THE EFFECT OF DIARY WRITING TO STUDENTS' WRITING ABILITY AT GRADE VIII OF SMP N 2 PADANGSIDIMPUAN

A THESIS

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TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019

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A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the requirement for the Degree of Graduate English (S.Pd) in English

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Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the requirement for the Seminar Proposal

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LETTER OF AGREEMENT

Term : Munaqosyah
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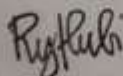Dean Tarbiyah and
Teacher Training Faculty
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Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to Hotdalila Daulay, entitled *"The Effect of Diary Writing to Students' Writing Ability at Grade VIII of SMP N 2 Padangsidimpuan"*, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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DECLARATION OF SELF THESIS COMPLETION

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iii

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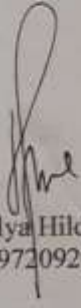
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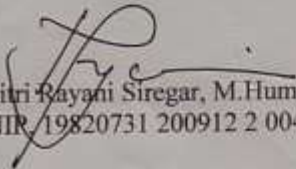**HOTDALILA DAULAY**
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iv

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Result/Mark : 86.5 (A-)
IPK   : 3.31
Predicate : Sangat memuaskan

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LEGALIZATION

Thesis	:	The Effect of Diary Writing to Students' Writing Ability at Grade VIII of SMP N 2 Padangsidimpuan
Written By	:	HOTDALILA DAULAY
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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English

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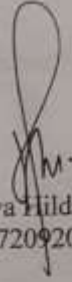Writing Ability at Grade VIII of SMP N 2
Padangsidimpuan

ABSTRACT

In this research, researcher found students ability in writing were: 1) Students had lack of vocabulary, 2) Students lack of ideas, students are difficulties to express their idea to use the good sentence about their experience writing, 3) Students were lack motivation and attention about the important of writing. The purpose of this research was to examine the significant effect of learning using diary writing to students' writing ability at grade VIII of SMP N 2 Padangsidimpuan.

The approach used in this research was experimental research. Population in this research was 283 students and sample of this research was 45 students. Researcher choose two classes as sample using normality and homogeneity test. They were VIII-9 as experimental class was 24 students and VIII-10 as control class was 21 students. In this research, researcher gave pre-test and post-test in writing ability. The data was derived from pre-test and post-test.

After the data have been analyzed experimental class used diary writing and control class used conventional. The researcher found mean score of experimental class before using diary writing was 41.25 and mean score after using diary writing was 72.67. The effect of diary writing to students writing ability was 3.31 with t_{table} is lower than t_{count} (3.31>2.021). It means H_a was accepted and H_0 was rejected so there was significant Effect of Diary Writing to Students' Writing Ability at Grade VIII of SMP N 2 Padangsidimpuan.

Key words : Diary Writing, Students' Writing Ability

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May Allah, the almighty bless them all, Aamiin.

Padangsidimpuan, 24 Oktober 2019

Declaration maker

HOTDALILA DAULAY
Reg. No. 15 203 00072

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is the important one in human life, because without language human cannot accept the information and cannot communicate to other people properly, especially English language, because understanding English is very important in this globalization era. English has become International language, so that every person must be knows and proficient in this language. Understanding English language, we can go around the world because English is used in many countries around the world and to know the information, education, economics and the other we must have skill and proficient in English.

Teaching English includes four skills such as listening, speaking, reading and writing. The four skills are supported by learning of English elements, they are structure, grammar, vocabulary and pronunciation. Those four skills have a relation to one another. Writing is the fourth skill after listening, speaking, and reading. Whenever writer want to communicate with other people using a language, writer should have mastered a stock of words related to the topic. Students have to be easier to memorize new words that they never had before. It will help them make their learning process go easier so they will get the highest result.

Writing is one of the skills besides listening, speaking, and reading that should be taught in the early of learning. In teaching writing, the students of SMP N 2 Padangsidimpuan must be exposed to several kinds of writing practice. They are supposed to be able to write short passages of different kinds of text.

In the global era, many aspects of life need writing skill as a part of the requirements. One of the examples which writing takes an important role is in the educational setting. In the educational setting, students are expected to be able to write a kind of academic writing. Therefore, schools or institutions should provide their students with sufficient skills which are needed to face the real world situation with the real language use. However, based on the interview conducted by the researcher with teacher at SMP N 2 Padangsidimpuan.[1]

In the field, some students faced difficulties in writing. There are some factors which can influence the difficulties or problems of students in writing. First, students lack of vocabulary. Second, students lack of ideas, students are difficulties to express their idea to use the good sentence about their experience writing. A good idea is made writing easy to comprehend a text. The third, students were lack motivation and attention about the important of writing. Motivation can be categorized as either extrinsic or intrinsic.[2] When they got the ideas, then they worried

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[1] Sri Kartini as a teacher in SMP N 2 Padangsidimpuan

[2] Huit, *Motivation to learn* : An overview, (http://Chiron, Valdosta edu/huit/co/motivation/retrieved on March 2013.

about what words, which tenses they should use to convey their ideas and they were afraid of making mistakes.

In teaching text type for example, the teacher at least need to give feedback for students. The feedback given by the teacher was in the form of the direct feedback. The teacher use personal feedback in which when she was correcting the students' writing, she asked the students to come and see on their mistakes, then she directly gave them the correct form. This kind of feedback was considered less effective because it spent much time and not all students got the personal feedback.

As a result, because it was a direct feedback, the students would easily forget the correction. It just liked the things that come and go in their mind, so that they could not learn from their mistakes and they even continually made the same mistakes. Besides that, the students' motivation to write was low. Some students were extremely unconfident and reluctant to write due to some reasons. The main reason was that they thought they had nothing to write and when they had already got the ideas of what to write about, the lacks of vocabulary, grammar, and sentence organization made their ideas could not be properly conveyed. Because that, some students things they do not have skills for writing and they can not give the best writing. Because language is a skill, the lack of practice was the problem.

In learning writing students need strategy to make them easier to write down their experience or their felt. The teacher can using writing strategies or techniques in teaching writing to help their problems in writing. Writing strategis such as clustering, brainstorming, picture and recount writing formats such as letters and diary can also be employed at the class.

As a teacher, it is necessary to find new teaching strategy to overcome the problems and not to forget to motivate the students so that students have a passion for learning. Some teacher use games, song, animation etc. In this study, diary writing is chosen as the strategy to teach writing ability. This strategy can help students to write down their experience easily. They can write their experience on diary book to expand their ability in writing. The teacher also must be support and motivate the students to write something and writing practices both in the classroom and outside the classroom.

The students can write what they want to write on their diary book. Because writing ability is one of the most important skills in learning English. Through diary writing students can keep a record of their ideas, opinions, and their stories of daily life and they can interested in writing, especially at grade VIII of SMP N 2 Padangsidimpuan.

From the above quotation, diary means a book for writing activities by making a date and time. It is updated on a daily basis, private and

written for an audience of one.[3] According to Wallace writing diaries help students gain self-confidence, encourage more writing and help them find writing interesting.[4] So, Diary can be excellent way to get practice in writing.

Based on the explanation above, the researcher interest to conduct the research to solve problem about students' writing ability with the title "**The Effect of Diary Writing to Students' Writing Ability at Grade VIII of SMP N 2 Padangsidimpuan.**

B. Identification of the Problem

Especially at SMP N 2 Padangsidimpuan researcher found that there are some problems in writing ability at grade VIII of SMP N 2 Padangsidimpuan as following are :

1. Students lack of vocabulary

2. Students lack of ideas, students are difficulties to express their idea to use the good sentence about their experience writing

3. Students were lack motivation and attention about the important of writing

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[3] Hanan A. Taqi et al., "The Effect of Diary Writing on EFL Students' Writing and Language Abilities," *British Journal of Education* 3, no. 2 (2015): P.76, www.eajournal.org.
[4] Wallace, "International Conference on Languages, Literature and Linguistics IPEDR," *International Journal* 26 (2011): P. 72, http://www.eajournals.org/journals/international.

C. Limitation of the Problem

Based on the problem above in this research, the researcher focuses on students' problem in writing ability and the effect of diary writing to students' writing ability at grade VIII of SMP N 2 Padangsidimpuan. The researcher focuses on writing paragraph because it is appropriate material for junior high school students to improve their ability especially in writing.

D. Formulation of the Problem

Based on the background, identification, and limitation of the problems above the research problem can be formulated as follows :

1. How is students' writing ability before learning using diary writing?

2. How is students' writing ability after learning using diary writing?

3. Is there significant effect of learning using diary writing to students' writing ability?

E. Purpose of research

The purposes of this research are:

1. To know how is students' writing ability before learning using diary writing

2. To know how is students' writing ability after learning using diary writing

3. To find out whether there is or there is not significant effect of diary writing to students' writing ability

F. Significances of the Research

The result of this research will give the benefit to some categories below :

1. For the headmaster as information to improve the quality of English teacher at SMP N 2 Padangsidimpuan

2. For teacher, to develop their capability in teaching writing and can make in more enjoyable and interesting, so the students are not afraid to write down their ideas

3. Students, to know the way to learn English will be better, to improve students skill inwriting ability and have good writing after they learnt or used diary writing

4. Researcher, it is useful as source of the information for futher related studies and this study can be used by the researcher to get new experience in the teaching learning process and gives insightful knowledge of English proficiency.

CHAPTER II

THEORETICAL DESCRIPTION

In introduction a research, theories are needed to explain some concept or terms applied in the research concerned. Some concept or terms are used in this research and they need to be theoretically explained. In the following part theoretical elaboration on the concept or terms used will be presented.

A. Theoretical Description

1. Writing Ability

a. Defenition of Writing

Writing is a way to communicate with others in the written form, everything should be clear. In writing the message of the communication use the written form. Writer must use structure and grammar well. Writer have the ways or process to make our writing best. The writer should be able to make reader understand the message conveyed, but unlike speaking that the message of the communication can use gestures or body language. Writing not the same as speaking.Writing is including in written language because people communicate in written form. According to Rijlaarsdam writing means to develop imagination, which means to develop

thinking dispositions.[1] So, writing is communication conveying the message explicitly delivered in writing

Writing is a learned behavior as learning to 'swim', people need someone to teach them. It means that people need someone to teaches them how to write or how to make best writing. Then Cristal says " writing is a way of communicating which uses a system of visual marks made on some kind of surface.[2] And then, Fischer also definite, writing changes as humanity changes. It is a gauge of the human condition.[3] So, writing is a way to communicate or express conditions by requiring the help of others.

Writing as a tool to communicate has many changes, like people can communicate each other to know the information from the other people from language via text from the writer have write. From the defenition above, writing is important and the students must be learned better than other skills. Students need much study and practice seriously for their skill in writing ability. Writing is a process, and student have to know the process or the organization of writing. They must know how to make best writing, from starting, finding ideas, make the ideas to good paragraph,revising, until finishing into quality writing. Toby says, writing is a complex,

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[1] Get Rijlaarsdam, *Effective Learning and Teaching of Writing: A Handbook of Writing in Education* (United States of America: Kluwer Academic, 2005), P.12.
[2] D. Cristal (1995), THE Cambridge Encyclopedia of English Language. Cambridge Uneversity Press
[3] Fischer and Steven Ronger, *A History of Writing* (London: Reaksion Books, 2011), P.8.

variable, multifaceted process that refuses foolproof formulations.[4] So, writing is an ability that can be obtained by seriously following and understanding the process to create satisfying results.

Writing is a complex process because writing cannot be just mentioned as the written work but it is more about the process, procedure, and steps in resulting that written work. Through writing writer can express his or her feelings, hopes, dreams, and joy as well as his or her fears, angers, and frustrations.[5] Writing does not work in a simple way, because writing needs some consideration of its asfect. Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.[6] Writing is difficult to do, so writer should have strategy or technique, also writer need motivation to make it easy. Motivation is one of the keys of success in learning because motivation is a factor that encourages the learners taking action and being active in learning process. Motivation motivates student to study because she/he wants to study the material is interesting. Writing is one of the main skills in language learning, exactly writing needs motivation.[7] So, from

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[4] Toby Fulwiler, *College Writing: A Personal Approach to Academic Writing* (Boynton: Cook Pubisher, 2002), P.11.

[5] Jane B Hughey, *Teaching ESL Composition Principles and Techniques* (Massachussetts: Newbury House, 1983), P.58.

[6] David Nunan, *Practical English Language Teaching* (New York: McGraw-Hill Companies, 2003), P.88.

[7] Sayid Agustian, "The Effect of Using Video on the Writing Motivation of Senior High School Students in Pekanbaru" (University Sultan Syarif Kasim, 2016), P.2.

writing we can express our feelings by getting motivation so that it is not too difficult to express something.

Kathleen states, writing is an excellent means of monitoring and improving your comprehension and retention. It is also an effective learning strategy.[8] According to Patel, writing is skill which must be taught and practiced.[9] Good writing is rewriting, reseeing your first words and determining whether or not they do the job that the writer wants them to do.[10]

Haris and Syafi'i state, there are five asfects of making good writing, they are:
1) Content   : the substance of writing, the ideas expressed.
2) Form   : the organization of content.
3) Grammar : the employment of grammatical forms and syntactic pattern.
4) Style   : the choices of structures and lexical item to give aparticularal tone or flavour to the writing.
5) Mechanics : the use of grafic conventions of the language.[11]

So, to produce good writing we must understand asfects in writing, because if one of the asfects is not fulfilled our writing is not good and lame or unbalanced again.

b. Writing ability

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or

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[8] Kathleen T. Mc Whorter, *Efficient and Flexible Reading* (New York: Copyright, 1992), P. 289.

[9] M.F. Patel and Preven M. Jain, *English Language Teaching* (USA: Foresman and Company, 2008), P.125.

[10] Toby Fulwiler, *A Personal Approach to Academic Writing* (United States of America: Foresman and Company, 1991), P.20.

[11] Haris and Syafi'i, *From Paragraph to a Research Report: A Writing of English for Academic Purpose* (Pekanbaru: LBSI, 2011), P.164.

readers understand the ideas conveyed.[12]According to Victoria ability is the power to do something physical or mental.[13] Every one can apply their ideas, information's, knowledge, feelings, or even persuade others. At least six meanings of 'writing' can be distinguished (1) a system of recording language by means of visible or tactile marks, (2) the activity of putting such a system to use, (3) the result of such as activity, a text, (4) the particular form of such a result, a script style such as block letter writing, (5) artistic composition, (6) a professional occupation.[14]

Writing ability should be specified before practical assessment procedure is designed, this basic principle is likely to be missed amongst teachers. Writing ability focus on devising others test-related features such as test-tasks, topics and scoring schemes.Writing ability focus on among complex aspects of writing.[15] So, in writing ability students must pay attention to their writing whether it has fulfilled aspects in writing or not. To achieve good writing abilities requires student fluency.

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[12]Teaching English, *Defenition of writing Ability,* Monday, April 12nd 2010 http://teachingenglishonline.net/definition-of-writing-ability/

[13] Victoria Neufea and David B. Guralmik, *Webstern New World Collage Dictionary* (USA: MacMillan, 1995), P.2.

[14] Florian Coulmas, *Writing System: An Introduction to Their Linguistic Analysis* (New York: Cambridge University Press, 2003), P.1, http://cambridgeuniversitypress.

[15] Jyi-yeon Yi, "Defining Writing Ability for Classroom Writing Assessment in High School," *E Journal* 5 (2000): P. 35, www.eajournal.ac.id.

c. Purpose of writing

According to Tony in thesis of Lukman, there are five common purpose of writing they are:[16]

1) To instruct

   To instruct it means to command someone to do something, especially as an official order.

2) To inform

   Writing can give communicate ideas and information to others.

3) To persuade

   Use appeals of logic, emotion, and character to prove a point. May not be fairly presented.

4) To narrate

   To narrate is to tell a story or to tell what happened.

5) To response

   To response is reaction to an event, occurrence, or situation, aimed at its containment or control.

   According to Makhan purposes of writing are two, they are:
   The first set is concerned with the pragmatic effects of the communication. It means the writing can give effectively and accurately messages. The second set is concerned with the social effects of the form of the communication. It means writing make communication conforms to the expectations of a particular social community.[17]

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[16] Lukman Bhakti Hudaya, "The Use of Diary Writing in Teaching Writing Recount Text" (Syarif Hidayatullah State Islamic University of Jakarta, 2018), P.35, repository.uinjkt.ac.id.
[17] Makhan L. Tickoo. *Reading and Writing Theory Into Practice,* (Singapore: Seameo Regional Language, 1995), p. 423-424.

Kate states in his book there are three purposes of writing, to entertain, to inform, to persuade.[18]

1) To entertain

Writing to entertain generally takes the form of imaginary or creativity. It must not make the readers augh, but engage their feeling in some ways.

2) To inform

Writing to inform has purpose to tell the reader about something.

3) To persuade

The writer tries to convince the reader of something that a point of view is valid by presenting the fact/data.

From the explanation above the purpose of writing is to covey and obtain written information in the form stories or experience or just the background.

d. Steps of Writing

Writing is the process to compare vocabulary, structure and grammar to make a sentence. Writing is never a one step action. Because when you want to write something, the first you have thingking about what do you want to write. After you have finished your writing you can read what you have written, if there is some

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[18] Kate Grenville, *Writing from Srart to Finish: A Six Step Guides* (Australia: Allen and Unwin, 2001), p.2

mistakes you can change and make it correctly. So that, the writing need the process to make it interesting to read.

There are five steps in writing process:

1) Prewriting

According to Richards and Renandya, Prewriting is any activity in the classroom that encourages students to write.[19]Prewriting is the first step that the students to do start writing. The goal of prewriting is to generate ideas.

2) Drafting

Drafting is the second process after planning (prewriting) . The student can make the draft to make them easy to write the sentence or to make the paragraph, they can use question the make it easy.

3) Revising

The students should reexamine what was written to see how effective the sentence to make communication with the readers, not only checking for language error or not only analysis the error in the sentences.

4) Editing

The author corrected the error of grammar, structure or punctuation in the sentence. According to Toby, to finish writing

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[19] Jack C. Richard and Willy A. Renandya. 2002. *Metodology in Language Teaching,* United States of America: Cambridge University Press. P. 316

well you edit. You edit in the later stages of writing to recheck your whole text, to make sure, read as to intend it to read.[20]

5) Publishing and sharing

This is the final of writing process. It can be accepted by the reader what the writer have to written. Because learning writing is important and to make the writers interesting in writing, writing process must be known to the author.

According to Harmer there are four steps in writing process:[21]

1) Planning

Before starting to write, they try to making notes to make them easier to write down their ideas. In planning they have to think about place, audience and content structure.

2) Drafting

This process can refer to planning, like make the draft

3) Editing (reflecting and revising)

Reflecting and revising are often helped by other readers who comment and make sugestions.

4) Final version

Writers have edited their draft, making changes to make it perfect and then the writer ready to send the written to audience.

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[20] Toby Fulwiler, College Writing: *A Personal Approach to Academic Writing, Third Edition,* (USA: CookPublisher, Inc, 1998), p. 21.

[21]Harmer Jeremy. *"How to Teach Writing",* Pearson Education Limited, England. 2004, p.4-5.

From some of the opinions above we can conclude that writing process very important for the writer to make their writing good and can be shared with the audience.

e. Genres of Writing

According to Brown, there are three short genres of writing:[22]

1) Academic Writing

There are some kinds of academic writing, they are: papers and general subject reports, essays, compotitions, academically focused journals, short-answer test responses, technical reports (e.g. lab reports), theses, disertations.

2) Job related writing

In this point, job related writing shows the kinds or examples. They are: messages (e.g phones messages), letters/emails, memos (e.g. interoffice), and reports (e.g job evaluations, project reports), schedules, labels, signs, advertisements, announcements and manuals.

3) Personal Writing

In personal writing, writer more focuses i informal writing. Such as: letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents (e.g check, tax forms, loan applications), forms,

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[22] H. Douglas Brown, *Language assesment principles and classroom practices,* (New York: Longman,2007), p.219.

questionnaires, medical reports, immigration documents, diaries, personal journals, and fiction (e.g short stories, poetry).

In this research, researcher took personal writing as a genre in writing because diary writing is a part of personal writing. In diary writing also the author can express his or her personal experience in detail without having to know other people.

f. Types of writing

Types of writing are four, they are narration, description, exposition and letter writing. According to Fachrurrazy, types of writing are:

1) Narration

Narration tells "what happened". It tells a story. It is the kind of writing found in novels, short stories, and biographis. Narration usually follows time order.

2) Description

Description tells how something looks or feels or sounds. It talks about such features as size, shape, color, sound or taste. Description sometimes follows space order.

3) Exposition

Exposition is writing that explain something and often answer question what, how, and why.

4) Recount

Recount is to tell past even for the purpose of informing or entertaining. It's usually found in journals, diary, personal letter, biography, travel report, police report, sport report, history, etc.

5) Letter writing

Letter writing are formal letter, business letter, and personal letter.[23]

So these types of writing can be taught to students through their respective teachers, whether in the form of stories, personal experiences, biographies and anything that happens.

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[23]FachrurrazyThe challenges of writing meaningfully indiary or jurnal", accessed: https://www.themindfulword.org/2017/challengewriting-meaningfully-journal/ , on: february 26, 2018

g. Difficulties in Writing

Not all people can write easly, they have different skill and ability to understand the material. The teacher must have to good ways or technique or strategy to teach english, especially in English writing. The student must be interesting to study about English writing. The teacher should teach them calmly and interestingly to make them enjoy it. When the students write in english, many of them feel worried and not confidence.[24] Because of that they cannot concern in one idea or organizing their sentence structure. In writing needs organization the ideas, linguistics, structure of sentence. If they are worried and not confidence they will not consentration and some of their idea will be blank. Students have not much vocabulary, they also don't know structure and grammar well because of that they feel they are bad in writing exercise.

h. Assessment of Writing

Writing assessment is important in writing ability because it can be used to know whether the students' ability good or not, to see the skill of students in writing, also the students' weakness in writing. Hyland says that "assessment refers to the variety of ways used to collect information on a learner's language ability

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[24] Jack C. Richard and Willy A. Renandya. P. 307

achievement".[25] So, assessment is the way to collect infoermation about the students' knowledge or students' skiil in writing.

Writing assessment easier to be used and easier to be understood. Then the teacher will be easy to determine students' scoring and will be more effective and effecient to give score to students'wrriting There are some ctriterias to make scoring of students' writing:

1) Grammar

Errors of grammar or wors order fairly frequent, occasional re-reading necessary for full comprehension

2) Vocabulary

Uses wrong ideas or inappropriate words fairly frequently, expression of ideas may be limited because of inadequate vocabulary

3) Mechanics

Errors in punctuation or spelling fairly frequent, occasional re-reading necessary for full comprehension

4) Fluency

Occasional lack of consistency in choice of structures and vocabulary which does not, however, impair overall ease of communication.[26]

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[25] Ken Hyland, *Second Language Teaching,* (New York, Cambridge University Press, 2004), P.213.
[26] Arthur Hughes, *Testing for Language Teachers* (UK: Cambridge University 2003), P. 101-102

5) Organization

Some lack of organization, re-reading required for clarification of ideas.

The evaluation above so important for students' ability in writing to know which one the students' lack or the students' weakness in their writing.

i. Kinds of Media in Teaching Writing

Many kinds of media to teach writing for the students to make them interesting in English writing. There are kinds of media in teaching writing according to Gerlach in Leli Ana Veritasari they are:

1) Still picture, which is defined as a record or a copy of a real object or event which may be larger or smaller that the object event it respresents (e.g photograph)
2) Audio recording, which is known as the reproduction of actual events or of sound effects which is made on magnetic tape, on discs or on motion picture sound tracks.
3) Motion picture, which is also known as the videotape recording, is a moving image in colour or black and white produced from live action or from graphic representations (e.g film)
4) Television which is defined as all types of audio-video electronic distribution systems which eventually appear on a cathode ray tube.
5) Real things, simulations and models. (eg. Journal, diary)[27]

So, in teaching Writing there are several medias as listed above, if he teacher can provide a good strategy for students then students are

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[27] Leli Ana Veritasari, "Using Diary to Develop Writing Ability of the Fourth Grades of Kanisius Notoyudan Yogyakarta" (Dharma University Yogyakarta, 2008), P.21-22, www.dharmauniversityyogyakarta.ac.id.

automatically proficient in writing, especially writing personal

experiences that are real things that have our personal experience.

2. Diary Writing

In learning writing students need strategy or technique to make them

interesting when the teacher teach them about writing. Because of that,

the teacher can using strategy to make them easier to write down their

experience. According to Roberta Martins, writing diary can improve

writing ability. Diary writing is writing about yourself as a learning

strategy.[28] In Citra Hanayanti thesis also writing a diary as a strategy to

improve the students' ability in writing.[29] So,in this research researcher

using diary writing as a strategy in teaching writing to help the students

problem in teaching writing.

a. Defenition of Diary Writing

Diary is a tool for the author's self-reflection, the author's self-

improvement, let emotional-flow, keep the author's history, and

record the author's experience.[30] Diary is a very personal kind of

writing. It is meant to record certain significant events and feelings

of the writer. Usually author write what she or he feel. She or he will

write creativity, imagination and really part of the situation. Diary is

very secret record of one's life, so she or he must be write the honest

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[28] Roberta Martins, Diary Writing as a Learning Strategy World of Better Learning, retrieved from http://www.cambridge.org/2019/07/09.writing-diary-learning-strategy.
[29] Citra Hanayanti. "Writing a Diary as a Strategy to Improve the Tenth Graders' Ability in Writing Recount Texts at SMAN 6 Malang" (Malang, 2011), P.iv
[30] Harmer Jeremy. "*How to Teach Writing*"(Pearson Education Limited, Malaysia, 2007),P.35

on of their feelings. Bazir in her research stated the word "diary" came from the Latin word "diarum" where "di" means "day" in modren English and the suffix "arium" and its modren equivalent the suffix "ary' stands for 'in connection wuth or pertaining to".[31] Thus, a diary is a daily log that records the events that happen during the day.

According to Brown, diary is a personal writing, means that writing for yourself.[32] Diary writing is record the author experience and it is the author's privacy. Diary not a message but it is a representation of experience.[33] Actually diary is the easiest writing practice. The writer can write anything that they want to write like: daily events, a holiday or trip, a life problem and also you can write when you feel happy. So simple to write a diary, you can write what do you want to write as well as possible.

By diary writing, the students are free to express their ideas, experiences, activities that have happened in their life. Diary writing is one of the strategy in teaching writing, the students use of simple past tense in context, and they can organize their ideas by using correct grammar, simple past tense, and vocabulary. Diary writing has a lot of fun, and can be adapted to a variety of writing

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[31]Atena Haghnavaz Bazir, P.169.

[32] Brown, Kristine and Susan Hood. *Writing Matters: Writing skills and Strategies for students of english.* (Autralia : Cambridge University Press, 1989) p.117

[33] Steinitz, Rebecca. *Writing diaries, reading diaries: the mechanics of memory,* (Department of English, University of Califonia: USA, 2009)P. 44

experiences.[34] Diary as a kind of free writing activity where the writer write without fear of being evaluated. Diaries are seen as good examples of writing where students write without fear of being corrected on grammar and spelling and where their attempts are praised. Diary, also called a journal, is a notebook where people can write anything they want such as their feelings thought, ideas, or experiences. They have a reason for writing a diary.

From all of the defenition above, we can conclude diary is like a handwritten book where the writer share their feelings, thoughts, and experience and it is private and not people can read that.

b. **Kinds of diary writing**

In the nineteenth century, diary becomes the existence handwriting. It means that writing diary has been written for long times ago. There are two kinds of diary:
1) One talks about creating the personal experience. Sometimes, it is the author's secret and quite privacy.
2) One is more formal then the first kind of diary. In the second one, it representative of experiences which has a relation between the individual and the outside world.[35]

The purpose of the first type of diary, the writer who only writes his personal experiences and life in his diary. This type of diary book is confidential and only the author can read what he or she wrote in the diary book. Ordinary, diary books loke this in a safe diary book that is not read by others or even the author locks the diary book so that not anyone can open it.

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[34] Vita Ningrum, Ferry Rita, and Hastini, *Improving Writing Skill in Writing Recount Text Through Diary Writing,* E-Journal of English Language Teaching Society (ELTS), 2013, Volume 1, Number 1, p.1

[35] Steinitz, Rebecca p.47

If the first diary only discusses personal experience, then the second type is about experiences related to other people and more specifically outside life. In general, the second type of diary is more formal compared to the first type of diary.

According to D. Hopkins there are two kinds of diary:[36]

First is personal diary and the second is general diary. From some of the explanation above, it can be concluded that there are types of diaries that are personal and some that are general in nature that can be seen by others.

c. Process to write a diary

It's so easy and so simple to write a diary, what they want to write just write it. There is to make students easly to write a diary. According to Curtis, below are some tips that find for guiding the students to write the diary more easier, they are:[37]

1) Trying to recall your memories. You have to record your memories and thought in your diary. Moreover, you have to write as possible as detail information

2) Setting a time in each day for the students to write their diary. In every learning process, the teacher has to give time for students to write a diary

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[36] D.Hopkins, *Writing English Teaching,* New York state Assosiation for Bilingual Education. P.24.
[37] Curtis, Andy, and Kathleen M. Bailey, *Diary Studies,* The Chinese University of Hong Kong, P. 75

3) Taking a comfortable place for writing your diary. Sometimes some of students do not want be disturbed by their friends.

4) You have to bring another notebook everywhere. The students still can write in everywhere and every time if they want

5) When you write a diary, don't worry about grammar, style, and organization. Just focus to your opinion or your idea and that want to you write.

d. Structure of diary writing

Diary writing is like a handwritten book about the writer experience or the writer feeling. Diary writing has a structure like the following:.[38]

1) Date

The writer must be write the date on their diary book such as Monday, 12nd of June.

2) Orientation

In the orientation we will use greeting like "Dear Diary".

3) Paragraphs

In this part, the writers can write their feelings, thoughts and their activities also.

4) Personal reflection

The writers write the conclusion of their feel about the day, like happy or not.

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[38]James Hoffiman, *Diary Entry – Text structure and Language Features,* retrieved from http://sherrycompfs12a.wikispaces.com/file/view/res 51539 Diary entry text structure and language features.pdf, on August 11th at 5 p.m.

5) A sign-off

The last, the writers giving their signature in their entry

So, from the explanation above, to write a diary, students must be careful in writing, because in writing this diary begins with the date and ends with a sign-off. Means that one of the structures must not be left behind.

e. **Advantages of Diary**

There are some advantages of diary writing. According to Harmer, there are four advantages of diary writing like the following:[39]

1) The value of reflection

Diary make students think about how they learn harder to get good results or value according to their efforts.

2) Freedom of Expression

Students can express their feeling more freely. In their diaries, moreover students can write about anything that interests them.

3) Developing Writing Skill

Diary writing help sudents to improve their writing and it makes them fit. They can write comments on the classes they are experiencing, they can write about their personal lives and also about their friends.

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[39]Jeremy, Harmer. *How to Teach Writing,* (Essex: Pearson Education Limited :2004), P. 126-127.

4) Student-teacher dialogue

The teacher can give the task and ask to students to write down what they felt yesterday and then the teacher will read it and gives them comment and feedback their writing. So, students are more interested in writing.

f. Example of Diary Writing

Date

1st July 2019

Oriantation

Dear diary

Paragraph

Today I started my new job at Junior high school at Sibuhuan. I was excited but very nerveous at the same time. I hope that my headmaster and the teachers who worked there liked me.

Personal Reflection

One of the teacher who worked there was called Anisa, she was awesome. Not sure I liked Maisyarah, she wasn't very friendly but she only works 3 days a week so I wont she her much

Anyway a new day tomorrow, lets hope I can make some tips. Wish me all the best

Good night (*Sign off)*

g. Difficulties of writing diary

The difficulties of writing diary in thesis of Fina are eight they are:

1) Content

   Most of students get difficulties to develop the content. They confused what story they will write.

2) Organization

   Related to the generic structure of the recount text. Some of the student don't give pay attention to the generic structure of the text.

3) Vocabulary

   Related to choosing the appropriate word. Most of students who difficulties in expressing their ideas, because they are lack of vocabulary they can use a simple word to write the story.

4) Grammar

   Related to writing the good and correct sentences. Some students felt difficult to make a correct sentence, because they lack of grammar ability. They do not know how to use tense.

5) Mechanics

   It is about errors in spelling and punctuation. It could bethe text is unread because the students' handwriting is not good.

6) The students feel bored in diary writing process

7) The students do not interest English Subject. It affects the students' writing in English

8) Students cannot express what their experience and feel.

So to overcome some of the difficulties experienced by students in writing teachers, there must be more strategies in teaching, either in the form of work or methods so students are not too monotonous in learning and that can make them interested so that their difficulties in writing will gradually decrease.

B. Review of Related Findings

There are some related findings related to this research. They are: The first is Novi Yulianti, She conclude her research in five aspects. First aspect in the content score is 4.37. Second asfect in the organization aspect score is 3.34. Third aspect in the vocabulary aspect score is 3.42. Fourth asfect in the language aspect score is 5.15. The last aspect for the mechanics aspect is 0.78, the result of the t-value is 11.939 and the significance level of the difference between means is 0.000 which is lower than 0.05. it means the hypothesis is accepted.[40]The Second is Vita Ningrum, the researcher use pre-test and post-test. T-counted was 8.56. t-table was 2.064, t-counted was higher than t-tabe. It means the hypothesis of this research is accepted.[41]

The third is Lukman Bhakti Hudaya,the use of diary in teaching writing recount text could help and develop students' writing.[42] The fourth is Nur Millah, the data was collected through tests and interview. T-test

[40] Nofi Yulianti, "Improving the Writing Skills Through Diary Writing of the Tenth Grade Students of SMA N 1 Ngemplak" (Yogyakarta State, 2014), P.xiv.
[41] Vita Ningrum, "Imroving Writing Skill in Writing Recount Text Through Diary Writing" (Uin Suska Riau, 2014), P.iv, repository.uinsuska.ac.id.
[42] Hudaya, "The Use of Diary Writing in Teaching Writing Recount Text."

result > t-table which means that the H_0 (null hypothesis) is rejected and H_a (alternative hypothesis) is accepted. Moreover, this finding is also in line with the interview result showing that diary writing is effective particularly in helping students find writing ideas, improving their writing fluency, and building their writing habit.[43] The last is Dr. Taiba M. Sadeq, Dr. Rahima S. Akbar and, result showed that there is a significant effect on diary writing on the improvement of grammatical accurancy in the EFL college students.[44]

In summary, from the above description, the reseacher concludes that strategy can improve and make students enjoy in writing ability. So, the researcher hopes that Diary as strategy can improve and make students enjoy in writing ability and this research will omplete and contribute previous findings. Moreover, the researcher wants to research about "The Effect of Diary Writing to Students' Writing Ability at Grade VIII of SMP N 2 Padangsidimpuan".

C. Conceptual Framework

The goal of writing is to express the writer ideas, thingking, thoughts and feeling. In writing, students must have mental condition not only about considering the material to be given by teacher when the teacher teaching English. Students should given their ideas to write something and don't shy to express their ideas. The teacher must choose the suitable strategy or

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[43] Nur Millah Mutsliah, "The Effectiveness of Diary Writing on Students' Writing of Recount Text," 2016, P.iv, repository.ump.ac.id.

[44] Dr. Taiba M.Sadeq et al., "EFL Writing Student's Perception of The Effect of Diary Writing," *International Journal* 3, no. 2 (2015): P.iv, www.eajournals.org.

media or method for the students to make them easier in practice their writing ability.

To make the students easier, the teacher must have the way to make the students interested in writing and the students also easier in composing or organizing their writing. So, the students writing become better then before.

Conceptual framework that do as below:

1. Students are lack of vocabulary
2. Students lack of ideas, students are difficulties to express their idea to use the good sentence about their experience writing
3. Students were lack motivation and attention about the important of writing

Diary writing

Pre-test

Experiment class with Diary Writing	**Control class with conventional method**

Post-test

Hypothesis

H_a   **H_0**

The researcher found the problem that students are lack of vocabulary, write the sentence with wrong tenses and also they don't really understand about tenses. In this case, researcher uses diary writing to solve the problems. Before conducting diary writing, researcher would teach writing ability by using diary writing to experimental class and by using conventional method to control class. After that the researchet give post-test to students about their writing ability to both classes. Then, researcher would compare the writing result of pre-test and post-test between experimental class and control class to prove the hypothesis.

D. Hypothesis

The hypothesis in this research are:

1. There is the significant effect of using diary writing to students' writing ability at grade VIII of SMPN 2 Padangsidimpuan (H_a).

2. There is no significant effect of using diary writing to students' writing ability at grade VIII of SMPN 2 Padangsidimpuan (H_0)

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The researcher conducted at Junior High School (SMP) Negeri 2 Padangsidimpuan. It is located at Ade Irma Suryani street No.1 Kelurahan Ujung Padang, Padangsidimpuan, North Sumatera. The subject of the research was VIII grade of students in SMP N 2 Padangsidimpuan. Then, the schedule of this research on November 2018 until finish.

B. Research Design

The approach use in this research is quantitative. The media is through experimental research. An experiment is the way to find the causal relationship between to factors which are raisedny the researcher in purpose by reducing or eliminating any distracting factors.

Researcher conclude experiment is a kind of research that to know whether there is or there is not the effect of one variable to another variable, also to examine the hypothesis and use the classes by purposive and find the relationship between two factors. The researcher uses two classes, as an experimental class and as a control class. The experimental class is the class that taught with Diary Writing, as a treatment. Meanwhile the control class is that taught with using conventional method por without treatment.

Table 1

Table of design instrument

Class		Treatment	
Experiment class	Pre-test	Teaching writing by using diary writing	Post-test
Control class	Pre-test	Teaching writing by using conventional	Post-test

C. Population and Sample

1. Population

Population is the whole of the students at grade VIII of SMP N 2 Padangsidimpuan. The research have done for the students of SMP N 2 Padangsidimpuan. The population of research consists of 11 class with 283 students. It can be see from table below:

Table 2

The population at grade VIII of SMP N 2 Padangsidimpuan

No	Class	Total students
1	VIII-1	25 Students
2	VIII-2	28 Students
3	VIII-3	28 Students
4	VIII-4	27 Students
5	VIII-5	26 Students

6	VIII-6	28 Students
7	VIII-7	22 Students
8	VIII-8	27 Students
9	VIII-9	24 Students
10	VIII-10	21 Students
11	VIII-11	27 Students
Total of Students		**283 Students**

The researcher have done an experimental research by using diary writing to know the effect this strategy on students' writing ability at grade VIII of SMP N 2 Padangsidimpuan.

2. Sample

The sample is a part of population that is chosen as respondent of the research. Experimental research decides to take two class as a sample. They are experimental class and control class. The sample of the research using purposive sampling technique with recomendation from the English teacher at the school resulting two classes they are VIII 9 and VIII 10.

Class VIII 9 consist of 24 students and VIII 10 consists of 21 students. Therefore, total sample are 45 students. Those classes are considered homogeneous which had the same knowledge and characteristics. VIII 9 as the experimental class and VIII 10 as the control class.

Based on above explanation, the population is the eleven class, two classes are experimental class and control class. Therefore, total of samples are 45 students.

Tabel 3

Sample of the research

Experimental class	Control class	Total
24	21	45

D. Procedures of teaching activities in this research

Steps in conducting this research are:

Number	Activity
1.	Researcher come to school
2.	Then the researcher gives a pre test
3.	Researcher make a score of the results of the pre test
4.	Homogeneous class has been determined by the teacher of the field of study
5.	Then choose which one the control class and which one the experimental class
6.	Researcher teach in the experimental class using diary writing

7.	Researcher teach in the control class by using the methods commonly used by teachers in the field of study	
8.	Then researcher provide tests in the experimental class and control class	
9.	Researcher assessed the test results in the experimental class and the control	
10.	Researcher assessed the test results in the experimental class and the control class	
11.	Researcher conduct hypothesis testing	

E. Instrument of Collecting Data

A research must have an instrument. The instrument of collecting data for this research is test. Douglas Brown state, "test is a method of measuring a person's ability, knowledge or perdormance in a given domain".[1]

The researcher used essay test for this research to identify the students' ability in writing. Essay test is attest that demand a tester to give some answer in essay form. Writing test with three titles in the pre-test and three titles in the post test with sources based on the handbook or textbook given to students. The test has been validated by the construct validity of an English teacher in SMP N 2 Padangsidimpuan.

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[1] H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* (New Jersey: Prentice Hall, 2000), p. 384

The indicator of writing has five indicators. They are grammar, vocabulary, mechanic, fluency, organization. From the indicator, the researcher gives the writing test to students either for post test and pre test. The experiment class by using "diary writing" and control class without diary writing or using coventional method. Then students were given test based on indicator above.

F. Validity and Reliability Instrument

The result of research will be also valid and reliable. For this research, researcher used construct validity to demand instrument valid or not. Construct validity is a test validity based on the judgment of expert. In this case, expert will be given opinion about the instrument, what is instrument can be used or still need improving, or may be the instrument is failed.

G. Technique of collecting data

The researcher uses some steps for collecting data. They are:

1. Pre test

   a. The researcher prepares the essay written test

   b. The researcher distributes the paper of test to students of experimental class and control class

   c. The researcher explains what students to do

   d. Giving time

   e. The students answer the question

   f. Collecting their paper test to researcher

g. The researcher checks the answer of students and finds the mean score of control and experimental class difference is hopefully not significant.

2. Treatment

The experimental group and the control group give same material, which consist of communication aspects that take by the teacher is the different ways. The experimental class is give treatment, it take by using diary writing and control class only do writing without treatment like usually they do in the classroom or using the teacher method.

3. Post Test

After giving the treatment, the researcher conducts a post-test. This post-test is final test in the research. The researcher had some procedure. They are:

a. The researcher prepared the essay written test

b. The researcher distributed the paper of test to students of experimental class and control class

c. The researcher explained what students to do

d. Giving time

e. The students answered the question

f. Collected their paper test to researcher

g. The researcher checked the answer of students and found the mean score of control and experimental class.

H. Technique of Data Analysis

In this research, the researcher uses the technique of data analysis as follow:

1. Indicator of Writing

	20-18 Excellent	17-15 Good	14-12 Adequate	11-6 Unacceptable	5-1 Lowest
O	Title is Coherent with the Topics	Title is stated but not coherent with the topics	Title is absent. conclusion is made but is not coherent	Title is absent	Title and orientation paragraph are absent
C	Ideas are concrete	Ideas could be more fully developed	Ideas is not complete	Ideas are incomplete	Organize the ideas carefully
G	Correct use of Simple past tense	Some problem of simple past tense	Grammar problem are apparent in most sentence	Grammar problem are apparent in writer's ideas	Readers cannot understand what the writer say
M	Correct use of English spelling, capital letters, punctuation	Problem with punctuation Spelling errors	Spelling problems, punctuation errors	Part of text are not legible, punctuation and spelling errors almost in every sentence	Complete disregard for English writing convention
V	Precise vocabulary usage, use variety of vocabulary	Attempts variety, good vocabulary	Attempts variety, but some vocabulary misused	Lack variety of vocabulary, many vocabulary misused	No vocabulary vatiety, misused vocabulary almost in every sentence

Explanation :
O   = Organization
C   = Content
G   = Grammar
M   = Mechanic
V   = Vocabulary

2. Requirement Test

a. Normality test by using *Chi-Quadrat* formula, as follow:

$$X^2 = \Sigma \ \left(\frac{f0 - fh}{fh} \right)$$

Where:

X^2 : *Chi-Quadrate*

f_o : frequency is gotten from the sample or observation (questioner)

f_h : frequency is gotten from the sample as image from frequency is hoped from population

To calculate the result of Chi-Quadrate, it is used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3), if result $x^2_{count} < x^2_{table.}$ So it conclude that data is distributive normal.

b. Homogeneity test

To test the data whether homogeny or not, the researcher uses Harley test, as follow:

$$F = \frac{The \ biggest \ variant}{The \ smallet \ variant}$$

Hypothesis is accepted if $F_{count} \leq F_{table}$

Hypothesis is rejected if $F_{count} \geq F_{table}$

The hypothesis is rejected if $F \le F\frac{1}{2}$ α (n1-1) (n2-2), while if

$F_{count} > F_{table}$ hypothesis is accepted.

3. **Hypothesis test**

Based on the hypothesis, the analysis of the data have done to find out the ability of two groups that have been divided into experiment class and control class. From the hypothesis is to answer the result of the research. So, the data will be analyzed by using the *t-test* formula:

$$H_a : \mu1 > \mu2$$

$$H_o : \mu1 \le \mu2$$

If $H_a : \mu1 > \mu2$, it means the result of the students' writing ability by using diary writing at grade VIII of SMP N 2 Padangsidimpuan. But, if $H_o : \mu1 \le \mu2$ it means the result of the students' writing ability by using diary writing at grade VIII of SMP N 2 Padangsidimpuan not better. To test the hypothesis, the researcher uses the formula as follow:

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t : the value which the statistical significant

$\overline{X_1}$: the average score of the experimental class

X_2 : the average score of the control class

$s_1{}^2$: deviation standard of the experimental class

$s_2{}^2$: deviation standard of the control class

n_1 : number of experimental class

n_2 : number of control class

I. Defenition of the Operational Variable

To avoid misunderstanding of researcher and reader in the title of the problem, the researcher will give the defenition of operational variable as follows:

1. Diary Writing (X Variable)

Diary writing talk about personal experiences when the writer write anything they want. Diary writing does not always discuss experiences bbut also discusses the feelings and activities experienced by the writer.

2. Writing Ability (Y Variable)

Writing ability is the writer skills when the writer want to say anything using words. Writing ability as well as the ability to communicate and convey messages between writers and readers through writing

J. Systematic of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow: in chapter one, it is concist of background of the problem, identification of the problem, limitation of the problem,definition of the operational variable,formulation of the problem, purpose of research, significances of the research, and systematic of the thesis.

In chapter two, it is consists of the theoritical description, which consists of sub chapters such as theoritical consists of description of writing ability and description of diary writing. Then review of related findings, copceptual frame work and hypothesis.

In chapter three, it is consist of research methodology which consists of time and place of the research, research methodology, population and sample, instrument of research, the techniques of data collection and the last the technique of data analysis and outline of the thesis.

In chapter four, it is the result of the research talking about the analysis of data. This chapter four, it is consist of description of data, hypothesis testing, discussion and the threats of research.

Finally, in chapter five consists of conclution that is giving conclution about the result of the research and suggestion that given suggestion to the students and teacher by reseacher.

CHAPTER IV

THE RESEARCH RESULT

To analyze the data, the researcher has collected data through pre test and post test i the both classes, experimental class and control class. To find out the effect of using Diary writing to students' writing ability, the researcher has calculated the data by using quantitative analysis. The researcher used the formulation of t-test to test the hypothesis. Next, the researcher described the data as follow:

A. Description of Data

1. Description of Data before Using Diary Writing

a. Description data of Pre-test Experimental Class

The researcher took class VIII-9 as the experimental class. Based on the students' answers in pre-test the researcher has calculated the students' score in appendix 5 the total score of experimental class in pre-test was 1013, mean was 41.25, median was 41.7, modus was 31.6, range was 84, interval was 15, standar deviation was 25.7, and variant was 663.69, the researchermgot the highest score was 92 and the lowest score was 8.

Table 4
The Score of Experimental Class in Pre-test

Total	1013
Highes score	92
Lowest score	8
Mean	41.25

Median	41.7
Modus	31.6
Range	84
Interval	15
Standar deviation	25.7
Variant	663.69

From the table below, it can be concluded that the most students are in interval 8-22 (7 students/29.16%) and 23-37 (7 students/29.16%). The least of students are 53-67 (2 students/8.33%) and 68-82 (2 students/8.33%).

Table 5
Frequency Distribution of Experimental Class in Pre-test

No	Distribution	Mid point	F	Percentages
1	8-22	15	7	29.16%
2	23-37	30	7	29.16%
3	38-52	45	3	12.5%
4	53-67	60	2	8.33%
5	68-82	75	2	8.33%
6	83-97	90	3	12.5%
I=15				100%

Clear description of the data is presented in histogram. Based on the figure above, the frequency of students' score from 8 up to 22

was 7, 23 up to 37 was 7, 38 up to 52 was 3, 53 up to 67 was 2, 68 up to 82 was 2, 83 up to 97 was 3. The histogram shows that the highest interval (83-97) was 3 students, and lowest interval (8-22) was 7 students.
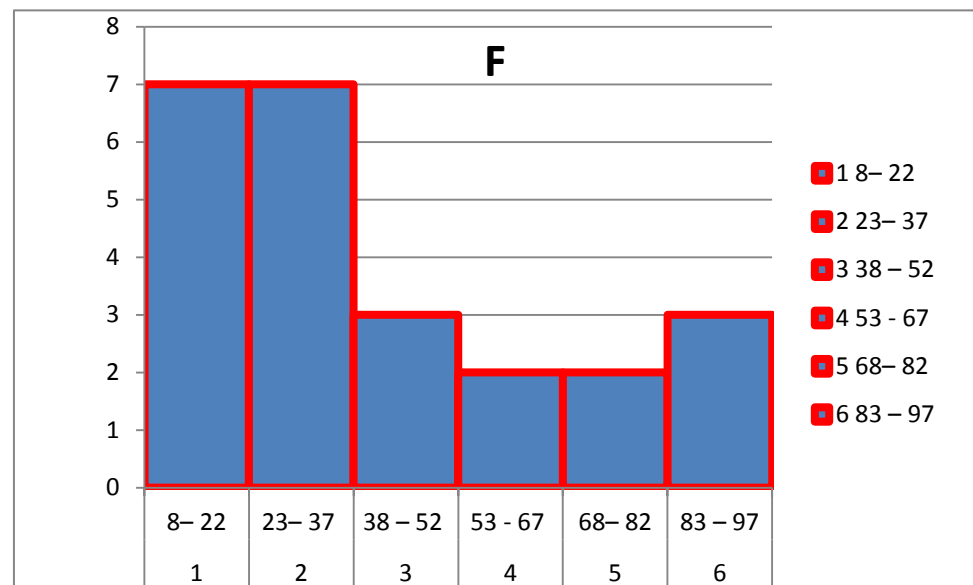
Figure 1. histogram result score of students' writing ability in pre-test experimental class

b. **Score of Pre-test Control Class**

The result of control class had been gotten by the students in answering question. The result of this class was 548, mean was 20.36, standar deviation was 18.46, variants was 185.39, range was 68, interval was 13, median was 28.55 and modus was 27.25, the researcher got the highest score was 73 and the lowest score was 5. Researcher describes the result on the table below:

Table 6

The score of Control Class in Pre-test

Total	548
Highes score	73
Lowest score	5
Mean	20.36
Median	28.55
Modus	27.25
Range	68
Interval	13
Standar deviation	18.46
Variant	185.39

The calculation of thr frequency distribution of the students'
score of control class was the middle interval (31-43) had 2
students/9.52%. the highest interval had 2 students and the lowest
interval (5-17) had the biggest frequency (10 students/47.61%). It
can be applied into table frequency distribution as follow:

Table 7
Frequency Distribution of Experimental Class in Pre-test

No	Distribution	Mid point	F	Percentages
1	5-17	11	6	28.57%
2	18-30	24	10	47.61%
3	31-43	37	2	9.52%

4	44-56	50	1	4.76%
5	57-69	63	0	0%
6	70-82	76	2	9.52%
I=13				100%

Based on the figure below, the frequency of students' score from 5 up to 17 was 6, 18 up to 30 was 10, 31 up to 43 was 2, 44 up to 56 was 1, 57 up to 69 was 0, 70 up to 82 was 2.
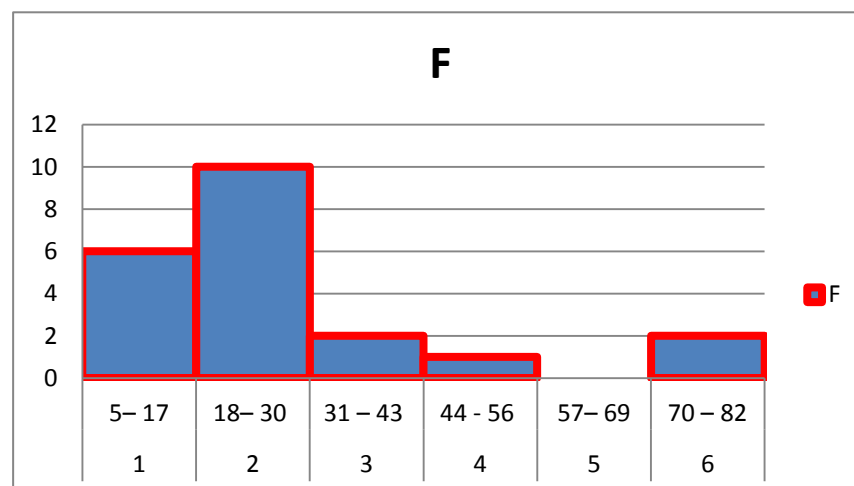
Figure 2. Histogram Result Score of Students' Writing ability in Pre-test Control Class

2. Description of Data After Using Diary Writing

a. Score of Post test Experimental Class

The calculation of the result that had been gotten by te students in answering the test after the researcher did the treatment by diary writing. The total score of experiment class in post-test was 1959, mean score was 72.67, standar deviation was 6.68, variant was 43.67, median was 80.62, range was 22, modus was 77.28, and

interval was 4. The students' highest score was 94 and the lowest score was 72. It can be seen from the table below:

Table 8
The score of experimental class in post-test

Total	1959
Highest score	94
Lowest score	72
Mean	72.67
Median	80.62
Modus	77.28
Range	22
Interval	4
Standar deviation	6.68
Variant	43.67

The calculation of the frequency distribution of the students' score of experiment class caan be concluded that 76-79 had the biggest frequency (7 students/33.33%). The highest interval (93-96) had 3 students and the lowest interval was (72-75) with 4 students. It can be applied into table frequency distribution as follow:

Table 9
Frequency distribution of experimental class in post-test

No	Interval	Mid point	Frequency	Percentages
1	93-96	94.5	3	14.28%
2	89-92	90.5	2	9.52%
3	85-88	86.5	6	28.57%
4	80-84	82	3	14.28%
5	76-79	77.5	7	33.33%
6	72-75	73.5	4	19.04
	I=4	-	25	100%

So, the frequency of students' score from 72 up to 75 was 4 , 76 up to 79 was 7, 80 up to 84 was 3, 85 up to 88 was 6, 89 up to 92 was 2, 93 up to 96 was 3. The researcher presented them in histogram below:
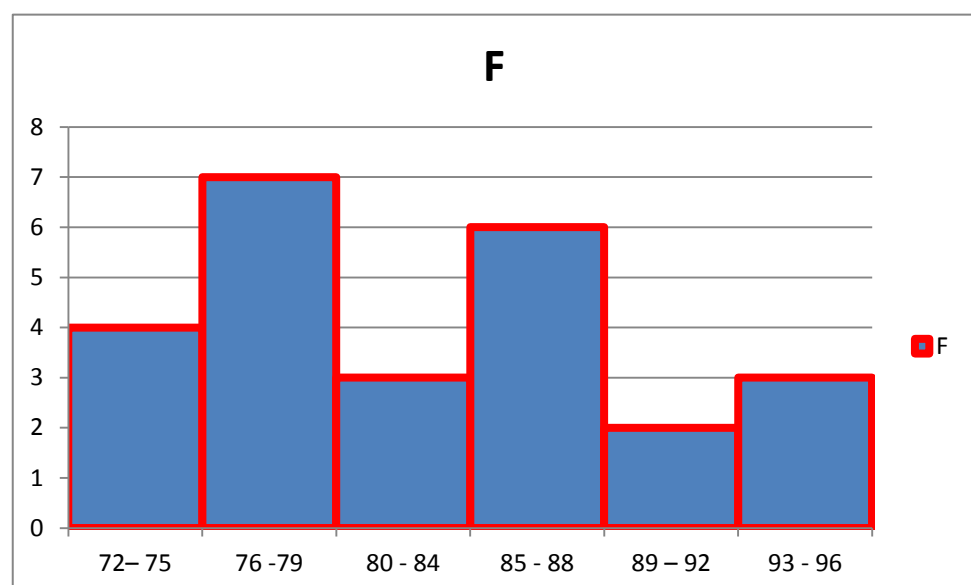
Figure 3. Histogram result score of students' writing ability in post-test experimental class

b. Score of Post-Test Control Class

The result that had been by the students of control class in answering the question after the researcher taught the writing by using conventional technique. The total score of control class in post-test was 443, mean was 12.7, standar deviation was 12.64, variant was 154.49, median was 21.98, range was 44, modus was 19.18, and interval was 8. The researcher got the highest score was 50 and the lowest score was 6. It can be conclude into table follow:

Table 10
The score of control class in post-test

Total	443
Highest score	50
Lowest score	5
Mean	12.7
Median	21.98
Modus	19.18
Range	44
Interval	8
Standar deviation	12.64
Variant	154.49

Then, the calculation of the frequency distribution of the students' score of control class, it can be concluded that the middle interval (14-21) had the biggest frequency (8 students/38.09%). The

highest interval (46-53) had 1 student and the lowest interval was (6-13) with 5 students/23.80%. it can be applied into table frequency as follow:

Table 11
Frequency distribution of experimental class in post-test

No	Interval	Mid point	Frequency	Percentages
1	46-53	49.5	1	4.76%
2	38-45	41.5	2	9.52%
3	30-37	33.5	3	14.28
4	22-29	25.5	2	9.52%
5	14-21	17.5	8	38.09%
6	6-13	9.5	5	23.80%
I=8		-	21	100%

So,the frequency of students' score from 6 up to 13 was 5, 14 up to 21 was 8, 22 up to 29 was 2, 30 up to 37 was 3, 38 up to 45 was 2, 46 up to 53 was 1. Then the interval which had highest frequency was 14-21 (8 students) and the interval which had lowest frequency was 46-53 (1 student. For the clear description of the data, the researcher presents them in histogram follow:
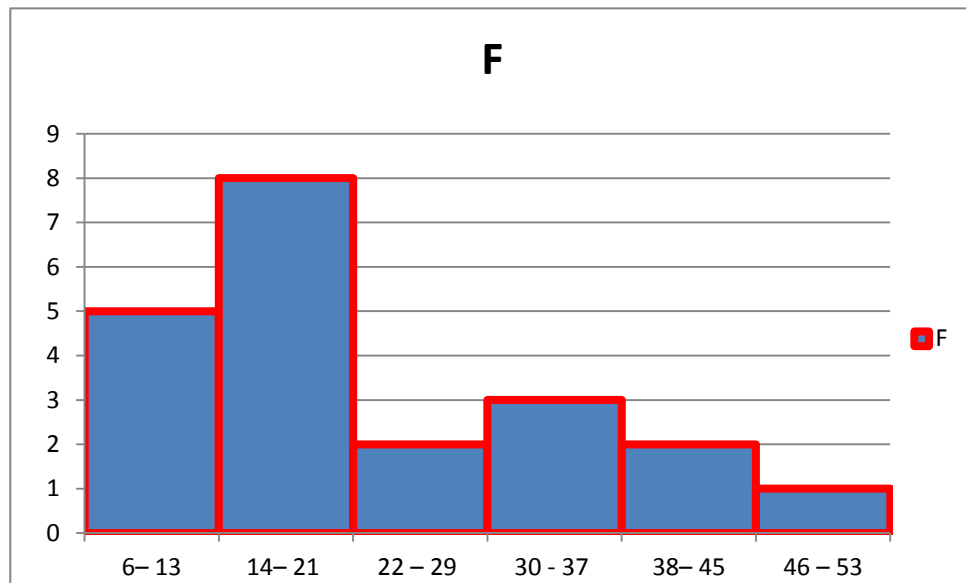
Figure 4. Histogram result score of students' writing ability in post-test control class

B. Description of the Data Comparison between Pre-test and Post-test of Experimental and Control Class

1. The Comparison Data between Pre-test of Control and Experimental Class

In pre-test, researcher did not use treatment to experimental and control class. By giving pre tes researcher knew the students' writing ability before giving the treatment. Based on the description data in pre-test of experimental class, yhere was comparison score between pre-test experimental class before and after gave a treatment by using diary writing. It can be seen in the folllowing table below:

Table 12

The Comparison Score of Students' Writing Ability in Pre-test

Experimental Class and Control Class

Frequency				
No	**Interval**	**Mid point**	**Experimental Class**	**Control Class**
1	83-95	89	3	0
2	70-82	76	2	2
3	57-69	63	2	0
4	44-56	50	2	1
5	31-43	37	5	2
6	18-30	24	8	10
7	5-17	11	2	6

The frequency of mid points above is 11 there were 2 students of experimental class and 6 students of control class, on 24 there were 8 students of experimental class and 10 students of control class, on 37 there were 5 students of experimental class and 2 students of control class, on 50 there were 2 students of experimental class and 1 student of control class, on 63 there were 2 students of experimental class and 0 student of control class, on 76 there were 2 students of experimental class and 2 students of control class, on 89 there were 3 students of experimental class and 0 students of control class.

The interval which higherst frequency in pre-test was 10 students and the interval which had lowest frequency was 2 students. For the clear let see from the histogram below:
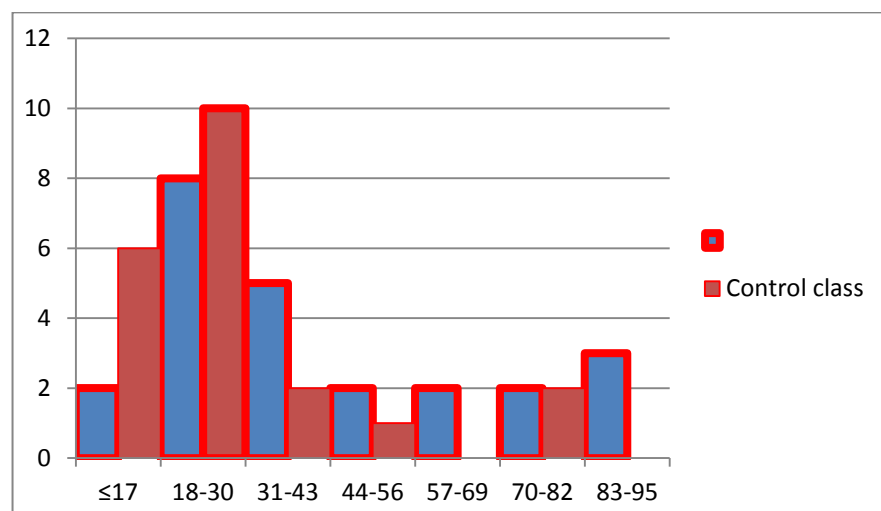
Figure 5. Histogram The Comparison Score of Students'

Writing Ability in Pre-test Experimental Class and Control Class

2. **The Comparison Data between Pre-test and Post-test of**

Experimental Class

By giving pre-test to both classes, the researcher knew the students' ability in writing before giving treatment. In pre-test, the researcher did not apply treatment to experimental and control class. After that, the researcher gave a treatment to experimental class by using diary writing to experimental class and by using conventional to control class.

The researcher got the comparison data between post-test score in experimental class and pre-test in experimental class also. The comparison data can be seen on the following table below:

Table 13
The comparison score of students' writing ability in pre-test and
post test experimental class

Frequency				
No	**Interval**	**Mid score**	**Pre-test**	**Post-test**
1	86-98	92	1	8
2	73-85	79	4	14
3	60-72	66	2	2
4	47-59	53	1	0
5	34-46	40	3	0
6	21-33	27	7	0
7	8-20	14	6	0

The frequency of mid points above is 14 there were 6 students of pre-test and 0 student of post-test, on 27 there were 7 students of pre-test and 0 student of post-test, on 40 there were 3 students of pre-test and 0 student of post-test, on 53 there were 1 students pre-test and 0 student of post-test, on 66 there were 2 students of pre-test and 2 students of post-test, on 79 there were 4 students of pre-test and 14 students of post-test, on 92 there were 1 student of pre-test s and 8 students of post-test.

The interval which higherst frequency in pre-test was 14 students and the interval which had lowest frequency was 1 student. For the clear let see from the histogram below:
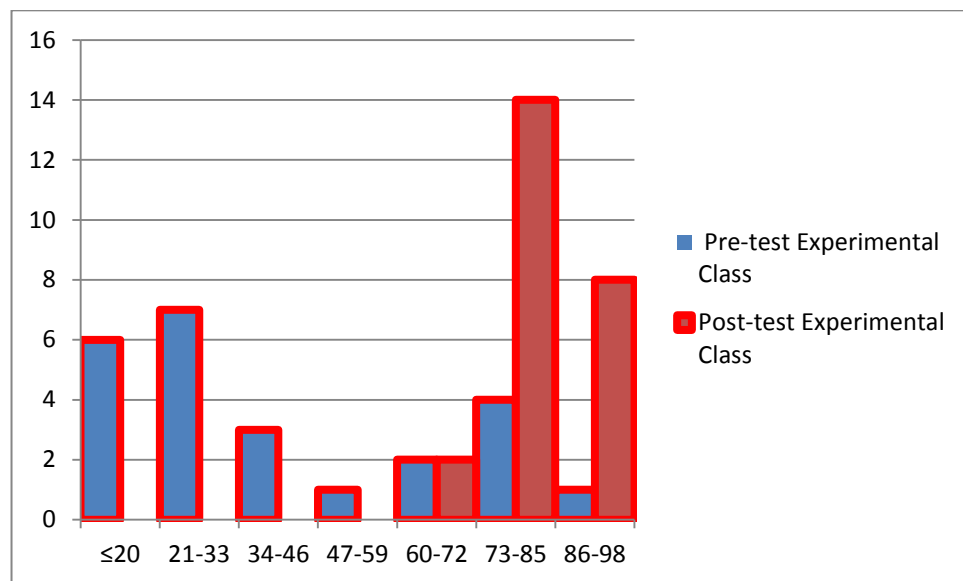
Figure 6. Histogram The Comparison Score of Students' Writing Ability in Pre-test and post-test Experimental Class

3. **The Comparison Data between Pre-test and Post-test of Control Class**

The comparison data between pre-test and post-test by using conventional method. Based on the description data in pre-test and post test of control class, there was the comparison score between pre-test control class and after gave a treatment by using conventional method. It can be seen in the table:

Table 14
The comparison score of students' writing ability in pre-test and post test control class

Frequency				
No	**Interval**	**Mid points**	**Pre-test**	**Post-test**
1	71-81	76	1	0

2	60-70	65	1	0
3	49-59	54	1	1
4	38-48	43	0	2
5	27-37	32	3	4
6	16-26	21	11	5
7	5-15	10	4	9

The frequency of mid points above is 10 there were 4 students of pre-test and 9 student of post-test, on 21 there were 11 students of pre-test and 5 students of post-test, on 32 there were 3 students of pre-test and 4 students of post-test, on 43 there were 0 student pre-test and 2 students of post-test, on 54 there were 1 student of pre-test and 1 student of post-test, on 65 there were student of pre-test and 0 student of post-test, on 76 there were 1 student of pre-test s and 0 student of post-test.

The interval which higherst frequency in pre-test was 11 students and the interval which had lowest frequency was 1 student. For the clear let see from the histogram below:
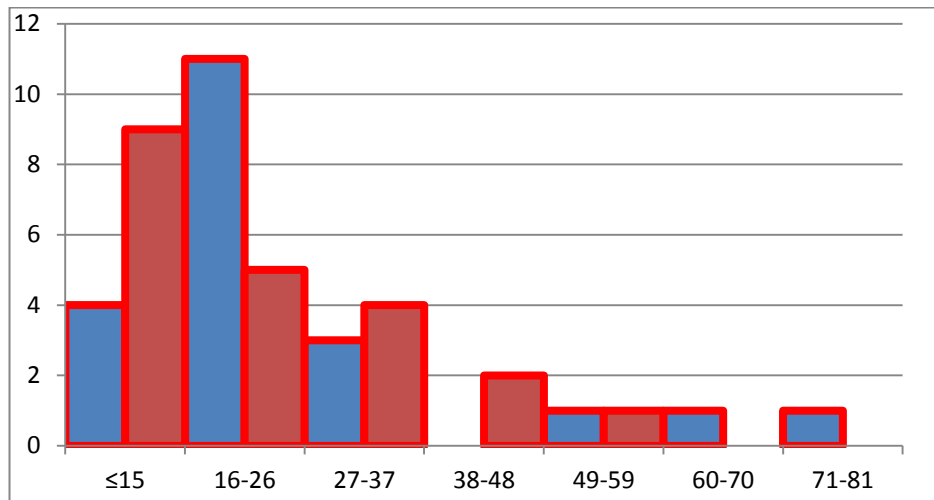
Figure 7. Histogram The Comparison Score of Students'

Writing Ability in Pre-test and post-test Control Class

4. **The Comparison Data between Post-test of Experimental Class and Post-test of Control Class**

In post-test, the researcher giving a treatment in experimental class. In control class using conventional method and Experimental Class using diary writing. It can be seen in table below:

Table 15
The comparison score of students' writing ability in post-test experimental and post test control class

No	Interval	Mid points	Experimental Post-test	Control class Post-test
			Frequency	
1	84-96	90	11	0
2	71-83	77	13	0
3	58-70	64	0	0
4	45-57	51	0	1

5	32-44	38	0	3
6	19-31	25	0	4
7	6-18	12	0	13

The frequency of mid points above is 12 students there were 0 student of experimental class post-test and 13 students of control class post-test, on 25 there were 0 student of experimental class post-test and 4 students of control class post-test, on 38 there were 0 student of experimental class post-test and 3 students of control class post-test, on 51 there were 0 student experimental class post-test and 1 student of control class post-test, on 64 there were 0 student of experimental class post-test and 0 student of control class post-test, on 77 there were 13 students of experimental class post-test and 0 student of control class post-test, on 90 there were 11 students of experimental class post-test and 0 student of control class post-test.

The interval which higherst frequency in pre-test was 13 students and the interval which had lowest frequency was 1 student. For the clear let see from the histogram below:
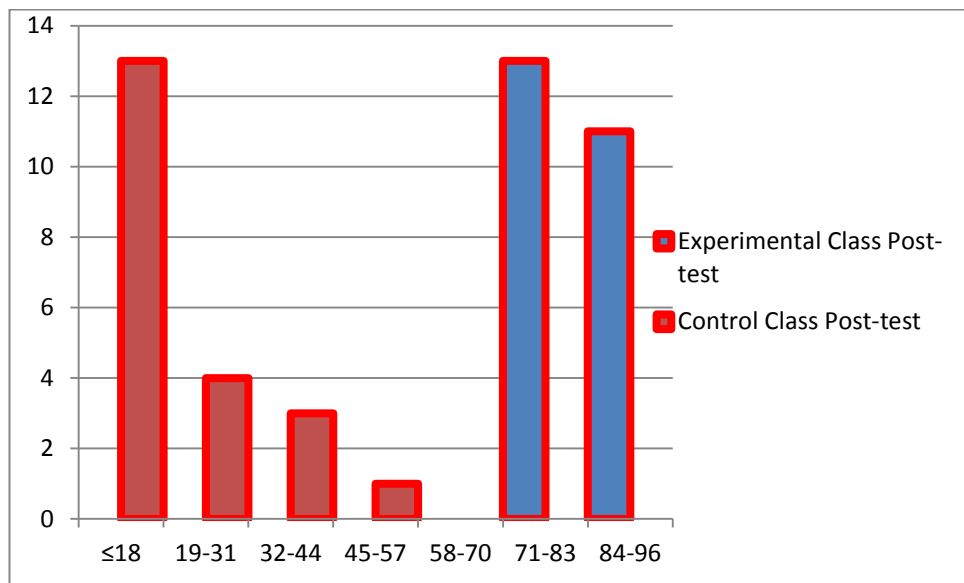
**Figure 8. Histogram The Comparison Score of Students'
Writing Ability in Experimental Class Post-test and Control Class post-
test**

C. Data Analysis

1. Requirement Test

   a. Normality and Homogeneity of experimental and control class in

   pre-test

   1) Normality of Experiment and control class in Pre-test

Table 13: normality and homogeneity in pre-test

Class	Normality Test		Homogeneity Test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experiment Class	-166.81	5.5991	3.57 < 4.35	
Control Class	-2.75	5.5991		

Based on above table researcher calculation, the score of experiment class Lo = -166.81 < Lt = 5.5991 with n = 24 and control class Lo = -2.75 < Lt = 5.5991 with n = 21, and real level α 0.05. Cause Lo < Lt in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in (appendix 6).

2) Homogeneity of Experiment and control class in Pre-test

The coefficient of F_{count} = 3.57 was compared with F_{table} where F_{table} was determined at real α 0.05, and the different numenator dk= N-1= 24-1= 23 and denominator dk N-1= 21-1= 20. So, by using the list of critical value at F distribution is got $F_{0.05}$ = 4.35. It showed that F_{count} 3.57 < F_{table} 4.35. So, the researcher concluded that the variant from the data of students' writing ability at SMP N 2 Padangsidimpuan by experimental and control class was homogenous. The calculation can be seen in (appendix 7).

b. Normality and Homogeneity Experiment and Control class post-test

1) Normality of experimental and control class in Post-test.

Table 14
Normality and homogeneity in Post-test

Class	Normality Test		Homogeneity Test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experiment Class	-615.75	5.991	3.53 < 4.35	
Control Class	4.97	5.991		

Based on above table researcher calculation, the score of experiment class Lo = -615.75 < Lt = 5.991 with n = 24 and control class Lo = 4.97 < Lt = 5.991 with n = 21, and real level α 0.05. Cause Lo < Lt in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in (appendix 9).

2) Homogeneity of Experiment and control class in Post-test

The coefficient of F_{count} = 3.53 was compared with F_{table} where F_{table} was determined at real α 0.05, and the different numenator dk= N-1= 24-1= 23 and denominator dk N-1= 21-1= 20. So, by using the list of critical value at F distribution is got $F_{0.05}$ = 4.35. It showed that F_{count} 3.53 < F_{table} 4.35. So, the researcher concluded that the variant from the data of students' writing ability at SMP N 2 Padangsidimpuan by experimental and control class was homogenous. The calculation can be seen in (appendix 10).

D. **Hypothesis Test**

Researcher used essay test by using T-test to analyze the hypothesis and researcher got H_a was accepted. It can be seen in (appendix 12). Hypothesis alternative (H_a) there was the effect of diary writing to

students' writing ability. The researcher computed data in result of T-test

formula from both averages into table T-test from both averages as follow:

Table 15
Result of T-Test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.53	2.021	3.31	2.021

Based on the table above researcher calculation, researcher found that

t_{count} 3.31 while t_{table} 2.021 in post-test with opportunity $(1-\alpha) = 1-5\% =$

95% and dk= n1 + n2 − 2 = 24 + 21- 2 = 43. Cause t_{count} > t_{table} (3.31 >

2.021), it means that hypothesis H_a was accepted and H_0 was rejected so

there was significant effect of diary writing to students' writing ability at

rade VIII of SMP N Padangsidimpuan. The calculation of how to got it can

be seen in (appendix 12).

E. **Discussion**

Based on the related finding, the researcher discussed the result of this

research and compared with the related findings. First, the research of

Novi Yulianti. She conclude her research in five aspects. First aspect in the

content score is 4.37. Second asfect in the organization aspect score is

3.34. Third aspect in the vocabulary aspect score is 3.42. Fourth asfect in

the language aspect score is 5.15. The last aspect for the mechanics aspect

is 0.78, the result of the t-value is 11.939 and the significance level of the

difference between means is 0.000 which is lower than 0.05. it means the hypothesis is accepted.

The Second is Vita Ningrum, the researcher use pre-test and post-test. T-counted was 8.56. t-table was 2.064, t-counted was higher than t-tabe. It means the hypothesis of this research is accepted. The third is Lukman Bhakti Hudaya,the use of diary in teaching writing recount text could help and develop students' writing. The fourth is Nur Millah, the data was collected through tests and interview. T-test result > t-table which means that the H_0 (null hypothesis) is rejected and H_a (alternative hypothesis) is accepted. The last is Dr. Taiba M. Sadeq, Dr. Rahima S. Akbar and, result showed that there is a significant effect on diary writing on the improvement of grammatical accurancy in the EFL college students.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusion of this research are:

1. The students' writing ability before using diary writing at grade VIII of SMP N 2 Padangsidimpuan was low. Before using diary writing, the mean score in pre-test of experimental class was 41.25 and mean score of control class was 20.36. both of the scores were low

2. After using diary writing, the mean score of experimental class was 72.67 and control class with conventional method was 12.7.

3. The result of research showed that the students' score in the experimental class was higher than control class. The score of t_{count} was bigger than t_{table} (3.31 > 2.021). So, there was the effect of using diary writing to students' writing ability at grade VIII of SMP N 2 Padangsidimpuan. So, the hypothesis alternative (H_a) was accepted and the hypothesis null (H_0) was rejected.

B. Suggestion

After finishing the research, the researcher got many informations in English teaching and learning. Therefore, from that experience, the researcher saw some things need to be improved. It makes the researcher give some suggestions below:

1. For headmaster, to make students get goal of learning, the teacher make a good preparation and headmaster give strategy to teacher to make students enjoy in learning with teacher.

2. For English teacher, as an English teacher were hoped to use appropriate strategy to explain or teach English subject to the students or innovative techniques in teaching English.

3. For students, students must follow the procedure of learning strategy

4. For other researcher, the research hopes to the other researcher to do the research about the other strategy.

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Appendix 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Kelas Experimental

Sekolah   : SMP N 2 Padangsidimpuan

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII (Delapan)/9

Waktu   : 2 x 40 menit

Skill   : Writing

A. KOMPOTENSI INTI

KI. 1   Menghargai dan menghayati ajaran agama yang di anutnya

KI.2   Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3   Memahami dan menerapkan pengetahuan (faktual, kenseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tekhnologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI. 4 Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPOTENSI DASAR

1.1   Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang di wujudkan dalam semangat belajar

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial

4.11 Menangkap makna dalam teks menulis diary

4.12 Menyusun teks menulis dengan menggunakan diary writing

C. TUJUAN PEMBELAJARAN :

Pada akhir pembelajaran siswa dapat:

- Membuat teks tulisan
- Membuat essay pendek sederhana

Karakter siswa yang diharapkan:

- Dapat dipercaya (Trustworthines)
- Rasa Hormat dan Perhatian (Respect)
- Tekun (Diligence)
- Bertanggung Jawab (Responsibility)
- Berani (Courage)

D. MATERI PEMBELAJARAN:

- Sentence dan latihannya Misal:

  I was embarrassed to come out of my house

  She visited Bali three days ago

  I bought a lot of souvenir at Medan

E. MEDIA, ALAT DAN SUMBER PEMBELAJARAN :

- Media   : Diary Writing
- Alat/Bahan   : Diary book
- Sumber belajar   : Buku teks relevan,

  Diary writing (bentuk past tense) dari internet

  Diary entry guru sebagai contoh

  Diary writing buatan peserta didik

Latihan soal essay

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

    a. Kegiatan Pendahuluan

        1. Tanya jawab tentang hal yang terkait dengan kondisi siswa

        2. Mengajak siswa untuk mengingat kembali kejadian yang pernah mereka alami

    b. Kegiatan Inti

        3. Siswa mempersiapkan buku diary mereka

        4. Guru memberikan waktu kepada siswa untuk menuliskan kejadian yang pernah mereka alami di buku diary mereka masing-masing

        5. Guru memperbolehkan siswa untuk menulis diary mereka ditempat yang senyaman mungkin menurut mereka asalkan tidak keluar dari ruangan

        6. Guru memberikan feedback and comment terhadap diary yang di tulis siswa untuk membuat siswa termotivasi dalam menulis. Guru menyampaikan kepada siswa agar tidak terlalu focus kepada grammarnya, mereka hanya di focuskan untuk mengeluarkan dan mengembangkan ide mereka dengan menulis.

    c. Kegiatan penutup

        7. Menanyakan pendapat peserta didik secara umum tentang kegiatan pembelajaran di kelas

        8. Menyimpulkan kegiatan pembelajaran pada pertemuan ini

        9. Menugaskan peserta didik untuk menulis buku diary mereka di rumah masing-masing

G. PENILAIAN

  1. INSTRUMENT

Buatlah sebuah tulisan berdasarkan judul di bawah ini kemudian tulisan dalam buku diary mu :

a. My weekend

b. My bad day

c. My time is wasted

H. INDIKATOR

No	Indicators	Scores
1	Grammar	20
2	Vocabulary	20
3	Mechanics	20
4	Fluency	20
5	Form (organization)	20
	Total	100

The standar criteria of score

No	Class of score	Predicate
1	80 – 100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Bad
5	0-49	Fall

Mengetahui,   Padangsidimpuan,

Guru Mata Pelajaran   Researcher

Sri Kartini Siregar, S.Pd   Hotdalila Daulay

NIP. 19710507 200604 2 009   NIM. 1520300072

Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Kelas Control

Sekolah : SMP N 2 Padangsidimpuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan)/9

Waktu : 6 x 40 menit

Skill : Writing

A. KOMPOTENSI INTI

KI. 1 Menghargai dan menghayati ajaran agama yang di anutnya

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3 Memahami dan menerapkan pengetahuan (faktual, kenseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, tekhnologi, seni, budaya terkait fenomena dan kejadian tampak mata

KI.4 Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. KOMPETENSI DASAR

1.1 Mensyukuri kesempatan dapat emempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial

4.13 Menangkap makna dalam teks menulis

4.14 Menyusun teks menulis dan unsur kebahasaan yang benar dan sesuai konteks

C. TUJUAN PEMBELAJARAN :

Pada akhir pembelajaran siswa dapat:

1. Membuat teks
2. Membuat essay pendek sederhana

Karakter siswa yang diharapkan:

Dapat dipercaya (Trustworthines)

Rasa Hormat dan Perhatian (Respect)

Tekun (Diligence)

Bertanggung Jawab (Responsibility)

Berani (Courage)

D. MATERI PEMBELAJARAN:

1. Sentence dan latihannya Misal:

   - I was embarrassed to come out of my house
   - She visited Bali three days ago
   - I bought a lot of souvenir at Medan

E. MEDIA, ALAT DAN SUMBER PEMBELAJARAN :

1. Media   : -
2. Metode   : Ceramah

3. Alat/Bahan   : Buku Latihan

4. Sumber belajar   : Buku teks relevan,

Contoh writing (bentuk past tense) dari internet

Latihan soal essay

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

a.   Kegiatan Pendahuluan

1. Tanya jawab tentang hal yang terkait dengan kondisi siswa

2. Guru menjelaskan materi di depan siswa

b.   Kegiatan Inti

1. Siswa mempersiapkan buku mereka

2. Siswa menjawab soal yang diberikan guru dan menuliskannya di buku mereka masing-masing

3. Guru memberikan comment terhadap teks yang di tulis siswa

c. Kegiatan penutup

1. Menanyakan pendapat peserta didik secara umum tentang kegiatan pembelajaran di kelas

2. Menyimpulkan kegiatan dan materi pembelajaran pada pertemuan ini

3. Menugaskan peserta didik untuk mengulangi pelajaran di rumah masing-masing

G. PENILAIAN

1. INSTRUMENT

Buatlah sebuah tulisan berdasarkan judul di bawah ini:

a. My weekend

b. My bad day

c. My time is wasted

H. INDIKATOR

No	Indicators	Scores
1	Grammar	20
2	Vocabulary	20
3	Mechanics	20
4	Fluency	20
5	Form (organization)	20
	Total	100

The standar criteria of score

No	Class of score	Predicate
1	80 – 100	Very good
2	70-79	Good
3	60-69	Enough
4	50-59	Bad
5	0-49	Fall

Mengetahui,   Padangsidimpuan,

Guru Mata Pelajaran   Researcher

Sri Kartini Siregar, S.Pd   Hotdalila Daulay

NIP. 19710507 200604 2 009   NIM. 1520300072

Appendix 3

INSTRUMENT FOR PRE TEST

A. Pengantar

   Tes ini bertujuan untuk menjaring data dari siswa/i mengenai students' ability in writing

B. Petunjuk

   a. Pilihlah sebuah judul dibawah ini, kemudian buatlah sebuah tulisan berdasarkan judul yang kamu pilih kemudian tulis di buku diary mu.

   b. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas (If there are unclear questions, ask the supervisor directly).

C. **Soal**

   1. Pilihlah salah satu judul di bawah ini kemudian tulis dalam bentuk diary (Choose one of the titles below then write in the form of a diary).

   d. My weekend

   e. My bad day

   f. My time is wasted

   Validator   Researcher

   Sri Kartini Siregar, S.Pd   Hotdalila Daulay
   NIP. 19710507 200604 2 009   NIM. 1520300072

Appendix 4

INSTRUMENT FOR POST TEST

A. Pengantar

    Tes ini bertujuan untuk menjaring data dari siswa/i mengenai students' ability in writing

B. Petunjuk

    a. Buatlah sebuah teks dengan masing-masing judul di bawah ini dalam bentuk diary writing (make a text with each of the titles below in the form of diary writing)

    b. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas (If there are unclear questions, ask the supervisor directly).

C. **Soal**

    1. Buatlah sebuah diary berdasarkan judul di bawah ini: (make diary based on the title below)

      a. My holiday

      b. My beautiful day

      c. My world

Validator   Researcher

Sri Kartini Siregar, S.Pd   Hotdalila Daulay

NIP. 19710507 200604 2 009   NIM. 1520300072

Appendix 5

THE SCORES OF PRE TEST IN VIII-9 (Experimental class)

1. **Pre-Test Score of Experimental Class (VIII-9)**

No	Initial name	Pre-test
1	AA	22
2	AL	20
3	AN	36
4	AR	20
5	ARR	30
6	ASS	42
7	CR	84
8	DA	63
9	DH	33
10	ER	8
11	FLN	10
12	FN	19
13	FR	92
14	HM	65
15	KP	27
16	KZ	78
17	LS	31
18	MA	46
19	NM	20
20	NN	80
21	RM	47
22	RS	83
23	SD	33
24	WW	24
	TOTAL	1013

2. **Pre-Test Score of Control class (VIII-10)**

No	Initial name	Pre-test
1	AB	18
2	AM	7
3	AP	29
4	BA	22
5	EH	25
6	ET	33
7	FA	19
8	HA	17
9	HAN	16
10	JF	15
11	MA	5
12	MR	23
13	MK	18
14	NA	26
15	RA	70
16	RP	18
17	RPH	5
18	SA	51
19	SC	34
20	SN	24
21	SV	73
TOTAL		548

APPENDIX 6

Result of Normality Test of VIII-9 in Pre-Test

1. The score of VIII-9 class in pre test from low score to high score.

8	10	19	20	20	20	22	24	27	30	31	33
33	36	42	46	47	63	65	78	80	83	84	92

2. High   = 92
   Low   = 8
   Range   = high - low
                = 92 - 8
                = 84

3. Total of class   = 1 + 3,3 log (n)
                  = 1 + 3,3 log (24)
                  = 1 + 3,3 (1.380)
                  = 1 + 4,55
                  = 5,55

4. Interval   = $\dfrac{\text{range}}{\text{Total of class}}$ = $\dfrac{84}{5,5}$ = 15

5. Mean   =

Interval Class	F	X	X	Fx	x^2	fx^2
8-22	7	15	+1	7	1	7
23-37	7	**30**	0	0	0	0
38-52	3	64	-1	-3	1	3
53-67	2	60	-2	-4	4	8
68-82	2	75	-3	-6	9	18
83-97	3	90	-4	-12	16	48
$I = 15$	24	-	-	-18	-	84

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 30 + 15\left(\frac{-18}{24}\right)$$

$$= 30 + 15 \, (-0.75)$$

$$= 30 + 11.25$$

$$= 41.25$$

$$SD_t = i\sqrt{\frac{\sum fx\prime^2}{n} - \left(\frac{\sum fx\prime}{n}\right)^2}$$

$$= 15\sqrt{\frac{84}{24} - \left(\frac{-18}{24}\right)^2}$$

$$= 15\sqrt{3.5 - (0.75)^2}$$

$$= 15\sqrt{3.5 - 0.56}$$

$$= 15\sqrt{2.94}$$

$$= 15 \times 1.71 = 25.7$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
83 – 97	97.5	2.18	0.4854				
				0.04	0.96	3	2.12
68 – 82	82.5	1.60	0.4452				
				0.09	2.16	2	-0.07
53 – 67	67.5	1.02	0.3461				
				-0.13	-3.12	2	-0.35
38 – 52	52.5	2.18	0.4854				
				0.04	0.96	3	2.12
23 – 37	37.5	-0.14	0.44433				
				0.20	4.8	7	0.45
8 – 22	22.5	-0.72	0.23576				
				-0.71	- 17.04	7	-171.08
	7.5	-1.31	0.09510				
						X^2	-166.81

Based on the table above, the reseracher found that x^2_{count} = -166.81

while x^2_{table} = 5.5991, cause $x^2_{count} < x^2_{table}$ (-166.81< 5.5991) with degree of

freedom (dk) = 5–3 = 2 and significant level α = 5%. So distribution of VIII-9

class (pre-test) is normal.

1. Median

No	Interval	F	Fk
1	8– 22	7	7
2	**23– 37**	7	14
3	38 – 52	3	21
4	53 - 67	2	23
5	68– 82	2	25
6	83 – 97	3	28

Position of Me in the interval of classes is number 4, that:

Bb = 22.5

F   = 3

fm = 7

i   = 15

n   = 24

1/2n= 12

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 22.5 + 15 \left(\frac{12-3}{7} \right)$$

$$= 22.5 + 15 \, (1.28)$$

$$= 22.5 + 19.2$$

$$= 41.7$$

2. Modus

No	Interval	F	Fk
1	8– 22	7	7
2	**23– 37**	7	14

3	38 – 52	3	21
4	53 - 67	2	23
5	68– 82	2	25
6	83 – 97	3	28

$M_o = L + \dfrac{d_1}{d_1 + d_2} i$

L   = 22.5

d_1 = 7

d_2 = 3

i   = 15

So,

$M_o = 22.5 + \dfrac{7}{7+3}\ 15$

= 22.5 + 0.7 (13)

= 22.5 + 9.1

= 31.6

Result of Normality Test of VIII-10 in Pre-Test

1. The score of VIII-10 class in pre test from low score to high score.

5	5	7	15	16	17	18	18	18	19	22	23
24	25	26	29	33	34	51	70	73			

2. High   = 73
   Low   = 5
   Range   = high - low
                            = 73 - 5
                            = 68

3. Total of class   = 1 + 3,3 log (n)
                            = 1 + 3,3 log (21)
                            = 1 + 3,3 (1.32)
                            = 1 + 4.35
                            = 5.35

4. Interval   = $\dfrac{\text{range}}{\text{Total of class}}$ = $\dfrac{68}{5,35}$ = 12.7

$$= 13$$

5. Mean

Interval Class	F	X	X	Fx	x^2	fx^2
5-17	6	11	+1	6	1	6
18-30	10	**24**	0	0	0	0
31-43	2	37	-1	-2	1	2
44-56	1	50	-2	-2	4	4
57-69	0	63	-3	0	9	0
70-82	2	76	-4	-8	16	32
$I = 13$	21	-	-	--6	-	44

$$Mx = M^1 + i \frac{\Sigma fx^1}{N}$$

$$= 24 + 13 \left(\frac{-6}{21}\right)$$

$$= 24 + 13 \, (-0.28)$$

$$= 24 + (-3.63)$$

$$= 20.36$$

$$SD_t = i \sqrt{\frac{\Sigma fx'^2}{n} - \left(\frac{\Sigma fx'}{n}\right)^2}$$

$$= 13 \sqrt{\frac{44}{21} - \left(\frac{-6}{21}\right)^2}$$

$$= 13 \sqrt{2.09 - (0.28)^2}$$

$$= 13 \sqrt{2.09 - 0.07}$$

$$= 13 \sqrt{2.02}$$

$$= 13 \times 1.42 = 18.46$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$

70 – 82	82.5	3.36	0.4996				
				0.00	0.0	2	0
57 – 69	69.5	2.66	0.4961				
				0.02	0.42	0	-1
44 – 56	56.5	1.95	0.4744				
				0.08	1.68	1	-0.4
31 – 43	43.5	1.25	0.3944				
				0.18	3.78	2	-0.47
18 – 30	30.5	0.54	0.2054				
				-0.23	-4.83	10	-1.07
5 – 17	17.5	-0.15	0.44038				
				0.24	5.04	6	0.19
	4.5	-0.85	0.19766				
						X^2	-2.75

Based on the table above, the reseracher found that x^2_{count} = -2.75 while x^2_{table} = 5.5991, cause $x^2_{count} < x^2_{table}$ (-2.75< 5.5991) with degree of freedom (dk) = 5–3 = 2 and significant level α = 5%. So distribution of VIII-10 class (pre-test) is normal.

3. Median

No	Interval	F	Fk
1	5– 17	6	6
2	**18– 30**	10	16
3	31 – 43	2	18
4	44 - 56	1	19
5	57– 69	0	19
6	70 – 82	2	21

Position of Me in the interval of classes is number 4, that:

Bb = 17.5

F   = 2

fm = 10

i   = 13

n   = 21

1/2n= 10.5

So :

$$\text{Me} = \text{Bb} + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 17.5 + 13\left(\frac{10.5 - 2}{10}\right)$$

$$= 17.5 + 13\,(0.85)$$

$$= 17.5 + 11.05$$

$$= 28.55$$

4. Modus

No	Interval	F	Fk
1	5– 17	6	6
2	**18– 30**	10	16
3	31 – 43	2	18
4	44 - 56	1	19
5	57– 69	0	19
6	70 – 82	2	21

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

L $= 17.5$

$d_1 = 6$

$d_2 = 2$

i $= 13$

So,

$$M_o = 17.5 + \frac{6}{6+2}\,13$$

$$= 17.5 + 0.75\,(13)$$

$$= 17.5 + 9.75$$

$$= 27.25$$

Appendix 7

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

H_0 : $\delta_1^2 = \delta_2^2$

H_1 : $\delta_1^2 \neq \delta_2^2$

A. Variant of the VIII-9 is:

NO	Xi	Xi^2
1.	8	64
2.	10	100
3.	19	361
4.	20	400
5.	20	400
6.	20	400
7.	22	484
8.	24	576
9.	27	729
10.	30	900
11.	31	961
12.	33	1089
13.	33	1089
14.	36	1296
15.	42	1764
16.	46	2116
17.	47	2209
18.	63	3969
19.	65	4225
20.	78	6084
21.	80	6400
22.	83	6889
23.	84	7056

24.	92	8464
Total	1013	58022

n = 24

$\sum xi = 1013$

$\sum_{xi} 2 = 58022$

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{24(58022) - (1013)^2}{24(24-1)}$$

$$= \frac{1392528 - 1026169}{24(23)}$$

$$= \frac{366359}{552}$$

$$= 663{,}69$$

B. Variant of the VIII-10 class is:

NO	Xi	Xi^2
1.	5	25
2.	5	25
3.	7	49
4.	15	225
5.	16	256
6.	17	289
7.	18	324
8.	18	324
9.	18	324
10.	19	361
11.	22	484
12.	23	529
13.	24	576
14.	25	625
15.	26	676
16.	29	841
17.	33	1089
18.	34	1156
19.	51	2601
20.	70	4900
21.	73	5329
Total	548	18008

N = 21

$\sum xi = 548$

$\sum_{xi} 2 = 18008$

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{21\,(18008) - (548)^2}{21(21-1)}$$

$$= \frac{378168 - 300304}{21(20)}$$

$$= \frac{77864}{420}$$

$$= 185,39$$

The Formula was used to test the hypothesis was:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

1. VIII-9 and VIII-10 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{663,69}{185,39}$$

$$= 3,57$$

After doing the calculation, researcher found that $F_{count} = 3,57$. It had been compared to F_{table} with α 5% and dk numerator n1 24 and deminator n2 21. Dk = 24-1= 23, 21-1=20. From the distribution list F, researcher found that $F_{table} = 4,35$, so $F_{count} < F_{table}$ (3,57 < 4,35). It could be concluded that there is no difference variant between the VIII-9 class and VIII-10 class. It means that the variant is homogenous.

Appendix 8

<p style="text-align:center">**Scores of Experimental Class and Control Class**</p>
<p style="text-align:center">**Post-test**</p>

1. **Post-test Score of Experimental Class After Using Diary Writing (VIII-9)**

No	Initial name	Post-test
1	AA	76
2	AL	77
3	AN	85
4	AR	72
5	ARR	84
6	ASS	80
7	CR	93
8	DA	77
9	DH	77
10	ER	86
11	FLN	81
12	FN	75
13	FR	94
14	HM	86
15	KP	91
16	KZ	91
17	LS	79
18	MA	72
19	NM	77
20	NN	86
21	RM	87
22	RS	85
23	SD	76
24	WW	75

	TOTAL	1959

2. Post-test Score of Control Class

No	Initial name	Post test
1	AB	7
2	AM	7
3	AP	30
4	BA	16
5	EH	8
6	ET	17
7	FA	35
8	HA	14
9	HAN	15
10	JF	16
11	MA	18
12	MR	14
13	MK	30
14	NA	13
15	RA	50
16	RP	14
17	RPH	6
18	SA	26
19	SC	40
20	SN	27
21	SV	40
	TOTAL	443

APPENDIX 9

Result of Normality Test of VIII-9 in Post-Test

1. The score of VIII-9 class in post test from low score to high score.

72	72	75	75	76	76	77	77	77	77	79	80
81	84	85	85	86	86	86	87	91	91	93	94

2. High   = 94
   Low   = 72
   Range   = high - low
              = 94 - 72
              = 22

3. Total of class   = 1 + 3,3 log (n)
              = 1 + 3,3 log (24)
              = 1 + 3,3 (1.380)
              = 1 + 4,55
              = 5,55

4. Interval   = $\dfrac{\text{range}}{\text{Total of class}}$ = $\dfrac{22}{5,5}$ = 4

5. Mean

Interval Class	F	X	x	Fx	x^2	fx^2
72-75	4	73,5	+1	4	1	4
76-79	7	**77,5**	0	0	0	0
80-84	3	82	-1	-3	1	3
85-88	6	86,5	-2	-12	4	24
89-92	2	90,5	-3	-6	9	18
93-96	3	94,5	-4	-12	16	48
$I = 4$	25	-	-	-29	-	97

$$Mx = M^1 + i\frac{\Sigma fx^1}{N}$$

$$= 77,5 + 4 \left(\frac{-29}{24}\right)$$

$$= 77,5 + 4 \ (-1,20)$$

$$= 77,5 + -4,83$$

$$= 72.67$$

$$SD_t = i\sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= 4\sqrt{\frac{97}{24} - \left(\frac{-29}{24}\right)^2}$$

$$= 4\sqrt{4.04 - (-1,20)^2}$$

$$= 4\sqrt{4.04 - 1.44}$$

$$= 4\sqrt{2.80}$$

$$= 4 \ x \ 1.67 = 6.68$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0\text{-}f_h)}{f_h}$
93 – 96	96.5	3.56	0.4998			3	
				0.00	0		0
89– 92	92.5	2.96	0.4985			2	
				0.00	0		0
85 – 88	88.5	2.36	0.4909			6	
				0.02	0.48		11.5
80 – 84	84.5	1.77	0.4616			3	
				0.11	2.64		0.13
76 – 79	79.5	1.02	0.3461			7	
				0.18	4.32		0.62
72 – 75	75.5	0.42	0.1628			4	
					-624		-628
	71.5	-0.17	0.4325	-0.26			
						X^2	-615.75

Based on the table above, the reseracher found that x^2_{count} = -615.75

while x^2_{table} = 5.5991, cause $x^2_{count} < x^2_{table}$ (-615.75< 5.5991) with degree of

freedom (dk) = 5–3 = 2 and significant level α = 5%. So distribution of VIII-9

class (post-test) is normal.

5. Median

No	Interval	F	Fk
1	72– 75	4	4
2	**76 -79**	7	11
3	80 - 84	3	14
4	85 - 88	6	20
5	89 – 92	2	22
6	93 - 96	3	25

Position of Me in the interval of classes is number 4, that:

Bb = 75.5

F   = 3

fm = 7

i   = 4

n   = 24

1/2n= 12

So :

$$Me = Bb + i \left(\frac{n/2 - F}{fm} \right)$$

$$= 75.5 + 4\left(\frac{12-3}{7}\right)$$

$$= 75.5 + 4 \ (1.28)$$

$$= 75.5 + 5.12$$

$$= 80.62$$

6. Modus

No	Interval	F	Fk
1	72– 75	4	4

2	**76 -79**	7	11
3	80 - 84	3	14
4	85 - 88	6	20
5	89 – 92	2	22
6	93 - 96	3	25

$M_o = L + \dfrac{d_1}{d_1 + d_2} i$

L $= 75.5$

$d_1 = 4$

$d_2 = 3$

i $= 4$

So,

$M_o = 75.5 + \dfrac{4}{4+3} \cdot 4$

$= 75.5 + 0.57 (4)$

$= 75.5 + 2.28$

$= 77.28$

Result of Normality Test of VIII-10 in Post-Test

1. The score of VIII-10 class in post test from low score to high score.

6	7	7	8	13	14	14	14	15	16	16	17
18	26	27	30	30	35	40	40	50			

2. High $= 50$
   Low $= 6$
   Range $=$ high - low
   $= 50 - 6$
   $= 44$

3. Total of class
$$= 1 + 3{,}3 \log (n)$$
$$= 1 + 3{,}3 \log (21)$$
$$= 1 + 3{,}3 \ (1.32)$$
$$= 1 + 4{,}35$$
$$= 5{,}35$$

4. Interval $$= \frac{\text{range}}{\text{Total of class}} = \frac{44}{5.5} = 8$$
$$= 8$$

5. Mean

Interval Class	F	X	x	Fx	x^2	fx^2
6-13	5	9.5	+1	5	1	5
14-21	8	**17.5**	0	0	0	0
22-29	2	25.5	-1	-2	1	2
30-37	3	33.5	-2	-6	4	12
38-45	2	41.5	-3	-6	9	18
46-53	1	49.5	-5	-5	25	25
$I = 8$		-	-	-14	-	62

$$Mx = M^1 + i \frac{\Sigma f x^1}{N}$$

$$= 17.5 + 8 \ (\frac{-14}{21})$$

$$= 17.5 + 8 \ (-0.6)$$

$$= 17.5 + (-4.8)$$

$$= 12.7$$

$$SD_t = i \sqrt{\frac{\Sigma f x'^2}{n} - \left(\frac{\Sigma f x'}{n}\right)^2}$$

$$= 8\sqrt{\frac{62}{21} - \left(\frac{-14}{21}\right)^2}$$

$$= 8\sqrt{2.95 - (-0.66)^2}$$

$$= 8\sqrt{2.95 - 0.43}$$

$$= 8\sqrt{2.52}$$

$$= 8 \times 1.58 = 12.64$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
46– 53	53.5	3.22	0.4994				
				0.00	0	1	0
38– 45	45.5	2.59	0.4952				
				0.02	0.42	2	3.76
30– 37	37.5	1.96	0.4750				
				0.06	1.26	3	1.38
22 – 29	29.5	1.32	0.4066				
				0.15	3.15	2	-0.36
14– 21	21.5	0.69	0.2549				
				0.23	4.83	8	0.65
6– 13	13.5	0.06	0.0239				
				-0.26	-5.46	5	-0.46
	5.5	-0.56	0.28774				
						X^2	4.97

Based on the table above, the reseracher found that $x^2_{count} = 4.97$ while $x^2_{table} = 5.991$ cause $x^2_{count} < x^2_{table}$ (4.97< 5.991) with degree of freedom (dk) = 5–3 = 2 and significant level α = 5%. So distribution of VIII-10 class (post-test) is normal.

6. Median

No	Interval	F	Fk
1	6– 13	5	5

2	**14– 21**	8	13
3	22 – 29	2	15
4	30 - 37	3	18
5	38– 45	2	20
6	46 – 53	1	21

Position of Me in the interval of classes is number 4, that:

Bb = 13.5

F   = 2

fm = 8

i   = 8

n   = 21

1/2n= 10.5

So :

$$Me = Bb + i \left(\frac{n/_2 - F}{fm} \right)$$

$$= 13.5 + 8\left(\frac{10.5 - 2}{8}\right)$$

$$= 13.5 + 8 \ (1.06)$$

$$= 13.5 + 8.48$$

$$= 21.98$$

7. Modus

No	Interval	F	Fk
1	6– 13	5	5
2	**14– 21**	8	13
3	22 – 29	2	15
4	30 - 37	3	18
5	38– 45	2	20
6	46 – 53	1	21

$$M_o = L + \frac{d_1}{d_1 + d_2} i$$

L   = 13.5

$d_1 \quad = 5$

$d_2 \quad = 2$

$i \quad = 8$

So,

$M_o \quad = 13.5 + \dfrac{5}{5+2} \, 8$

$\qquad = 13.5 + 0.71\,(8)$

$\qquad = 13.5 + 5.68$

$\qquad = 19.18$

Appendix 10

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

$H_0 \qquad : \delta_1^2 = \delta_2^2$

$H_1 \qquad : \delta_1^2 \neq \delta_2^2$

A. Variant of the VIII-9 class is:

NO	Xi	Xi^2
1	72	5184
2	72	5184
3	75	5625
4	75	5625
5	76	5776
6	76	5776
7	77	5929
8	77	5929
9	77	5929
10	77	5929

11	79	6241
12	80	6400
13	81	6561
14	84	7056
15	85	7225
16	85	7225
17	86	7396
18	86	7396
19	86	7396
20	87	7569
21	91	8281
22	91	8281
23	93	8649
24	94	8836
Total	1962	161398

n = 24

$\sum xi = 1962$

$\sum_{Xi} 2 = 161398$

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{24(161398) - (1962)^2}{24(24-1)}$$

$$= \frac{3873552 - 3849444}{24(23)}$$

$$= \frac{24108}{552}$$

$$= 43.67$$

B. Variant of the VIII-10 class is:

NO	Xi	Xi^2
1	6	36
2	7	49
3	7	49
4	8	64
5	13	169
6	14	196
7	14	196
8	14	196
9	15	225

10	16	256
11	16	256
12	17	289
13	18	324
14	26	676
15	27	729
16	30	900
17	30	900
18	35	1225
19	40	1600
20	40	1600
21	50	2500
Total	443	12435

$N = 21$

$\sum xi = 443$

$\sum_{xi} 2 = 12435$

So:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

$$= \frac{21\,(12435) - (443)^2}{21(21-1)}$$

$$= \frac{261135 - 196249}{21(20)}$$

$$= \frac{64886}{420}$$

$$= 154.49$$

The Formula was used to test the hypothesis was:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

2. VIII-9 and VIII-10 :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{15449}{4367}$$

$$= 3.53$$

After doing the calculation, researcher found that $F_{count} = 3.53$. It had been compared to F_{table} with α 5% and dk numerator n1 24 and deminator n2 21. Dk =24-1=23, 21-1 = 20. From the distribution list F, researcher found that $F_{table} = 4.35$, so $F_{count} < F_{table}$ (3.53< 4.35). It could be concluded that there is no difference variant between the VIII-9 class and VIII-10 class. It means that the variant is homogenous.

Appendix 11

T-test of the Both Averages in Pre-test

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{41.25 - 20.36}{\sqrt{\left(\frac{(24 - 1)663.69 + (21 - 1)185.39}{24 + 21 - 2}\right)\left(\frac{1}{24} + \frac{1}{21}\right)}}$$

$$Tt = \frac{20.89}{\sqrt{\left(\frac{23\,(663.69) + \,20(185.39)}{43}\right)(0.04 + 0.04)}}$$

$$Tt = \frac{20.89}{\sqrt{\left(\frac{15.264,87 + 3.707,8}{43}\right)(0.08)}}$$

$$Tt = \frac{20.89}{\sqrt{(18.972,67)(0.08)}}$$

$$Tt = \frac{20.89}{\sqrt{1517.81}}$$

$$Tt = \frac{20.89}{38.95}$$

$$Tt = 0.53$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{count} = 0.53$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ abd dk= n1 + n2 − 2= 24 + 21 − 2 = 43, $t_{table} = 2.021$. So, $t_{count} < t_{table}$ (0.53 < 2.021) and H_0 is accepted, it means no different the average between the first class experiment class and the second as control class in this research.

Appendix 12

<div align="center">

T-test of the Both Averages in Post-test

</div>

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{72.67 - 12.7}{\sqrt{\left(\frac{(24 - 1)43.67 + (21 - 1)154.49}{24 + 21 - 2}\right)\left(\frac{1}{24} + \frac{1}{21}\right)}}$$

$$Tt = \frac{59.97}{\sqrt{\left(\frac{1.004{,}41 + 3.089{,}8}{43}\right)(0.04 + 0.04)}}$$

$$Tt = \frac{59.97}{\sqrt{(4094.21)(0.08)}}$$

$$Tt = \frac{59.97}{\sqrt{(327.53)}}$$

$$Tt = \frac{59.97}{18.09}$$

$$Tt = 3.31$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{count} = 3.31$ with opportunity (1-α) = 1 − 5%= 95% and dk = n1 + n2 − 2= 24 + 21+ 43, $t_{table} = 2.021$. So, $t_{count} > t_{table}$ (3.31>2.021) and H_a is accepted, it means there was the difference average between the experimental class and control class in post test. It can be conclude that there was the significant effect of using diary writing to students' writing ability at grade VIII of SMP N 2 Padangsidimpuan.

Appendix 13

INDICATOR OF WRITING ON PRE-TEST AND POST TEST

A. Assessment Indicator of Writing in Pre-test of Experimental Class

No	Initial Name of students	Indicator of writing						
		G	V	M	C	O	X	X^2
1	AA	4	3	4	6	5	22	484
2	AL	4	3	5	3	5	20	400
3	AN	8	7	9	5	7	36	1296
4	AR	3	3	5	4	5	20	400
5	ARR	5	8	7	5	5	30	900
6	ASS	7	12	7	8	8	42	1764
7	CR	17	18	17	16	16	84	7056
8	DA	11	15	11	14	12	63	3969
9	DH	6	6	8	6	7	33	1089
10	ER	2	2	2	1	1	8	64
11	FLN	2	2	3	1	2	10	100
12	FN	3	5	5	2	4	19	361

13	FR	19	18	18	19	18	92	8464
14	HM	11	11	16	15	12	65	4225
15	KP	7	4	8	4	4	27	729
16	KZ	16	16	16	14	16	78	6084
17	LS	3	9	10	4	5	31	961
18	MA	9	10	10	9	8	46	2116
19	NM	4	5	5	3	3	20	400
20	NN	14	17	16	18	15	80	6400
21	RM	10	10	10	6	11	47	2209
22	RS	17	17	17	16	16	83	6889
23	SD	6	8	9	5	5	33	1089
24	WW	4	5	4	5	6	24	576
	TOTAL						1013	58022

B. Assessment Indicator of Writing in Post-test of Experimental Class

No	Initial Name of students	Indicator of Writing						
		G	V	M	C	O	X	X^2
1	AA	16	16	14	15	15	76	5776
2	AL	17	18	15	15	12	77	5929
3	AN	18	18	17	17	15	85	7225
4	AR	14	16	15	13	14	72	5184
5	ARR	17	19	12	13	13	84	7056
6	ASS	18	15	15	17	15	80	6400
7	CR	20	20	18	18	17	93	8649
8	DA	16	18	14	14	15	77	5929
9	DH	16	17	15	14	15	77	5929
10	ER	19	17	15	17	18	86	7396

11	FLN	15	18	15	16	17	81	6561
12	FN	17	15	13	16	14	75	5625
13	FR	20	20	19	18	17	94	8836
14	HM	18	16	15	19	18	86	7396
15	KP	19	20	17	17	18	91	8281
16	KZ	19	17	16	19	20	91	8281
17	LS	16	17	15	15	16	79	6241
18	MA	15	17	14	14	12	72	5184
19	NM	18	15	11	16	17	77	5929
20	NN	19	20	15	16	16	86	7396
21	RM	19	17	15	18	18	87	7569
22	RS	18	19	15	17	16	85	7225
23	SD	14	14	15	17	16	76	5776
24	WW	16	15	14	15	15	75	5625
TOTAL							1959	161398

C. Assessment Indicator of Writing in Pre-test of Control Class

No	Initial Name	Indicator of Writing						
		G	V	M	C	O	X	X^2
1	AB	4	3	5	3	3	18	324
2	AM	2	2	1	1	1	7	49
3	AP	7	6	5	6	5	29	841
4	BA	4	4	4	3	3	22	484
5	EH	7	5	5	4	4	25	625
6	ET	7	9	6	6	5	33	1089
7	FA	3	3	4	4	5	19	361
8	HA	2	4	4	3	4	17	289

9	HAN	3	3	3	3	4	16	256
10	JF	3	4	4	2	2	15	225
11	MA	1	1	1	1	1	5	25
12	MR	5	5	4	4	4	23	529
13	MK	3	3	5	4	3	18	324
14	NA	5	7	6	4	4	26	676
15	RA	13	17	11	15	24	70	4900
16	RP	4	3	5	3	3	18	324
17	RPH	1	1	1	1	1	5	25
18	SA	9	15	12	8	7	51	2601
19	SC	6	10	8	5	5	34	1156
20	SN	5	5	4	5	5	24	576
21	SV	16	16	16	13	12	73	5329
	TOTAL						548	18008

D. Assessment Indicator of Writing in Post-test of Control Class

No	Initial Name	Post-test						
		G	V	M	C	O	X	X^2
1	AB	1	2	1	1	2	7	49
2	AM	1	1	2	2	1	7	49
3	AP	7	8	6	5	4	30	900
4	BA	3	2	2	2	2	16	256
5	EH	2	1	2	2	1	8	64
6	ET	3	4	3	4	3	17	289
7	FA	8	9	7	5	6	35	1225
8	HA	4	1	3	4	2	14	196
9	HAN	2	3	2	3	5	15	225
10	JF	3	3	4	3	3	16	256
11	MA	5	3	3	4	3	18	324
12	MR	3	3	2	3	3	14	196

13	MK	5	3	4	3	5	30	900
14	NA	2	2	4	3	2	13	169
15	RA	11	10	11	9	9	50	2500
16	RP	4	2	1	3	3	14	196
17	RPH	1	2	1	1	1	6	36
18	SA	8	7	5	3	4	26	676
19	SC	10	9	10	5	6	40	1600
20	SN	6	5	5	4	4	27	729
21	SV	10	8	8	7	7	40	1600
TOTAL							443	12435

Appendix 14

COMPARISON SCORE OF STUDENT'S WRITING ABILITY IN PRE-TEST AND POST-TEST

a. **Comparison Score of Students' Writing Ability in Pre-Test (Experimental and Control Class)**

No	Name	Result Pre-test of experimental class	No	Name	Result Pre test Control class
1	AA	22	1	AB	18
2	AL	20	2	AM	7
3	AN	36	3	AP	29
4	AR	20	4	BA	22
5	ARR	30	5	EH	25
6	ASS	42	6	ET	33
7	CR	84	7	FA	19
8	DA	63	8	HA	17
9	DH	33	9	HAN	16
10	ER	8	10	JF	15
11	FLN	10	11	MA	5

12	FN	19	12	MR	23
13	FR	92	13	MK	18
14	HM	65	14	NA	26
15	KP	27	15	RA	70
16	KZ	78	16	RP	18
17	LS	31	17	RPH	5
18	MA	46	18	SA	51
19	NM	20	19	SC	34
20	NN	80	20	SN	24
21	RM	47	21	SV	73
22	RS	83			
23	SD	33			
24	WW	24			

b. **Comparison Score Students' Writing Ability in Post test (Experimental and Control Class)**

No	Name	Result Post-test of Control Class	No	Name	Result Post test of Control Class
1	AA	76	1	AB	7
2	AL	77	2	AM	7
3	AN	85	3	AP	30
4	AR	72	4	BA	16
5	ARR	84	5	EH	8
6	ASS	80	6	ET	17
7	CR	93	7	FA	35
8	DA	77	8	HA	14
9	DH	77	9	HAN	15
10	ER	86	10	JF	16
11	FLN	81	11	MA	18

12	FN	75	12	MR	14
13	FR	94	13	MK	30
14	HM	86	14	NA	13
15	KP	91	15	RA	50
16	KZ	91	16	RP	14
17	LS	79	17	RPH	6
18	MA	72	18	SA	26
19	NM	77	19	SC	40
20	NN	86	20	SN	27
21	RM	87	21	SV	40
22	RS	85			
23	SD	76			
24	WW	75			

Appendix 15

Chi-Square Table

Dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409

18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

Appendix 16

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139

2.9									
- 2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
- 2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
- 2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
- 2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
- 2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
- 2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
- 2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
- 2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
- 2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
- 1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
- 1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
- 1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
- 1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
- 1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
- 1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
- 1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
- 1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
- 1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
- 1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786

	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133

0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0,4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997

3,4	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
3,5	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
3,6	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,7	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,8	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,9	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000

Appendix 17

Percentage Points of the t Distribution

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279

| 40 | 0.68067 | 1.30308 | 1.68385 | 2.02108 | 2.42326 | 2.70446 | 3.30688 |

Percentage Points of the t Distribution

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948

78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526
∞							

Nomor : B /593 /In.14/E/TL.00/10/2019   07 Oktober 2019
Hal : Izin Penelitian
Penyelesaian Skripsi

Yth. Kepala SMPN 2 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   Hotdalita Daulay
NIM   1520300072
Program Studi   Tadris/Pendidikan Bahasa Inggris
Fakultas   Tarbiyah dan Ilmu Keguruan
Alamat   Sihitang

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Effect of Diary Writing to Students' Ability at Grade VIII of SMPN 2 Padangsidimpuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Fitriya Hida, M.Si
NIP. 19720920 200003 2 002

PEMERINTAH KOTA PADANGSIDIMPUAN

DINAS PENDIDIKAN KOTA PADANGSIDIMPUAN

SMP NEGERI 2 PADANGSIDIMPUAN

Jalan Ade Irma Suryani Nasution No.1 Ujung Padang Telp.(0634)23816

NSS: 2010 72002002 NIS : 200020 NPSN :10212235 AKREDITAS – A

Email : smpnegeri2padangsidimpuan@gmail.com

KOTA PADANGSIDIMPUAN KODE POS : 22725

SURAT KETERANGAN PELAKSANAAN PENELITIAN

Nomor. 823.4/274/SMP.2/2019

Kepala SMP Negeri 2 Padangsidimpuan di Kecamatan Padangsidimpuan Selatan Kota Padangsidimpuan Provinsi Sumatera Utara dengan ini menerangkan bahwa :

Nama lengkap	:	**HOTDALILA DAULAY**
N I M	:	1520300072
Program Studi	:	Tadris/ Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Semester	:	IX (Sembilan)

Adalah benar telah melaksanakan Penelitian sesuai dengan Surat Permohonan Izin Pelaksanaan Penelitian dari IAIN dengan Nomor : B- /592/ In. 14/E/TL.00/10/2019 dalam rangka Penelitian untuk penulisan skripsi yang dilaksanakan pada tanggal 07 Oktober 2019 selesai dengan judul: " **The Effect of Diary Writing to Student' Writing Ability at Grade VIII of SMPN 2 Padangsidimpuan** "

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 22 Oktober 2019

Kepala SMP Negeri 2 Padangsidimpuan

BUHARI, S.Pd., M.Si

NIP. 19661212 199003 1 009

Pre-test in Control Class

Pre-test in Experimental Class

Treatment in Experimental Class

Post-test in Experimental Class

Post-test in Control Class