHAPTER V. CONCLUSION AND SUGGESTION	49
A. Conclusion.....	49
B. Suggestion	50
BIBLIOGRAPHY	51

LIST OF TABLES

Table 3.1 Research Design.....	31
Table 3.2 Scoring of Written Test.....	33
Table 4.1 Students Achievement Writing	35
Table 4.2 Score of the correct item of experiment group	36
Table 4.3 the result of pretest and posttest of experimental group	38
Table 4.4 Score of the correct item of control group	41
Table 4.5 the result of pretest and posttest of control group	43

LIST OF DIAGRAMS

Diagram 4.1 the diagram of pretest and posttest of experiment group ...40

Diagram 4.2 the diagram of pretest and posttest of experiment group ...45

LIST OF APPENDICES

Appendix 1 Lesson Plan	
Appendix 2 Pre-test.....	
Appendix 3 Post-test	
Appendix 4 T-table	
Appendix 5 SK Thesis	
Appendix 6 Letter of research from IAIN ZCK Langsa	
Appendix 7 Letter of research from MAN Kp.Teungoh Langsa.....	
Appendix 8 Student's names.....	
Appendix 9 Documentation	

ABSTRACT

Name: **Nurlaila Wati**, Place/Date of Birth: Aceh Utara, 22th October 1992, Reg. No: 1042010114, The Title of Thesis: **THE USE OF JOURNAL WRITING TO IMPROVE STUDENTS WRITING SKILL FOR THE SECOND YEAR STUDENTS OF MAN KP. TEUNGOH LANGSA.**

Since years ago, people often think that writing is the most difficult skill. Limited in grammar, difficulty in word choice and afraid of making mistakes are some reasons why writing is viewed as a difficult skill. These also made most of the second year students in Man Kp. Teungoh Langsa most difficulties in writing, develop their imagination, low scores, and felt bored to write written English. Therefore, a lot of practices are needed to improve writing skill. The writer should give an appropriate media or strategy in learning writing to provide more changes for students to improve their skill in writing. The Journal is a media that is expected to give a change for the learners because they can write their daily pleasing situation or experience that make them feel free to write. The objective of this research is to find out the effect of journal writing in improving students' writing skill in recount text. The writer was conducted in Man Kp. Teungoh Langsa, for the second year students in the first semester of academic year 2015/2016. The study belongs to Experimental research, with pre-test and post test design. In this research the writer took two classes, experimental and control class. The pre-test and post-test were done in both classes. The writer gave a treatment using journal in experimental class while in control class, the writer did not use journal. The learning process was conducted for three times. After analyzing data of the research. The data were obtained by using some instruments. Among them were test (consist of pretest and posttest). Based on the test given, the experiment group got higher score than control group. The experiment group got 5.30 and the control group got 1.56. The result of the study that there was positive effect of using Journal writing to improve students writing skill for the second grade students of Man Kp. Teungoh Langsa. By comparing the test result by using T-test that show $T\text{-score} > T\text{-table}$ that $5.30 > 2.75$. By examining the hypothesis H_a was accepted it means that students who teach by using journal writing can comprehend the text better than students who were taught by journal writing.

Keyword: Writing, Effect, Journal Writing, Improving Students' Skill in Recount Text

CHAPTER I INTRODUCTION

A. Background of Study

English is one of the international language, spoken in many countries both as a native and as a second or foreign language. People have been obtained and provide information that was very important to develop one self and environment. By language, we can interact and express about our feeling, idea, to the others. Bolinger explains that language can be used as a means to control people and to influence what they think and do.¹

In learning English language, there are four skills taught to students, such as: listening, speaking, reading and writing. At school, students are demanded to be good at those skills. Those are important skills in learning English. In practice, learning English are often taught after studying the other sciences, but this all not change that English skill are very important in Education.

Commonly, writing is one of the most difficult skill to master, because it has structure to make it to be a good or perfect writing.² Writing skill is complex and sometimes difficult to teach, requiring master not only of gramatical and rhetorical devices but also of conceptual and judgemental element.³

The learning of writing need and practice, the teacher should make students enjoy developing their imigation and perspective about something. In writing, there are micro and macro skills. The micro skill consists of conduct

¹ D. Bolinger, *Language: The Loaded Weapon* (London: Longman, 1990), 95.

² Alice, Ochima and Hogue, *Writing Academic English, Third Edition* (United State Of America: Addwason Wesley Publwasng Company 1999), 3.

³ JB Heaton, *Writing English Language Text* (New york: Logman Grup Inc, 1989), 135.

graphemes and orthographic, produce and efficient rate of writing, produce and use appropriate word and etc. The macroskill consists of using cohesive devices in written discourse, using the rhetorical forms and conventions, accomplish the communicate functions, convey links and connection.⁴ Micro and macro skills are so important to help students write a text or any written English effectively

Moreover, the principles for teaching writing skill consist of incorporate practice of good writer, balance process and product, account for cultural, connect reading and writing, provide authentic writing, frame your techniques in term of prewriting, drafting, and revising stages.⁵ The principles of writing are needed to know to make the writing easy to compose any kinds of English written easy to compose any kinds of English written easily and accurately.

Usually, syllabus of junior and senior high schools curriculum requires students to be able to write some kinds of genre in writing. They are narrative, recount, descriptive, report, explanation, argument, hortatory exposition, procedure, and news items.

Based on the above explanation, one of them is recount. Recount text is one the genre that must be mastered by students at second year students of MAN Kp.Teungoh Langsa. They can visualize the topic and enter into the writer's experience. 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

⁴ Douglas Brown, *Principles of language Learning and Teaching* (San Fransisco State University), 399.

⁵ Douglas Brown, 402.

is past tense. The social purpose of recount is to reconstruct past experiences by retelling events in original sequence.⁶

In fact, based on the preliminary teaching and the writer's observation at the second year students of MAN Kp. Teungoh Langsa, the writer found some problems, they are follow:

1. Most of students had difficulties in writing and not develop their imagination.
2. The writing skill in recount text of the students is low.
3. They had lack of vocabulary.
4. Afraid of making mistakes and they experienced the difficulty in choosing the correct word.
5. Their felt bored and stressful to write a written language.
6. They got low score in writing.

In this study, the writer proposed using Journal writing, especially less an idea and less an strategy in writing skill that make students more creative, independent to solve the problem in their writing skill.

Writing has some types, they are imitative, intensive, self writing, display writing, and real writing.⁷ One self writing kinds is journal. Journal is a media like a notes, book, pad, etc. that generally has function as a diary. Journal is same as the diary, but that not contains of the students experience only. Tarigan

⁶ Ken Hyland, *Genre and Second Language Writing* (The United State of America: The University of Michigan Press, 2004), 29.

⁷ Ken Hyland, 399.

explained that Journal is one of the personal notes that actually almost same with the diary, on the diary we are the talking points and so do on the journal, but the difference is that on the journal we are given other people to read our journal while on the diary we usually keep our privacy.⁸

Futhermore, based on the description, the writer want to conduct a research eatitted “**THE USE OF JOURNAL WRITING TO IMPROVE STUDENTS’ WRITING SKILL FOR THE SECOND YEAR OF MAN Kp. TEUNGOH LANGSA**”

B. Problem of Study

Based on the background of study, the problems which want to be solved in this research are:

1. Is there any effect of using journal writing in improving students’ writing skill at the second year students of Man Kp.Teungoh Langsa?
2. What is the advantage and the disadvantage of using journal writing in improving students’ writing skill at the second year students of Man Kp.Teungoh Langsa?

C. Purpose of Study

The purpose of the study are:

1. To find out effect using journal writing to improve students’ writing skill

⁸ Prof. DR H. Guntur, Taringan, *Menulis Sebagai Suatu Keterampilan Bahasa* (Bandung:Angkasa, 2008), 9.

2. To find out the advantage and the disadvantage of using journal writing in improving students' writing skill.

D. Significance of Study

The writer hopes that this research can give contribution for some people such as:

- a. For the teacher

A journal writing can be used as one of the media in teaching writing skill.

- b. For the students

It helps the students' writing skill by journal writing, because journal is interesting and has more topics to share.

- c. For the writer and other researchers

It will get new knowledge and experience in teaching students' writing skill using journal writing.

E. Hypothesis

The hypothesis of this study are:

H_a = There is effect of using journal writing to improve students' writing skill for the second year students of Man Kp.Teungoh Langsa.

H_o = There is no effect of using journal writing to improve students' writing skill for the second year students of Man Kp.Teungoh Langsa.

F. Terminology

1. Writing Skill

Writing skills are specific abilities which help students or writers put their thoughts into words in a meaningful form and to mentally interact with the message. It helps the learner gain independence, comprehensibility, fluency and creativity in writing. Writing is functional communication, making learners possible to create imagined worlds of their own design.⁹

2. Journal writing

Journal is one of the personal notes that actually almost same with the diary, on the diary we are the talking points and so do on the journal, but the difference is that on the journal we ask other people to read our journal while on the diary we usually keep our privacy.¹⁰

3. Recount Text

According to Hyland, 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. The social purpose of recount is to reconstruct past experiences by retelling events in original sequence.¹¹

⁹ Richard Kern, *Literacy and Language Teaching* (New York: Oxford University Press, 2000), 172.

¹⁰ Prof. DR H. Guntur, Taringan, *Menulis Sebagai Suatu Keterampilan Bahasa* (Bandung: penerbit Angkasa.2008). 9.

¹¹ Ken Hyland, *Genre and Second Language Writing* (The United State of America: The University of Michigan Press, 2004), 29.