

## ABSTRACT

Purikhawati, Nur Sekar Arum. 2013. *The implementation of weekly diary assignment to improve students' writing abilities at eighth grade students of SMPN 1 Wungu*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Students of junior high school and senior high school learn English as the foreign language by listening, speaking, reading, and writing. Writing is the most influential skill for the students because writing is the assessment to measure how far the students understand to learn English. Therefore, the students should have good writing abilities. Unfortunately, based on the preliminary study conducted by the researcher in SMPN 1 Wungu, the students of class VIII D had some difficulties in writing a recount text. Their writing abilities were very poor because they were not accustomed to writing in English properly.

This research has an objective to overcome the students' problems in writing a recount text. The researcher offered the weekly diary assignment followed by the teacher's feedback to solve their problems. The result of this research was used to answer the research question which is formed as to what extent the weekly diary improves students' writing abilities in writing a recount text.

In this research, the researcher used classroom action research which was based on the model of Riel's action research to help the students to improve their writing abilities through the weekly diary assignment. This research consisted of three cycles. The participants were 19 students of VIII D of SMPN 1 Wungu. The data was collected by using some instruments like observation, questionnaires, interviews, field notes, and the students' writing in their diaries.

The researcher conducted learning activities using the genre-based approach. During eight meetings of the class, the implementation of weekly diary assignment followed by the teacher's feedback showed that it was successful to overcome students' problem in writing a recount text. At the end of the research, the students could improve their writing abilities. They were accustomed to writing in English properly so that they were able to express their idea into English sentences properly. The weekly diary assignment which asked the students to write a recount text twice a week worked based on behaviorism theories. Moreover, in the third cycle, 16 students could pass the minimum passing grade of this school (70). The researcher suggested the other English teachers use the weekly diary assignment to help the students to improve their writing abilities in writing a recount text.

**Keywords:** Recount text, weekly diary, teacher's feedback, behaviorism theory, classroom action research

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Siswa SMP dan SMA mempelajari bahasa Inggris sebagai bahasa asing dengan menyimak, berbicara, membaca, dan menulis. Menulis adalah kemampuan yang paling berpengaruh pada siswa karena menulis merupakan sarana tolak ukur seberapa jauh pemahaman siswa dalam belajar bahasa Inggris. Oleh karena itu, siswa seharusnya memiliki kemampuan menulis dalam bahasa Inggris yang baik. Sayangnya, berdasarkan studi awal yang dilakukan oleh peneliti di SMPN 1 Wungu, siswa kelas VIII D mempunyai beberapa kesulitan dalam menulis teks *recount*. Kemampuan menulis mereka sangat rendah dikarenakan mereka tidak terbiasa menulis dalam bahasa Inggris dengan benar.

Penelitian ini bertujuan untuk mengatasi masalah siswa dalam menulis teks *recount*. Peneliti menawarkan latihan menulis buku harian mingguan diikuti dengan *feedback* dari guru. Hasil dari penelitian ini digunakan untuk menjawab rumusan masalah dengan formasi pertanyaan sebagai berikut: bagaimana buku harian mingguan meningkatkan kemampuan siswa dalam menulis teks *recount*.

Pada penelitian ini, peneliti menggunakan riset tindakan kelas dari Riel untuk mengatasi masalah siswa tersebut. Penelitian ini terdiri dari tiga siklus. Peserta dari penelitian ini adalah semua siswa (19 anak) kelas VIII D SMPN 1 Wungu. Data-data yang diperoleh dikumpulkan melalui beberapa instrumen seperti pengamatan kelas, kuesioner, wawancara, catatan lapangan, dan tulisan para siswa pada buku harian mereka.

Peneliti melakukan kegiatan belajar mengajar menggunakan *genre-based approach*. Selama delapan kali tatap muka, penerapan buku harian mingguan yang diikuti dengan *feedback* dari guru menunjukkan kesuksesannya dalam mengatasi masalah siswa pada saat menulis teks *recount*. Di akhir penelitian, siswa mampu meningkatkan kemampuan menulis mereka. Mereka menjadi terbiasa menulis dalam bahasa Inggris dengan benar sehingga mereka dapat dengan mudah menuangkan ide mereka dalam bahasa Inggris yang baik dan benar. Latihan menulis buku harian mingguan yang meminta siswa untuk menulis teks *recount* dua kali seminggu ini, menggunakan teori *behaviorism*. Kemudian, pada siklus ketiga, 16 siswa mampu menuntaskan nilai di atas kriteria ketuntasan minimalnya, yaitu, 70. Peneliti menyarankan agar guru-guru bahasa Inggris menggunakan latihan menulis buku harian mingguan untuk membantu siswa meningkatkan kemampuan menulis menulis teks *recount*.

**Kata kunci:** Recount text, weekly diary, teacher's feedback, behaviorism theory, classroom action research