

**IMPROVING STUDENTS' WRITING ACHIEVEMENT OF
RECOUNT TEXT THROUGH WEEKLY JOURNAL**

(An Undergraduate Thesis)

By

Nia Itami

(1813042034)



ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

2022

ABSTRACT

IMPROVING STUDENTS' WRITING ACHIEVEMENT OF RECOUNT TEXT THROUGH WEEKLY JOURNAL

By

Nia Itami

This research aimed to investigate whether or not there is an improvement in students' writing achievement of recount text because of the implementation of weekly journal. This research was quantitative research with pre-test and post-test design. The population of this research was tenth grade students of SMK SWADHIPA 2 NATAR in academic year 2021/2022 with 33 students of X TKJ 1 as the sample. The instrument used in this research was written test. Pre-test and post-test were applied to collect the data. The result of this research showed the students' mean score which is 66.98 in the pre-test and 78.27 in the post-test. The calculation of Paired sample t-test showed the significant value which is .000 and the standard of hypothesis testing is $\alpha \leq 0.05$. The result confirmed that there is an improvement in students' writing achievement because of the implementation of weekly journal.

Keywords: *Writing achievement, weekly journal, journal writing, recount text.*

**IMPROVING STUDENTS' WRITING ACHIEVEMENT OF
RECOUNT TEXT THROUGH WEEKLY JOURNAL**

(An Undergraduate Thesis)

By

Nia Itami

(1813042034)



ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF LAMPUNG

2022

Research Title : **IMPROVING STUDENTS' WRITING
ACHIEVEMENT OF RECOUNT TEXT
THROUGH WEEKLY JOURNAL**

Student's Name : **Nia Itami**

Student's Number : **1813042034**

Study Program : **English Education**

Faculty : **Teacher Training and Education**



Advisor

Drs. Huzairin, M.Pd.
NIP 19580704 198503 1 006

Co-Advisor

Lilis Sholihah, S.Pd., M.Pd.
NIP 19860505 201903 2 022

The Chairperson of
The Department of Language and Arts Education

Dr. Nurlaksana Eko R, M.Pd.
NIP 19640106 198803 1 001

ADMITTED BY

1. Examination Committee

Chairperson : **Drs. Huzairin, M.Pd.**



Examiner : **Prof. Dr. Patuan Raja, M.Pd.**



Secretary : **Lilis Sholihah, S.Pd., M.Pd.**



2. The Dean of Teacher Training and Education Faculty



Prof. Dr. Patuan Raja, M.Pd.

NIP 19620804 198905 1 001

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Nia Itami
NPM : 1813042034
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : Improving Students' Writing Achievement of Recount
Text through Weekly Journal

Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan, saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandarlampung, 30 Juni 2022

Yang membuat pernyataan,



Nia Itami

NPM 1813042034

CURRICULUM VITAE

Nia Itami was born on 5th July 2000 in Banjarmasin, Tanggamus. She is the youngest child of four children in the family of Rafles and Zarwati. She has two older sisters named Zameria Sartika and Reni Safitri and one older brother named Riza Buana. She has lived with her older sister in Bandarlampung since she was twelve years old to continue her study.

She started her elementary school at SD N 1 Negarabatin and graduated in 2012. Then, she continued her junior high school at SMP Budaya Bandar Lampung and graduated in 2015. In 2015, she registered and continued her senior high school at SMA Budaya Bandar Lampung and graduated in 2018. In the same year, she decided to continue her study into college through *SBMPTN*. Fortunately, she was accepted as a student in English Education, Department of Language and Arts, Faculty of Teacher Training Education, University of Lampung. She has learnt and made so many experiences during her journey in college.

She had experienced *KKN (Kuliah Kerja Nyata)* program and *PLP (Pengalaman Lingkungan Persekolahan)* program. Those obligatory programs helped her practicing her knowledge that she has gotten during her studies. Moreover, she got

new knowledge and experience since those programs required us to interact directly to the society and the students. Besides *KKN* and *PLP*, she had also done some exams from the lecturers in order to measure and evaluate her knowledge.

DEDICATION

My biggest gratitude to Allah SWT for His blessings to make me strong and adequate to go through the hardships of my life.

This work is proudly dedicated to my family, lecturers, and friends especially who always help me during my study.

MOTTO

*On no soul doth Allah Place a burden greater than it can bear
(Q.S. 2:286)*

ACKNOWLEDGMENTS

The writer would like to say the greatest praise and gratitude to Allah SWT., because of his grace and guidance the researcher could finish this undergraduate thesis. Sholawat is given to our Prophet Muhammad SAW., all of his family, friends, and all fellow Muslim.

This script entitled "*Improving Students' Writing Achievement of Recount Text through Weekly Journal*" is one of the requirements for S-1 degree. The writer would not make it this far without any support and encouragements from so many kind people.

Therefore, the writer would like to express her gratitude to:

1. Drs. Huzairin, M.Pd., as the first advisor, for his constructive ideas, encouragement, and support that help the writer to finish this script.
2. Lilis Sholihah, S.Pd., M.Pd., as the second advisor, for her carefulness, guidance, and ideas in supporting the writer finish this script.
3. Prof. Dr. Patuan Raja, M.Pd., as the examiner, for the constructive ideas, critics, and support in helping the writer finish my script.
4. Dr. Ari Nurweni, M.A., as the former head of English Education Study Program, for the encouragement in delivering the writer to finish this script.
5. Dr. Feni Munifatullah, S.S., M.Hum., as the Head of English Education Study Program, who has contributed directly and indirectly in this script.
6. Her beloved parents, Rafles and Zarwati (Almh.), who will never get tired of her, who will always stand there watching her reaching her dreams and

never stop praying for her.

7. The principal of SMK SWADHIPA 2 NATAR, Mr. Purwadi, S.T. and the English teacher, Ms. Herlinda Anggarista, S.Pd., who have accepted and helped the writer during her research. Also, the supportive students of X TKJ 1 who were being supportive and make her tired and fun at the same time.
8. Her brothers and sisters, Buana, Yudi, Rudi, Zameria, Reni, and Rike, for their support mentally and materially. Then her nephews, Faqih, Bintang, Afiqa, Anin, Asha, and Salwa, who always bringing joys and conveniences.
9. Her long-lasting friend, Selvi Anggraini, who is able to switch the writer's mood rapidly from gloomy to happy. I hope this friendship will be last forever.
10. The girls in "WONDERWOMENNYA KAMU" group, Novita, Suci, Shinta, Nenti, Grace, for their million supports and help to this introvert soul during her college.
11. Him, for the greatest support, annoyance, and joys that you bring for this mentally vulnerable girl during her journey of college.
12. Her family in Forkom Bidikmisi Unila, for the journey, lesson, and experience that help her become brave and talkative.
13. Her JHS friends, Vira, Nira, and Nurmaida, for the support and endless love.

The writer hopes that this research will be helpful for the educational development and can be used as the reference for the future researcher who interests in conducting the similar field. The writer realizes that this script is still so far from perfection and there is still mistake or error made. Therefore, the writer will appreciate the critics, comments, and suggestions.

Bandarlampung, June 9th, 2022



Nia Itami

CONTENTS

	Page
CONTENTS.....	xiii
LIST OF TABLES	xv
LIST OF APPENDICES	xvi
I. INTRODUCTION	1
1.1 Background of the Research.....	1
1.2 Formulation of Research Question.....	3
1.3 Objectives of the Research	4
1.4 Uses of the Research	4
1.5 Scope of the Research	5
1.6 Definition of Terms	5
II. LITERATURE REVIEW.....	8
2.1 Review of Previous Study	8
2.2 Concept of Writing.....	12
2.3 Aspects of Writing.....	13
2.4 Teaching Writing.....	14
2.5 Writing Achievement	18
2.6 Concept of Recount Text.....	19
2.7 Feedback.....	21
2.8 Concept of Weekly Journal	22
2.9 Benefits of Journal Writing	23
2.10 The Procedure of Teaching Writing by Using Weekly Journal	24
2.11 Theoretical Assumption	25
2.12 Hypotheses	25
III. RESEARCH METHOD.....	26
3.1 Research Design	26
3.2 Population and Sample	27
3.3 Variable of the Research	27
3.4 Data Collecting Techniques	28
3.5 Research Instruments	28
3.6 Procedures of the Research	28
3.7 Validity and Reliability of the Instruments	30
3.8 Scoring Criteria	32

3.9 Data Analysis	33
3.10 Data Treatment	35
IV. RESULTS AND DISCUSSION	37
4.1 Result of the Research	37
4.2 Discussion	41
V. CONCLUSION AND SUGGESTION	44
5.1 Conclusion	44
5.2 Suggestion	44
REFERENCES	46
APPENDICES	49

TABLES

	Page
Table 3.3 Reliability Interpretation	31
Table 3.3 Reliability of Raters in Pre-test	32
Table 3.3 Reliability of Raters in Post-test	32
Table 3.4 Scoring Rubric	33
Table 3.5 Tests of Normality	35
Table 4.1 Frequency Distribution of Students' Writing Achievement in Pre-test	38
Table 4.2 Frequency Distribution of Students' Writing Achievement in Pre-test	39
Table 4.3 Paired Sample Statistics	40
Table 4.4 Paired Sample T-Test	40

LIST OF APPENDICES

	Page
Appendix 1. Lesson Plan	50
Appendix 2. Students' Worksheet	57
Appendix 3. Pre-Test	58
Appendix 4. Post-Test.....	59
Appendix 5. Result of the Test.....	60
Appendix 6. Reliability of the Test.....	66
Appendix 7. Documentation	68
Appendix 8. Surat Izin Penelitian	77
Appendix 9. Surat Balasan dari Sekolah.....	78

I. INTRODUCTION

This chapter consists of several points to be investigated. They are background of the research, formulation of the research question, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Research

Writing is one of the important skills in English that need to be mastered besides reading, speaking, and listening. This skill gives the chances to the students in elaborating their ideas and writing down what they want to write with their own style of language. According to Marpaung, Regina, and Wardah (2015:2) writing is an instrument to express thought, feelings, opinions and ideas about certain experiences.

The researcher has contacted the English teacher of SMK SWADIPHA 2 NATAR and asked her about the difficulties of students in writing and the teacher's struggle in teaching writing. The teacher said that sometimes students already have the main idea about what they want to write, but they are still confused about how to pour that idea in their writing, even they are still confused about how to start writing. Because of that, some common errors still happen in writing such as grammar error, usage/contextual error, spelling and punctuation error. Therefore, it is hard for the teacher to teach writing because some of the students think that writing is a difficult skill in English. In line with that, Mettaningrum, Dantes, and

Saurnajaya (2013) stated that college students felt it difficult to find ideas and they cannot develop their idea into a good coherent paragraph and the problem in grammar also worsens their writing produce. This can also be the reason why writing still becomes one of the difficult skills in English. That problem also affects their writing achievement. Troyka (1987:3) stated that writing is a way of communication to express writers' feeling or convey their messages to readers. However, not all of the EFL students have comprehended the technique or they have not even heard about that yet. To anticipate that, students need to be given more knowledge about writing and its aspects so that more or less they will realize their mistake in writing and it will help them to step by step improve their writing achievement. However, the use of appropriate technique also needed to teach the students. The appropriate technique is useful to make them more active and motivated in learning.

There are many previous researches that have found out and tried to study about the techniques of teaching writing. One of the suggested techniques to teach writing is Journal Writing. Stanley, Shimkin and Lanner (1985: 3) in Trisnawaty (2010) stated that a journal is a record, often kept daily, of one's life, a kind of personal account book. In the journal it can be written about conflicts and pleasures with family, friends, and associates without worrying about offending and embarrassing anyone. From that statement, it shows that through journal writing the teacher will be easier to stimulate the students in writing their idea in their own way. Marpaung, Regina and Wardah (2015) conducted a research entitled "*Teaching Writing Recount Text through Personal Journal Writing*". The result of the study shows that personal Journal writing can be a good alternative in teaching writing recount text on the tenth grade students of SMAN 3 Pontianak and in other schools which have similar characteristics to SMA Negeri 3 Pontianak. Yurekli and Afacan (2020) in their research "*Journal Writing and Diary Journal Writing Effects on Students' Writing Proficiency and Student and Teacher Attitudes*" found that Journal Writing and Diary Journal Writing help students to practice and develop their writing skills by engaging in authentic writing within a more flexible environment and also help the teacher more realizes

what is happening under the surface of a class. After seeing the result of their research, in a way, it gives the evidence that journal is useful both for the students and the teacher.

Journal writing assignments can benefit students by enhancing reflection, facilitating critical thought, expressing feelings, and writing focused arguments, Walker (2006). Based on those benefits, journal writing will enhance students' reflection in writing, building their critical thinking, and give the space for them to show their personal feeling. Kamberi (2012) stated that one issue that teachers keep asking themselves is about how to provide feedback on student's writing and how effective each type of feedback is. Journal writing, basically, can facilitate the teacher a media to give the feedback to the students. The research conducted by Prastyia (2018) about students' reaction of teacher's feedback on weekly journal also strength the benefits of this technique. One of the findings found that feedback in the weekly journal activity gave the students satisfaction on learning.

However, the result conducted by Cahyono (1997) about *Effectiveness of Journal Writing in Supporting Skills in Writing English Essay* showed that journal writing did not support students' skills in writing English essay. That was proven by the result of the statistical analysis. Considering that there are some different results from the different previous studies, the writer will conduct a research entitled "*Improving Students' Writing Achievement of Recount Text through Weekly Journal*" to know further whether or not it can help students in improving their writing achievement.

1.2 Formulation of the Research Question

After concerning the background and the problem, this research was guided by this research question: Is there any improvement in students' writing achievement of recount text because of the implementation of weekly journal?

1.3 Objective of the Research

This research aims to find out whether or not there is an improvement in students' writing achievement of recount text because of the implementation of Weekly Journal.

1.4 Uses of the Research

The results of this study are expected to be useful:

1. Theoretically

This research can be useful as the reference for the future researchers in conducting the same study. The result of this study also can be used as the reference for the future researchers who wish to conduct the technique to improve students' writing achievement of recount text.

2. Practically

This research can be useful practically for:

a. Future Researcher

For the future researcher, hopefully this research can give a contribution in developing the theories about the improvement in students' writing achievement of recount text by using weekly journal.

b. Teacher

This research can be used as an inspiration for the teacher in deciding a learning media that will be applied in the classroom

c. Students

This research will help the students to be more active and motivated. In addition, it can help them knowing their error through the teacher's feedback every meeting after they did their weekly journal.

d. School

Hopefully, after this research has been done successfully, the quality of learning in the school will improve as well as students' writing skill.

1.5 Scope of the Research

This research applied quantitative approach and focused in the improvement in students' writing achievement of recount text because of the implementation of weekly journal. The implementation of weekly journal writing was given to the tenth grade students of senior high school. In its implementation, the researcher used personal journal writing as one of the variations of journal. The researcher used notebook as the media for the students to submit their personal journal writing. Treatment was applied by using two activities which are explicit teaching and weekly journal writing activities. Explicit teaching is the ordinary teaching which the researcher taught the students for about four meetings and will use recount text as the material, whereas the weekly journal writing activities were given to the students as the assignment after the end of the explicit teaching. Students were asked to write one journal in every meeting. During the treatment, before submitting their journal, they were asked to analyze and give comments in their friends' journal. In addition, after submitting their journal, they got the feedback from the researcher. The feedback was given because it is role as the important part of weekly journal itself. The feedback comes from the researcher was about the comments and suggestion to enhance students' critical thinking and reflection.

1.6 Definition of Term

These are several key terms that are useful to give consistent concepts:

1. Writing

Hyamps and Lyons (1990), as cited in Aziz and Magdalena (2016: 1) have stated that writing is basically an individual act that requires the writer to convert an idea into a "self-initiated" topic. Here, the writer is encouraged to develop her own ideas to become an interesting topic. Writing is not easy to organize because in conducting writing, as a writer we have to consider many things such as the aspects, the objective(s),

even our readers. It becomes one of the reasons why for some people writing still considered as a difficult skill to be mastered.

2. Writing Achievement

Lestari and Holandyah (2016) defined writing achievement as the students' ability in expressing their ideas, thoughts, and feelings in writing that is measured by a writing test. In this research, students' writing achievement is the result of students' writing achievement test which given in the form of recount text.

3. Weekly Journal and Personal Journal Writing

Journal is one of the ways to practice writing where we could use a book or notebook, then write our daily activities, experiences, or anything that we are interested in as a main idea of our writing. According to Langan (2008:16), writing in a journal will help students develop the habit of thinking on paper and will show students how ideas can be discovered in the process of writing. A journal can make writing a familiar part of students' life and can serve as a continuing source of ideas for papers. From his statement, journal can be very useful for students in improving their writing. According to Tompkins (1994) cited from Wagiyo (2018), there are five types of journal writing which are personal journal, dialogue journal, reading logs, learning logs, and simulated journal. In this research, the researcher will use personal journal as the specific technique because it can give students the freedom to choose the topic according to the event in their personal lives. Weekly journal, as a variable of this research hopefully can give the significant improvement in students' writing achievement of recount text. In the other hand, the application of weekly journal is used to enhance students' reflection and critical thinking.

4. Recount Text

Recount text is a kind of genre which aimed to give information or entertain the readers. Recount text tells about facts or true stories organized in chronological series of events (Pradini, 2010 in Wagiyo

2018). Recount text requires the writer to tell the past event or experience which related to the writer's life. Weekly journal can be applied to teach recount text since it is related to personal experience.

This chapter has been done in discussing the background of the research, the formulation of research question, the objective of the research, the uses of the research, and the definition of terms. To strength and support this chapter, the researcher formulated the review of previous studies and the theories in the next chapter.

II. LITERATURE REVIEW

In relation to this study, this chapter will discuss about several topics such as review of previous study, concept of writing, concept of weekly journal, theoretical assumption, and hypotheses. The explanation of each topic can be seen as follows:

2.1 Review of Previous Study

Those are several previous studies that have been done by the other researcher related to the use of journal writing. The first is the study that was conducted by Tuan (2010). This research aims to investigate whether journal writing can enhance students' writing skill in terms of fluency and accuracy or not and can journal writing generate students' writing motivation or not. His research used for experimental design which used two classes, one is experimental group and the other one is control group. He used pre-test and post-test in the form of essay writing to measure the students' proficiency level in terms of fluency and accuracy. Students from experimental group required having their own notebook and they should write journal thirteen weeks long between the pre-test and post-test as much and as regularly as they could. The questionnaire survey was conducted for the students in experimental group in the fifteenth week to know their reflections upon journal writing and to investigate the second aim.

After given pre-test, for the fluency, the average number of words in students' pre-test in control group was 197.20 while for the experimental group was lower than control group, it was 196.71. For the accuracy, the average number of errors left in the pre-test papers by the students in the control group was 22.56 and that

by the students in the experimental group was 23.02. In the students' writing scores the average pre-test score achieved by the students in the experimental group was 6.04 points and that by the students in the control group was 6.28 points. After doing the post-test, the difference in the average number of words written by the students in the experimental group between the post-test and the pre-test was 7.90 words (4.01%) whereas that in the control group between the post-test and the pre-test was 18.84 words (9.58%). The average number of mistakes made by the students in the experimental group fell by 14.88 mistakes (64.64%) in the post-test compared with the pre-test, whereas that in the control group dropped by 6.70 mistakes (29.70%) in the post-test compared with the pre-test. Furthermore, the average post-test score gained by the students in the experimental group increased by 1.49 points (24.67%) compared to the average pre-test score, while that in the control group increased merely by 0.46 points (7.32%) compared to the average pre-test score. The result showed that there was an improvement in students' writing skill in terms of fluency and accuracy after several weeks taught by journal writing. The result of the questionnaire also showed that the students enjoying and feeling helped learning using journal writing.

The second previous study was conducted by Suprianti, Tantra, and Padmadewi (2013). This research was about comparing the effect between journal writing and writing workshop technique. The research applied quasi-experimental design. This research used post-test-only control group with 2 x 2 factorial designs. The result of this study showed that students who were taught using journal writing performed better than students in writing workshop technique. It was because based on the students' writing competency, the mean of students' who were taught using journal writing was 178 while for the writing workshop technique was 171. In addition, when the researchers taught the recount text by using journal writing the main score gained was 87.88 whereas for the writing workshop technique was 84.00. In teaching narrative text the mean score was 89.90 for the journal writing class and 86.75 for the writing workshop technique.

The third previous study was conducted by Yurekli and Afacan (2020) who deal with several research questions such as whether or not journal writing and dialogue journal writing impact students' writing proficiency, whether or not journal writing and dialogue journal writing impact students' attitudes towards academic writing, and whether or not dialogue journal writing impact the teacher's attitudes towards students' behavior and engagement. The experimental design was conducted in this study by using pre-test and post-test, focus-group interviews with volunteer students, and interview with the teacher as the data collections instruments. This research was using three classes there are Control, Experimental-A (DJW) and Experimental-B (JW) groups. To answer the first research question, the paired simple t-test was applied for pre-test and post-test. For the control group, the average score in the pre-test was 80.05 while for the post-test was 84.00. It showed that students' writing proficiency in this group improved but not significant. For the Experimental-A (DJW) group, the average writing score for the pre-test in this group was 73.63 and post-test average was 82.13. It can be said that dialogue journal writing and the teacher's feedback give effect to the students' writing proficiency. The pre-test score average of the second experimental group was 82.45. The post-test scores, on the other hand, had an average of 82.36, showing neither an improvement, nor a statistical significance between experimental-B (JW) group averages. The students in both Experimental-A (DJW) and Experimental-B (JW) groups said that journal is useful for them and they expressed positive feeling during the treatment. Through the interview with the teacher, she said that dialogue journal writing and journal writing impact the teacher's attitudes towards students' behavior and engagement.

The fourth previous study was conducted by Marpaung, Regina, and Wardah (2015). This study investigated whether or not Journal Writing is effective and how effective it is in teaching writing recount text. Quasi-experimental design was used in this study also pre-test and post-test measurement were used as the data collection. Those were two classes used in the study, experimental class and control class. After doing the pre-test and post-test the mean score was gained after analyzed using effect size formula. In the control class, the mean score was 62.7 for the pre-test and 73.6 for the post-test. For the experimental class, the

mean score was 61.3 for the pre-test and 80.9 for the post-test. Both mean score of the classes were improved but there is significant improvement in the experimental class after taught using personal journal writing. It can be concluded that personal journal writing have a big contribution in the students' writing recount text.

The last previous study was conducted by Cahyono (1997) which aimed to know the effectiveness of journal writing in supporting students' skills in writing English essay. This study was quasi-experimental with post test control group design. There were two classes which are experimental class and control class. Weekly journal writing was given to the experimental group while the control group followed the regular writing. The researcher used dialogue journal writing in this research. The students were asked to write journal once a week and there were 12 journals that they had written until the end of the meeting. At the end of the meeting, students were given writing test on free topic. In addition, to evaluate the application of journal writing, the researcher gave the questionnaire consisted of 10 questions.

After doing the writing test, the result of the students' test in those two groups were not significantly different. However, according to the result of the questionnaire, students gave the positive evaluation of the application of journal writing. Based on the result of the research, the researcher concluded that journal writing does not support students' skill in writing English essay. However, the researcher suggested that the research about journal writing should be more carried out with some concerns which are the variety of topics that students write the sense of audience and purpose of journal, and language styles in journal writing.

After taking a look at the result from the previous studies, there are different results about journal writing from the different studies. Therefore, the researcher conducted a research related to weekly journal to prove whether or not it can improve students' writing achievement of recount text.

2.2 Concept of Writing

There are four skills in English that should be mastered such as listening, speaking, reading and writing. These four skills cannot be separated from one to another because they are in a unity. Therefore, all of those skills are important including writing. Broughton et al (2003:116) state that the act of writing differs from that of talking in that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because we cannot—as we do in conversation—interact with the listeners and adapt as we go along. For this reason the conventions of writing tend to be less flexible than those of conversation, and the language which is used tends to be standardized. According to Mettaningrum, Dantes, and Sauranjaya (2013) writing is used as one medium to communicate with others, in academic field, as well as in daily life. Writing has many functions such as expressing feeling, delivering message, even through writing we can occasionally know the writer's personality.

Writing is a kind of fun yet challenging skill. It requires the writers to be creative because writing comes from the idea that is really new and have not existed before or an elaboration of someone's idea. Rahasti, Santoso, and Sholihah (2017) stated that in writing, students not only master the vocabulary and structure, but they also must master the rhetoric or the way to express their ideas/ in writing, the reader does not communicate with the writer directly. Writing is also the media that give written information to the world. In elaborating that idea, the writers should think how their writing could be interested and could influence the readers to keep reading without bored. Byre (1997:01, cited from Dartiara (2017:57) states that writing is the act of forming symbols, letters, or combinations of letter, which relate to the sound when we speak, making marks on a flat surface of some kind, arranged to certain convections to form words and words arranged to form sentences. Writing comes from a point which then becomes a letter, word, sentence, paragraph, and a text that finally we can read and called as a form of writing. If we take a look clearly, those whole things are really beautiful because writing comes from the unspoken thought. There are many purposes of writing,

Mc. Mahon (1996) cited from Rakhmawati (2021) classified the purposes of writing into four, those are:

- a. To express the writer's feeling

Most of people use writing as a media to express what they feel both in the past and present. Many written forms come from the real experience of the writers or the people who close to them

- b. To entertain the readers

The written forms also function to entertain the readers. Non-fiction writing is a common type of writing which functions to entertain the readers

- c. To inform the readers

There are so many writers which write to give the information to the readers in their writing. Newspaper is one common type of written form that is written to give the information to the readers.

- d. To persuade the readers

This last purpose of writing can usually be seen in the form of advertisement where the writer persuades the readers' interest about the content of their writing.

After looking at those four purposes of writing, we finally know that written forms can be used for many different things. Writing as media is useful both for the writers and the readers because writers can have space to express their feeling and interact with their readers while readers can get their needs from the written forms and they will gain new knowledge after their read.

2.3 Aspects of Writing

Jacobs, et al. (1981) classified the aspects of writing into five which are content, organization, vocabulary, language use, and mechanic. Those aspects of writing will be explained below:

a. Content

Content refers to the topic that will be discussed in the writing. This is the beginning of the writing which the writer starts to develop and elaborate the idea.

b. Organization

Second is organization. In writing, the content of the writing should be organized as well as possible.

c. Vocabulary

Vocabulary contains the use of appropriate words that related to the context of writing. The selection of the word by word should connect each other thus it will give the clear meaning.

d. Language Use

Language use or if usually we finds word “Language Features” in a text is contains the rules of writing based on the structure/grammar and also syntactical pattern. Understanding language use will give the logical sequencing and coherence in our writing.

e. Mechanic

Mechanics contains of spelling, punctuation, capitalization, paragraphing, and handwriting illegible in writing. We should pay attention to the each line and make sure that there is no error in order to beautify our writing.

From the explanation above, it can be concluded that in writing we can not just write but we also need to pay attention to the aspects of writing that affect our writing. The aspects of writing are really important and the students should be given the understanding about it to make their writing well organize and interesting.

2.4 Teaching Writing

Writing is very important skill in English even though many students feel the difficulties in the process of conducting writing skill. Since writing can support the students' academic success and future carrier, teacher must find the effective

yet enjoyable technique to encourage and motivate students in improving their writing skill. However, teaching writing to the second language learners is more challenging since they come from non-native English which have the different form and style of language. The teacher should consider the ESL students' background and needs in order to make them succeed in learning. However, there are still several problems that should be faced by the teacher in teaching writing. One of the central issues in the teaching of writing is how to approach this teaching task so that the learners could be helped without realizing that it is a difficult activity to do (Cahyono, 1997). To help the teacher starting the process of approaching writing to the students, he/she may know the types of classroom's writing performance. The following explanations are types of classroom writing performance which adapted from Brown (2000):

a. Imitative or writing down

Dictation of the teacher requires students to follow or write down what the teacher reads before. This type of classroom writing performance can be found in the first level of writing students.

b. Intensive or Controlled

The intensive writing is usually used by the teacher in the written grammar exercise. The students often guided by the teacher in doing their exercise. The form of key words or series of questions is usually used as the guidance.

c. Free Writing

In free writing, students are required to take a note by themselves. A form of diary writing or journal writing is included in this type of classroom writing performance.

d. Display Writing

Language students will involve an element of display which usually includes the form of short answer exercise, essay examination, and paper reports.

e. Real writing

In the writing task, it will involve real writing that aims at the genuine communication of messages to an audience in need of those messages.

Besides of the classroom writing performance, the teacher should also choose the appropriate technique and media in teaching writing in order to ease the learning process and avoid the students' boredom. There are many previous studies which have been conducted to improve students' writing skill through at least one technique. One of those techniques is journal writing. Moon (2006:01) stated that journal writing is vehicle for reflection, reflection enables to learn from experience. The use of media is also important in supporting teacher to teach writing as it can simplify he/she in motivating the students. Setiyadi, Sukirlan, and Mahpul et al. (2018) divided the media of teaching writing into two that is contextual media and formal media. These two kinds of media can be explained as follow:

a. Contextual Media

The use of pictures, actions, or words applies as a contextual media. Those are used when the students are not ready to have free composition. Pictures can be used to teach writing description while actions may be appropriate for the writing exposition. Practicing writing may also use songs, stories, or other types of verbal drills and spoken language.

b. Formal Media

Formal media provides teaching and practicing writing through listening where the students heard and try to understand the idea of the listening text then write down their idea according to what they have listened.

Therefore, conducting writing should consider several things which could influence the form of writing itself so that the readers will stand in reading our writing one of that is process of writing. There are four processes of writing according to Harmer (2007:4) and it can be seen as follow:

1. Planning

In planning, first thing to do is thinking and deciding. In this stage, writer starts to decide the topic that will be written, the purpose, and the readers of the writing. Furthermore, the strategy and sources of the writing needs to be considered.

2. Drafting

After thinking and deciding, we can start to write and apply all the things that we have prepared in planning. Start to write then read the writing, we can do that many times until all the ideas and the things that we are going to say have been written.

3. Editing (reflecting and revising)

Making reflection and revision is to make our writing better. We may read what we have written again then see the revising content and revising organization. Rearranging words, sentences or paragraphs is also can be done in editing stage. If we feel that there could be more additional parts in the writing, we may take out or add parts.

4. Final Version

After the revision is finished, the writers already get the final version of their writing. The production of final version is ready to be published.

Besides that, Langan (2008) classified the process of writing into fives, those are:

1.2 Prewriting

In prewriting, the writers start to think about an interesting topic or thesis. In this process, at times students will be successful in generating their ideas but sometimes they still need the teacher's assistance.

2.2 Writing a First Draft

In writing the first draft, the writers should be prepared to put in additional thoughts and details that did not emerge during prewriting. This process requires the writers to make a goal and develop the content of the writing with plenty of specific details.

3.2 Revising

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means rewriting an essay, building on what has already been done, to make it stronger.

4.2 Editing

Editing needs the writers to check for and correct—errors in grammar, punctuation, and spelling.

From all of those things, it can be assumed that to make a piece of good writing we have to follow the stages of writing. However, it is not that easy because there are some procedures that should be done. Therefore, the role of the teacher is very important to guide and help the students in developing and improving students' writing achievement of recount text until they make their piece of good writing.

2.5 Writing Achievement

Achievement or often called learning outcomes is the capability of a person caused by the stimulus coming from the external environment and cognitive processes performed by the students (Riswanto and Aryani, 2017). Whereas Flower (1994) in Burstein et al (2020) stated that writing achievement is a complex skill set as characterized by the socio-cognitive writing model. The researcher agree with that statement since in writing achievement, it also assets the students' critical thinking, interest, and also their sentence structure.

This research will focus in the improvement of students' writing achievement of the writing test. Students are expected to be able to write recount text by considering the social function, language features, and generic structure of recount text. Besides, they should also consider the five aspects of writing. Their score in pre-test and post-test will be counted in order to know whether or not their writing achievements of recount text improve after the implementation of weekly journal.

2.6 Concept of Recount Text

Wagiyo (2018) stated that journalal writing can be applied in teaching and learning English writing for example teaching recount text. It became the reason why the researcher focused on recount text. Recount text tells about the writer's true experience and it is related to the journal writing. Some explanation of recount text will be delivered below.

a. Definition of Recount Text

Recount text tells about facts or true stories organized in chronological series of events (Pradini, 2010 in Wagiyo 2018). Recount text requires the writer to tell about their past experience in order to inform or to entertain the readers. The topic of recount text could be various such as daily activity, holiday, school experience and so on.

b. Generic Structure of Recount Text

According Council (2008) cited from Husna (2019), there are three generic structure of recount text that can be seen as follows:

1. Orientation: Orientation gives reader the background information needed to understand the text, and the reader will recognize about the scene setting and the context of the text.
2. Events: events are ordered in a chronological sequence. Sometimes, additional details are added to give some information for the reader.
3. Reorientation: In this concluding paragraph, the writer can give his/her personal comment or statement.

c. Language Features of Recount Text

Pradini (2010) in Wagiyo (2018) explained the language features of recount text as follows:

1. Using specific participant; the characters involve in the story is specific not general, e.g.: My family, my brother, Tyna, Mr. President, etc.
2. Using chronological connectives or time conjunction to connect flows in the stories systematically and easy to be understood. The common conjunctions in recount are: when, then, next, after that, etc.
3. Using linking verb; was, were
4. Using action verb to show action; in recounts, there are action verbs where the activities can be seen, e.g.: ran, drove, cut, etc.
5. Using simple past tense as it tells events that happen in the past, e.g.: I went to Jakarta, we did not know, I was very happy, etc.

6. Using adjective to modify noun; e.g.: wonderful place, satisfying experience, green clothes, etc.

d. Types of Recount Text

There are five types of recount text according to Pradini (2010) in Wagiyono (2018). Those five types can be:

1. Factual recount: to record the particulars of an accident. Such as report of scientific experiment, police report, news report, historical account.
2. Procedural recount: to inform listeners or readers. It records events such as a science experiment or a cooking experience. It also presents the events chronologically (in the order in which they happened). Such as telling someone how you built something.
3. Personal Recount: to retell an event that the writer was personally involved in. such as a family holiday or your opinion on a subject.
4. Imaginative recount: to take on an imaginary role and give detail of events.
5. Historical recount: to inform by retelling past events and achievements in a person's life. It was specific names of the people involved in the biography. It presents the events chronologically.

e. Example of Recount Text

Going to Cermin Beach

A few months ago, I went to Cermin beach with my family. It is located in Serdang Bedagai district about 53 km from Medan city, North Sumatera. The trip there took about 1.5 hours. We left from Medan at 07.30 using a car and we arrived about 09.00 o'clock.

As arrived there, my parents rented a hut to take a rest. I and my brother immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gentle breeze. The waves there were suitable for swimming, but unfortunately I couldn't swim. I just played with white sand and built a sand castle. I didn't forget to take a selfie with

the background of beautiful beach.

At noon, I began to feel hungry. I approached the rented hut. Apparently, my mother had prepared food for us. I felt happy to be able to vacation with family and enjoyed the beauty of nature created by God.

Not felt, the day had begun in the evening. We hurried to go home. Before went to home, I bought some souvenirs there. Finally, we arrived at 6:00 PM because the trip was jammed.

Source: <https://www.nesabamedia.com/contoh-recount-text/>

2.7 Feedback

Giving feedback to the students is important as it gives the chance to the instructor to know the aspects of the students that should be developed. Yurekli and Afacan (2020) stated that in student-centered learning, the function of a teacher is important such as delivering feedback to the students. Weekly journal writing also apply student-centered learning, so that the feedback of the teacher or instructor is really needed in order to deliver some suggestion and correct information to the students. However, the instructor should be careful in giving the feedback. The judgmental and criticism feedback should be avoided. As Walker (2006) said “Correcting misinformation written by the student is encouraged, but no criticism or judgment should be made of the student’s feelings. Annotations might pertain to future questions and comments to expand on in the next journal entry, but the instructor needs to try to avoid excessive grammar and spelling corrections”. By giving the feedback to the students, teacher has opportunity to know the students’ writing style, their errors in writing, and the strength of students’ writing. Furthermore, students also have chances to know their error and unconsciously they will know which part of their writing that should be enhance.

2.8 Concept of Weekly Journal

The word journal comes from the French word *jour* and from the Latin word *diurnalis* meaning daily. Journal writing is one of the techniques that used to teach writing skill. Moon (2006) defines journal writing as an increasingly common technique in education, personal, and professional development. As a common definition, we all know that journal is quite similar with diary. It is a tool to write everything that we feel or experiences that have happened in our past or daily life. Weekly journal is used in this research as a technique to improve students' writing skill. As stated by Marpaung, Regina, and Wardah (2015) writing a journal provides an opportunity to order thoughts and to understand certain situation or of information. The students can also relate the new material of learning to their own experiences or previous knowledge. Weekly journal will stimulate the students to bring their experience into their writing so that it will be easy for them to find out the idea, elaborate it, and organize sentence by sentence into paragraphs. It is because only the students who know appropriately about their experiences and their feelings so that only them who start the writing who will end it. In addition, considering that the writing is based on the students' experience, most likely hat students feel that they have responsibility to make the writing as good as possible.

There are five types of journal according to Tompkins (1994) cited from Wagiyono (2018). They are:

a. Personal Journal

Personal journal requires students to write their own feeling, expression, experience, and personal interest.

b. Dialogue Journal

Dialogue journal is more often about the conversation between the students, the teacher or their friend through writing.

c. Reading Logs

The students take a note based on the book that they read and develop their own interpretation.

d. Learning Logs

The students are asked to record or react to what they get from the activities of learning science, math, or social studies.

e. Simulated Journal

In writing the simulated journal, students will be asked to read biographies of someone or learn from social studies, then assume or gain insight the view point of the figure in the biographies or social studies.

After seeing the several theories, the researcher assumed that there is no another theory which talk about weekly journal as a type of journal. However, (Guthrie, et al. 2006) cited from Prastya (2018) defined weekly journal activity as a technique to adapt stimulating task to establish students' encouragement to read more particularly to give fundamental knowledge for the students on writing.

2.9 Advantage and disadvantage of Journal Writing

Walker (2006) said that one common use of journal writing is to promote reflection and thought through one-on-one dialogue between the student and instructor. Through weekly journal writing, the teacher will have more opportunity to interact with the students. Furthermore, Ewald (1983:62) in Cahyono (1997) states that the application of journal functions as an introduction to a habit that many experienced writers do. These are the benefits of journal writing developed by Harmer (2007):

a. The Value of Reflection

Journals provide an opportunity for students to think both about how they are learning and what they are learning. Journals give the chance for students to make such a great introspection.

b. Freedom of Expression

Journal allows students to express their feeling more freely than they might do in the class or in front of the public.

c. Developing Writing Skill

The more students write so the more they will get a better writing. Journal writing contributes to students' general writing improvement in the same way as training enhances an athlete's performance.

d. Student-teacher Dialogue

Journal writing will encourage the dialogue between the students and teacher.

However, Walker (2006) stated that journal writing can be time consuming for the student, so one way to show that this writing is valued is to allot some classroom time for the students to write

2.10 The Procedure of Teaching Writing by Using Weekly Journal

Weekly journal is chosen because as stated by Ngoh, (2002:27) cited from Tuan (2010) journal writing provides students with good opportunities to improve their writing skill individually and good chances to record their thoughts and feelings. Weekly journal is a writing regular project in every week using free topic related to students' passion.

The procedures of teaching writing by using weekly journal were formulated based on the process of writing conducted by Harmer (2007) which are Planning, Drafting, Editing, and Final Version. In planning, the students were required to think and decide the topic of their journal. They also have to consider the readers of their writing. Then in drafting, students were asked to write a paper that then become their journal. They were also asked to analyze their friends' journal. After analyzing their friends' journal, they were asked to edit their work according to their friends' comments. After that, students submitted their draft as the final version.

2.11 Theoretical Assumption

After concerning the result of the previous studies and the benefits of journal writing, the researcher assumed that weekly journal could give impact to the students' writing achievement of recount text. The characteristic of weekly journal that could stimulate the students to bring their experience into their writing is quite similar to the characteristic of recount text. Weekly journal could help the students to produce a better recount texts writing because it would be easier for them to know, comprehend and understand the target language and the material about recount text rather than just learning from the text book. Thus, the researcher assumed that weekly journal would help the improvement of students' writing achievement of recount text.

2.12 Hypotheses

Based on theories and assumptions above, the researcher conducted these hypotheses below:

There is an improvement in students' writing achievement of recount text because of the implementation of weekly journal.

This chapter has discussed about the previous studies, concept of writing, concept of recount text, concept of weekly journal, teaching writing by using weekly journal, theoretical assumption, and hypotheses. The methodology of the research will be discussed in the next chapter which is chapter three.

III. RESEARCH METHODS

This chapter consists of several topics that will be discussed. There are research design, population and sample, variable of the research, data collecting techniques, research instruments, procedures of the research, validity and reliability of the instruments, scoring criteria, data analysis, and data treatment.

3.1 Research Design

This research was quantitative research and used one group pre-test and post-test design. One group pre-test and post-test design were used in line with the question of this research that is whether or not there is an improvement in students' writing achievement of recount text because of the implementation of weekly journal. One group pre-test and post-test design could be represented as follows:

O₁: Pre-test

O ₁ XO ₂

X: Treatment

O₂: Post-test

(Sugiyono, 2013)

3.2 Population and Sample

The population of this research was tenth grade students of SMK SWADHIPA 2 NATAR in academic year 2021/2022. Since the research design is one group pre-test and post-test design, the sample only used one class only. The sample of this research was 33 students X TKJ 1. The sampling technique that is used in this research was cluster random sampling. According to Sugiyono (2013) there are two types of sampling technique, there are probability sampling and non probability sampling. The cluster random sampling technique is a type of probability sampling that is most effective to choose only certain groups of the population. To decide the sample, the researcher used lottery since there are three classes in the tenth grade TKJ.

3.3 Variable of the Research

According to Shukla (2018) variable is concerned with variation in presence of something is person, object, animal, place, or situation or in any natural phenomena. Two general types of variables are independent variable and dependent variable. Independent variable is defined as the variable which affects the other variable during the research studies while dependent variable is defined as the variable which being measured in order to know the effect of the other variable. From the explanation above, the variables of this research can be seen as follows:

- a) Writing achievement acts as dependent variable (Y), because it is the variable that will be measured and investigated to find out the effect of independent variable.
- b) Weekly journal acts as independent variable (X), because it gives the effect to dependent variable.

3.4 Data Collecting Technique

The data were collected by using measurement to answer the research question. Pre-test and post-test in the form of essay writing was used to measure students' writing achievement of recount text. The pre-test was established in the beginning of the meeting or before students were given treatments. Then, the treatments were held for about 4 meetings. After all the treatments have finished, the post-test was conducted.

3.5 Data Instruments

This research used writing test as the instrument to measure students' writing achievement of recount text. Writing tests of this research were in the form of pre-test and post-test. The pre-test was given to the students in the first meeting before the treatments while the post-test was given in the last meeting after the treatments had been done. Since this research focused on recount text as the learning material, the writing test was also about recount text. They were given 60 minutes to finish their work. The aims of pre-test and post-test were used to know the students' writing achievement of recount text because of the implementation of weekly journal whether there is an improvement or not. The scoring rubric was applied to score students' writing test.

3.6 Procedures of the Research

This research was using several procedures in collecting the data, there were:

1. Deciding the population and sample

The population of this research was tenth grade students of SMK SWADHIPA 2 NATAR, whereas the sample was 33 students of X TKJ 1 class.

2. Preparing and selecting the material

The recount text was used as the focus material and was taught regularly. Weekly journal became the technique to teach the students where they have to write the journal in every meeting through the paper. Also, the feedback from the researcher was coming after they submit the journal.

3. Establishing the pre-test

The students were asked to organize a recount text. They had 60 minutes long to organize their full recount text according to the topic that they have chosen.

4. Doing the treatment

After the pre-test had been done, the next step was doing the treatment. The treatment was done for about 4 meetings. There were two activities in the treatment, the first one was explicit teaching where the researcher will teach as usual with the recount text as the material and the next one was weekly journal writing activities where the researcher asked students to write personal journal writing related to the experiences which they have gotten.

5. Establishing the post-test

After all of the treatments had finished, the post-test was conducted. Similar with the pre-test, the essay writing was also used in post-test. The students need to write a recount text during 60 minutes. They were given the option topic in organizing the recount text.

6. Scoring the test

The researcher gave the score by using scoring rubric which consist of five aspects of writing. There are content, organization, language use, vocabulary, and mechanic. Each aspect has the range score with the specific criteria.

7. Analyzing the data

After the result of the pre-test and post-test had been obtained, those were analyzed. The quantitative data which are pre-test and post-test were analyzed by using SPSS program version 25 to find out whether

or not there is an improvement in students' writing achievement of recount text by comparing the means of pre-test and post-test.

8. Presenting the result of the research

In case the treatment had been done and all of the data had been gained and analyzed, the research was almost done. After all of the procedures are finished, the last procedure is presenting the result of the research.

3.7 Validity and Reliability of the Instrument

Validity and reliability are important in the research. Validity is used to know whether or not the instrument measures what is intended to measure while reliability is used to know the consistency of the instrument. Validity explains how well the collected data covers the actual area of investigation (Ghuri and Gronhaug, 2005) cited from Taherdoost (2016). Further, reliability is important for study, it is not sufficient unless combined with validity.

3.7.1 Validity of the Test

According to Brown (2010), by far the most complex criterion of a good test is validity. To measure writing ability should be used the appropriate test that actually measure the writing ability. The expert's judgmental is required in order to facilitate validation of the instrument before it is tested. In the test instrument, it should require the content validity and construct validity (Sugiyono, 2013).

Kunkun (2015) states "content validity draws on evidence of the topics that writers are supposed to discuss in the target domain based on a thorough needs analysis and concerns whether the test adequately and representatively measures the content area". It can be defined that the test should in line with the materials that have been given or discussed. In the writing test, the material is about recount text so the test will be relevance with the materials. The test can be said valid if recount text which is used by the researcher is based on the curriculum 2013 and syllabus that have been proven the validity.

Construct validity dealing with the quality of the test. The construct

validity is focusing on the relation between what we are testing and what we wish to assess. In this research, since it aims to find out the students' score in writing recount text, the use of construct validity will give the evidence whether the instrument is appropriate and measure what it is intended to measure or not. Therefore, the aspects of writing conducted by Jacobs, et al. (1981) which are content, organization, language use, vocabulary, and mechanic should be involved in the writing test. Those five aspects determine the construct validity.

The researcher had taken the material based on curriculum 2013 and syllabus. Moreover, the writing test that was used in pre-test and post-test was related to the material which is recount text. Besides that, the scoring system of the test had been adjusted according to the five aspects of writing. Therefore, it can be concluded that the test was valid both content and construct.

3.7.2 Reliability of the Test

The reliability refers to the stability and consistency of the test. This research used inter-rater reliability. The reliability of the writing test was measured by conducting the data of the tests after that it was counted by using SPSS 25 version. If the correlation coefficient value is <0.5 , it means that the test is not reliable yet if the correlation value is >0.5 the test can be said reliable.

Table 3.1 Reliability Interpretation

Alpha Coefficient Range	Strength of Association
<0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very Good
0.9 to < 0.95	Excellent
≥ 0.95	Too high, items are redundant.

Hair *et.al* (2016)

The result of reliability of the tests can be seen as follows:

**Table 3.2 Reliability of Raters in Pre-test
Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.884	.893	2

Table 3.3 Reliability of Raters in Post-test

Reliability Statistics Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.844	.844	2

The reliability of the pre-test was 0.884 and the reliability of the post-test 0.844. According to the table 3.1 it can be justified that the inter-rater reliability of students' score both in pre-test and post-test had a very good reliability.

3.8 Scoring Criteria

The students' writing test was scored by the researcher and the teacher. Since the test was in the form of the essay writing which students were asked to organize recount text, the score used scoring rubric conducted by Jacobs, et al. (1981).

Table 3.4. Scoring Rubric

CONTENT	30-27	EXCELLENT TO VERY GOOD: Knowledgeable, substantive, thorough development of thesis, relevant to assigned topic.
	26-22	GOOD TO AVERAGE: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	FAIR TO POOR: Limited knowledge of subject, little substance, inadequate development of topic.
	16-13	VERY POOR: Does not show knowledge of subject, non-substantive, not pertinent, or not enough to evaluate.
ORGANIZATION	20-18	EXCELLENT TO VERY GOOD: Fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
	17-14	GOOD TO AVERAGE: Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR: Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	VERY POOR: Does not show, no organization, or not enough to evaluate.
VOCABULARY	20-18	EXCELLENT TO VERY GOOD: Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	GOOD TO AVERAGE: Occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	FAIR TO POOR: Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	9-7	VERY POOR: Essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate .
LANGUAGE USE	25-22	EXCELLENT TO VERY GOOD: Effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
	21-18	GOOD TO AVERAGE: Effective but simple construction, minor problems in complex construction, several errors of agreement, tense, number, word order/function, articles, pronouns,

		prepositions but meaning seldom obscured.
	17-11	FAIR TO POOR: Major problems in simple/complex constructions, frequent errors of negation, agreement, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletion, meaning confused or obscured.
	10-5	VERY POOR: Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.
MECHANIC	5	EXCELLENT TO VERY GOOD: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	GOOD TO AVERAGE: Occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
	3	FAIR TO POOR: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
	2	VERY POOR: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

3.9 Data Analysis

The data was analyzed by using quantitative. The steps of analyzing students' score will be explained below:

1. The pre-test and post-test scored by using inter-rater.
2. Calculating the mean of pre-test and post-test.
3. Discussing about the scoring result
4. Using Paired sample t-test to find out the average scores of pre-test and post-test so that there will be showed whether or not there is an improvement in students' writing achievement of recount text because of the implementation of weekly journal. The measurement used SPSS statistic program 25 version.

3.10 Data Treatment

There were two treatments of the data in this research there were normality test and hypotheses test where the descriptions can be seen as follows:

3.10.1 Normality Test

Normality test was done to know whether the data have been distributed normally or not. It was done before the application of hypotheses testing. One sample Kolmogorov-Smirnov Test is used to measure the normality test. The standard of normality test can be seen as follows:

H_0 : The data is distributed normally. (The significant value is > 0.05 .)

H_1 : The data is not distributed normally. (The significant value is < 0.05)

After collecting the data, the result of normality test can be seen as follows:

Table 3.5 Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE-TEST	.138	33	.110	.964	33	.335
POST-TEST	.089	33	.200*	.978	33	.736

After taking a look at the table 3.5, it indicates that H_0 is accepted since the significant pre-test (0.335) and post-test (0.736) are higher than (0.05) and the data is normally distributed.

3.10.2 Hypotheses testing

The pre-test and post-test was analyzed by using Paired Simple T-test in order to compare their scores. The standard of paired simple t-test

according to Singgih Santoso (2014: 265) can be seen as follows:

H_0 : Weekly journal does not improve students' writing achievement of recount text. (Accepted if the significant is $\alpha > 0.05$)

H_1 : Weekly journal improves students' writing achievement of recount text. (Accepted if the significant is $\alpha < 0.05$)

This chapter has finished at the hypotheses testing since it has been revealed the research design, population and sample, variable of the research, data collecting technique, data instruments, procedure of the research, validity and reliability, scoring criteria, data analysis, and data treatment. The next chapter will be about the finding of the research after the whole methodology has been implemented.

V. CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusions and suggestions as the reference for the future researcher or the English teacher who want to use weekly journal as a technique to improve students' writing achievement of recount text.

5.1 Conclusions

Based on the analysis and the interpretation in the previous chapter, it can be concluded that the implementation of weekly journal could improve students' writing achievement of recount text. Teaching writing by using weekly journal could make students easier in generating and organizing the ideas when they write. Weekly journal which the benefits are freedom of expression and value of reflection makes students feel free to express experiences and perceptions they would readily write about in their native language. Therefore, the researcher claimed that weekly journal is a good alternative in teaching writing especially for teaching writing recount text.

5.2 Suggestions

Based on the research result, here are some suggestions from the researcher:

1. The English teacher could use weekly journal as a technique of teaching writing since the result of the research has given the evidence that weekly journal can be effective to improve students' writing achievement of recount text.
2. Weekly journal is very useful for students. The researcher suggests the

3. students to keep writing journal even though there is no task from the teacher in order to enhance their critical thinking and reflection.
4. Future researchers are recommended to continue and improve the implementation of weekly journal by giving the students more time to write their weekly journal in order to make their writing better.

Finally, this chapter has represented the conclusion of this research because of the implementation of weekly journal. Moreover, the suggestions in this chapter also summarizes that it is highly recommended for the teacher to apply weekly journal as a technique to teach writing and hopefully this research can be useful as guidance for the future researcher who interested to gain the similar field.

REFERENCES

- Aziz, Z. A., Magdalena, M. (2016). Using A Dialogue Journal To Develop Writing Skills. *ENGLISH EDUCATION JOURNAL (EEJ)*, 7(4), 416-432. Retrieved on July, 7th 2021, from <http://jurnal.unsyiah.ac.id/EEJ/article/view/5524>
- Broughton, G., Brumfit, C., Flavell, R., Hill, P., Pincas, A. (2003). *Teaching English as a Foreign Language*. (2nd ed). London and New York: Routledge. 248.
- Brown, H. D. (2000). *Teaching by Principle: An Interactive Approach to Language Pedagogy*. (2nd ed.). San Fransisco: Longman. 480.
- Burstein, J., McCaffrey, D., Elliot, N., Klebanov, B. B. (2020). Exploring Writing Achievement and Genre in Postsecondary Writing. *Proceedings*. 53-55. Retrieved on June, 8th 2022, from: https://www.solaresearch.org/wp-content/uploads/2020/06/LAK20_Companion_Proceedings.pdf
- Cahyono, B. Y. (1997). Effectiveness of Journal Writing in Supporting Skills in Writing English Essay. *The Journal of Education*, 4, 310-318. Retrieved on July, 7th 2021, from <https://www.neliti.com>
- Gani, I. and Amalia, S. (2014). *Alat Analisis Data: Aplikasi Statistik untuk Penelitian Bidang Ekonomi dan Sosial*. Penerbit Andi, Yogyakarta. 278.
- Harmer, J. (2007). *How to Teach Writing*. England: Longman. 154.
- Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., Hughey, J. B. (1981). *Testing ESL Composition: A Practical Approach*. Available from: <https://www.researchgate.net/publication/247716030>
- Kamberi, L. (2012). The significance of teacher feedback in EFL writing for tertiary level foreign language learners. *Procedia - Social and Behavioral Sciences* 70 (2013), 1686 – 1690. Retrieved on July, 7th 2021, from <https://pdf.sciencedirectassets.com>
- Kunkun, L. (2015). Validity Considerations in Designing a Writing Test. *Studies in Literature and Language*. 10(5), 19-21. Retrieved on August, 28th 2021, from <http://www.cscanada.net/index.php/sll/article/view/6957>

- Langan, J. (2008). *College Writing Skills with Readings*. (7th ed.). McGraw Hill, New York. 391.
- Lestari, A., Holandyah, M. (2016). The Correlation Between Reading Attitude and Writing Achievement of the Eleventh Grade Students of SMA Muhammadiyah 6 Palembang. *Jurnal Pendidikan dan Pengajaran*. 45-52. Retrieved on June, 8th 2022, from: <https://jurnal.radenfatah.ac.id>
- Marpaung, D. V., Regina, Wardah. (2015). Teaching Writing Recount Text Through Personal Journal Writing. *English Language Education Study Program*, 1-10. Retrieved on July, 7th 2021, from <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/15558>
- Mettaningrum, G., Dantes, Suarnajaya. (2013). The Effect of Journal Writing Technique and Students' Achievement Motivation Toward Writing Achievement of the Fourth Semester Students of English Education Department of Undiksha. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, Vol.1, 10. Retrieved on July, 7th 2021, from <https://ejournal-pasca.undiksha.ac.id/index.php/jpbi/article/view/570>
- Moon, J. A. (2006). *Learning Journals: A handbook for reflective practice and professional development*. (2nd ed). London and New York: Routledge. 200.
- Setiyadi, A. B., Sukirlan, M., Mahpul. (2018). *Teaching Language Skills: Preparing Materials and Selecting Techniques*. Graha Ilmu, Yogyakarta. 162.
- Rahasti, O., Santoso, H., Sholihah, L. (2017). Developing Evaluation of Writing Skill by Using Visual Media for Accounting Students of Muhammadiyah University of Metro. *Prosiding Seminar Nasional Pendidikan*. 398-403. Retrieved on October, 22nd 2021, from <https://repository.ummetro.ac.id>
- Riswanto, A., Aryani, S. (2017). Learning Motivation and Student Achievement: Description Analysis and Relationships Both. *The International Journal of Counseling and Education*. Vol.2, No.1. 7. Retrieved on June, 8th 2022, from: <https://www.researchgate.net/publication/317507780>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Alfabeta, Bandung. 334.
- Suprianti, G. A.P., Tantra, D. K., Padmadewi, N. N. (2013). A Comparative Effect of Writing Workshop and Journal Writing Techniques Based on Text Types on the Eight Grade Students' Writing Competency at SMP Negeri 1 Singaraja in the Academic Year 2012/2013. *e-Journal Program Pascasarjana Universitas Pendidikan Ganesha*, Vol.1, 11. Retrieved on July, 7th 2021, from <https://www.neliti.com>
- Taherdoost, A. (2016). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in Research. *International Journal of Academic Research in Management (IJARM)*, 5(3), 28-36. ISSN:

2296-1747. Retrieved on August, 25th 2021, from <https://www.researchgate.net>

Trisnawaty, N. (2010). Imagery in the Journals Written by the Writing I Students Of the English Department Of Widya Mandala Catholic University Surabaya. *Magister Scientiae*, No. 28, 122-130. ISSN: 0852-078X. Retrieved on July, 7th 2021, from <https://www.neliti.com>

Troyka, L. Q., Hesse, D. (1987). *Simon and Schuster Handbook for Writers*. (11th ed). Englew: Prentice Hall. 740.

Tuan, L. T. (2010). Enhancing EFL Learners' Writing Skill via Journal Writing. *English Language Teaching*, 3(3), 81-88. ISSN 1916-474. Retrieved on July, 7th 2021, from <https://files.eric.ed.gov/fulltext/EJ1081806.pdf>

Wagiyo, S. (2018). The Use of Journal Writing in Teaching English Writing. *Article*. DOI: 10.17632/j4p4k4djn2.2. Retrieved on January, 28th 2021, from <https://www.researchgate.net>

Walker, S. E. (2006). Journal Writing as a Teaching Technique to Promote Reflection. *Journal of Athletic Training*, 41(2), 216–221. Retrieved on July, 7th 2021, from <https://www.ncbi.nlm.nih.gov>

Yurekli, A., Afacan, A. (2020). Journal Writing and Diary Journal Writing: Effects on Students' Writing Proficiency and Student and Teacher Attitudes. *Register Journal*, 13(1), 1-48. ISSN: 1979-8903. Retrieved on July, 7th 2021, from <https://www.researchgate.net>