

**THE IMPLEMENTATION OF JOURNAL WRITING IN ENGLISH
TEACHING ON ISLAMIC BOARDING SCHOOL OF DDI MANGKOSO**

(Pre-Experimental Research)



A THESIS

*Submitted to the Faculty of Teacher and Education
Muhammadiyah University of Makassar in Partial fulfillment of the
Requirement for the Degree of Education in English Department*

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
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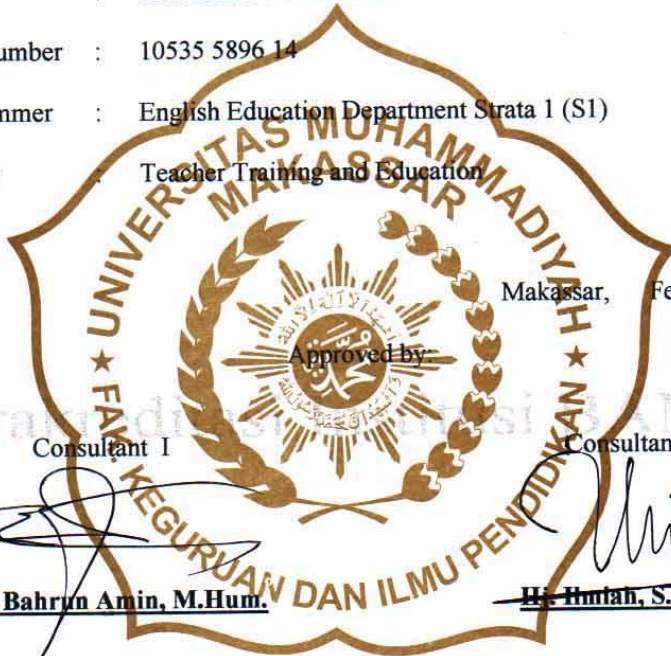
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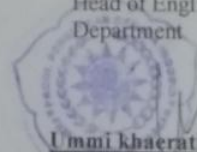
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Yang Membuat Pernyataan,

Zakiah Awaliah

DEDICATION:

**I DEDICATE THIS THESIS FOR MY BELOVED PARENTS,
MULUKI AND NURHAYATI WHO NEVER STOP GIVING ME
ADVICES AND ALWAYS BE MY SIDE IN MY HARDEST
SITUATION.**

**ALSO FOR MY BELOVED AUNT, NURLAELA WHO
ALWAYS REMIND ME ABOUT ANYTHING.**

**HOPE MY ACHIEVEMENT CAN BE USEFULL FOR ALL OF
PEOPLE IN THIS WORLD.**

MOTTO:

" NORMAL IS BORING AND BEING CRAZY IS AMAZING."

Note: Sesuatu yang luar biasa tidak serta merta dicapai melalui proses yang biasa saja.

"BEING DIFFERENT IS AMAZING, BUT BE YOUR SELF IS VERY WONDRFULL"

" Berangkatlah, baik merasa berat atau ringan.

Dan berjihadlah dengan harta dan jiwamu dijalan Allah."

(Q.S. At-Taubah ayat 41)

"Allah meninggikan orang-orang yang beriman diantara kamu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat."

Sudahkah kalian siap akan sebuah tantangan baru yang lebih berat?

Ingat, SESUNGGUHNYA ALLAH BERSAMA ORANG-ORANG YANG SABAR.

ABSTRACT

Zakiah Awaliah, 2018. The Implementation of Journal Writing in English Teaching on Islamic Boarding School of DDI Mangkoso. A thesis of English Education Department Faculty of Teacher Training and Education Muhammadiyah University of Makassar. Guided by Bahrun Amin and Ilmiah.

The objective of the research was to find out the improvement of the students' writing ability through using journal writing as a technique teaching in English teaching in second grade in term of content and organization. The researcher conducted a pre-experimental design with pre-test and post-test as instrument. The subject of research was the second grade of Senior High School on Islamic Boarding School of DDI Mangkoso.

The result of the analysis showed that there was significant difference between pre-test and post-test. The mean score of post-test in content item (77.7) was greater than mean score of pre-test (56.75). And the mean score of post-test in organization item (79) was greater than mean score of pre-test (59.20). The t-test value of content was greater than t-table value ($9.61 > 2.069$). Then, t-test value of organization was greater than t-table value ($8.80 > 2.069$), and degree of freedom ($df = 23$). It is said that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

Therefore, the researcher concluded that there was significant difference between the students' writing ability before and after using journal writing in English teaching, and it was improved students' writing ability at second grade of Senior High School on Islamic Boarding School of DDI Mangkoso.

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CHAPTER I

INTRODUCTION

A. Background

Writing is a way for people to communicate each other. Communication is not only through speaking, but it can be obtained by writing. According to Tarigan in Asmayana (2015:1) writing is the language skill that is used in the direct communication. Writing can be used by people through letter, message, etc. It means that writing is very important for students to learn.

Writing is one of four important skills of English language. Like another skill, writing can not mastery without passed learning process. Students must have basic skill to generate ideas, determine the purposes, organize the ideas and make good sentences. That's why the researcher needs to know the ways how to produce good writing.

There are some students' problem in writing skill. Sometime, students be lazy to write something because they do not have many vocabularies in their memory, students also feel confused how to express their idea in writing and suddenly they get blank in their mind. In this case, the researcher should to think about some effort to help the students to solve that problems. The researcher can take a teaching method or teaching technique to help the students in writing skill. For this reason, the researcher was found a teaching technique to solve the students' problem in writing skill. The technique teaching is Journal writing.

One way to practice writing at home is keeping journals which are notebooks in which writers keep a record of ideas, opinion, and description of daily life. Journal writing will help the students write better time by time since it provides students with more opportunities to freely express their feeling and what they wish to write in their journal. According to Ngoh (2002:27) journal writing provides students with good opportunities to improve their writing skills individually and good chances to record their thoughts and feelings.

Implementation of journal writing in the classroom will train the students' writing habit. Journal writing possible to improve students' writing ability because it will make the students' active in writing activities. They can share their ideas, organize the subject of writing and train their writing skill. For some aspects in English learning, writing is difficult aspect. But by using journal writing, it will make easier for students to improve their writing ability.

The previous of research also shows the implementation of journal writing will conduct in outside of Makassar, particularly in Islamic Boarding School of DDI Mangkoso. The researcher was interested to implement journal writing because in Islamic Boarding School of DDI Mangkoso is match each other. Implementation of journal writing not need to use of electronic media, it just base on students' experiences and their story life so that the students can make their journal writing based on their story life in Islamic Boarding School. Based on that reason, the researcher was interested to investigate the implementation of journal writing, whether this technique effective or not in

improving students' writing skill by carrying out of the research under the title: "The Implementation of Journal Writing in English Teaching on Islamic Boarding School of DDI Mangkoso".

B. Problem Statement

Based on the background above, the researcher formulated the research question which can be stated as "Does the implementation of journal writing improve the students' writing ability in English teaching?"

C. Objective of Research

Based on the problem statement previously than the objectives are to find out: Whether or not the implementation of journal writing in English teaching improve the students' writing ability.

D. Significant of Research

The result of this research is expected to give theoretical and practical benefits, as follows:

1. Theoretically

This research expected to find out a method or strategy of implementation of journal writing in English teaching.

2. Practically

a. Teacher

The teacher can make this method to be an interesting strategy for students to practice their English writing.

b. Students

- Students will be easy to express their idea and any experiences in diary.
- It will improve students' ability in writing.

c. Researcher

- Can use the result of this research as a reference.
- Can search the same variable.

E. Scope of the Research

The scope of the research was limited of implementation the journal writing in English teaching for students focusing on content and organization of improving students' writing skill. The content means clear, relevance, and knowledgeable. So that, the reader can get information from it. Organization in writing concern with writer ideas to write their story, personal experiences, daily activities, and describe something or someone in their journal writing.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

1. Al-Rawahi (2015) The journal writing activity in the experimental group had different advantages, which may have helped to enhance the participants' self-regulation strategies. The model used in the current study for journal writing encourages students to report on the hands-on activities in their science lesson. The participants in the current study were encouraged to express their feelings about what had been studied and discussed during the lesson.
2. Man (2015) journal writing can be an empowering tool by providing a relaxed and enjoyable platform for students to express themselves. A survey was conducted before introducing journal writing, and most of the students (69.5%) were not confident in expressing themselves since they thought that their English ability was not good enough. They treated journal writing as a piece of homework since some of them asked about the number of words required. After being briefed about the benefits and objectives of the journal writing activity, they became more willing to write and could meet the length requirements.
3. Valuable to student teachers for developing metacognitive abilities and for promoting their self-orientation and responsibility for the

processes of their personal and collaborative learning. In addition to the relationship of trust created in the group of student teachers, similar relationships began to form between the student teachers and the kindergarten teachers. The student teachers' journal provides evidence of the feeling of trust and closeness that developed, and of the professional and emotional support given by them.

4. Iftanti (2016) writing is important and frequently used in people's daily lives either as individual such as writing application letter, message, and dissemination of the research result or member of society such as in a workplace issues. Students' project result actually useful for either enriching their own knowledge and experiences or contributing to a certain related field of science if they are published so that everybody can easily accessed.

Based on all of references above, the researcher was found some differentiate and some similarities. The differentiates are: journal writing technique will make the students be bored and lazy to write if they have no idea to write in their journal, and the students will face a big problem if they have no basic in writing skill and also it will make the researcher difficult to implement journal writing

About the similarities, are: journal writing will train the students to express their feeling in writing base on their personal experiences and what they want to write in their journal. And also, students will have their

own responsibility in their journal. Students will be responsible with their writing.

B. Some Pertinent Ideas

1. Concept of Writing

a. Definition of Writing

Nunan in Safri (2013:5) states, writing is clearly a complex process, and competence writing is frequently accepted as being the last language skill to be acquired. Few people write spontaneously, and few feel comfortable with a formal writing task intended for the eyes of someone may be critical, and who indeed may assign a formal assessment to be written product, most people feel uncomfortable.

Narayan in Lilis (2018:10) state that writing composed with craft touches readers on several levels intellectual, emotional, aesthetic. And an outward facing performance for readers.

Graham and Perin in Dewanti (2016:9) explain that writing is not just an option for young people-it is a necessity. Writing skill is predictor of academic success and a basic requirement for participation in civic life in the global economy, while writing is not a simple language skill to perform because if it is large areas that must be involved.

b. The Stage of Writing

Writing is same like psychological scenery for mental action. However, writing habit should be improved for anytime.

To make a good writing, there are four stages in writing process, as follows:

1) Planning

This first step asks the writer to prepare their subject that will be written. During the preparation of writing, the writer should think about the purpose of writing and how that writing will influence the readers. And also, the language and collect the information is important too in writing. How the writer produces the words to sentences until become paragraph will be influence the readers.

Beside of that, there some important also to do in this first stage is content. Content is central of all in writing. Content will decide the readers of writing that is good quality or not to read.

2) Drafting

The second stage is drafting. Where this stage asks the writer to generate everything that writer find out in the first stage. Draft needs to editing for checking the text of writing.

3) Editing

To produce a perfect writing, is not only in first try. The writer needs to edit and re-evaluate the writing. In this stage, the writer

should read the writing, perhaps the information is not clear enough or there some word incorrect.

According to Lilis in her Thesis (2018:12) editing is essential part of preparing a piece of writing for public reading or publication.

Another function of editing is check the grammar, spelling punctuation, diction and sentence structure in writing.

4) Final Version

After pass all of the stage, we will face the final stage is final version where this stage will ask the writer to complete their writing after planning, drafting and editing.

In this final stage, the writer just needs to make it perfect and ready to send for the public readers.

c. The Characteristics of Writing

Teach Journal writing as a media directly train the students in writing ability. According by Pival and Adelstein in Safri (2013:9) There are some characteristics of writing, they are:

- 1) Good writing reflects the writer's ability to use the appropriate voice even though all good writings conveys the sound as someone else, the voice heard though the writing must also sort the purpose and audience at the occasion.

- 2) Good writing reflects the writers' ability to organize the material into a coherence whole so that it moves logically from a central, dominant idea to the supporting points and finally to a coincident ending conveying to the needs a sense at a well thought a plan.
- 3) Good writing reflects the writers' clearly and unambiguously to use sentence structure language and example, so that one possible meaning is the writers intended one.

Beside that, Neville Grant also state in Safri that the characteristics of good writing exercises namely:

- a) Writing exercise should be neither too hard nor too easy.
- b) Writing exercise should be relevant, both to the students and to the subject within the unit of learning.
- c) Writing exercise should be linguistically suitable, both in the term of grammar and vocabulary.
- d) Writing exercise should not be too long.
- e) They should be interested in their own right. In other word, what is written should have some kinds of communicative purpose.

d. The Importance of Writing

There are many importance of writing where all of it can help the people to be easier to write. The importance of writing as follow:

1) As an expression

People who write is face their expression about thing. How does he/she interest of it and how the way to share it. Writing is an expression of the writer.

2) Judgment of person

Many people said that you are what you write. That is why the people sometimes judged the personality by our writing. You are how the quality of your writing.

3) Ability to explain

Writer is a good explainer where the writer should make their writing clearly and simple so that the readers can understand and get the point.

4) As a business, education and career

Writing is business. Many people get much money because writing. They share their writing and get money. And also in educational world, writing is a subject lesson where all of the students should to learn. And about career, it is have relation with business. People have a good career as a writer.

e. The Components of Writing

Jacob in Asmayana (2015:17) argues that there are main five components of writing. They are: (Content, Organization), grammar, vocabulary and mechanics.

1) Content

Content will involve writing tightly focused texts that include a set of keywords or phrases that have been researched by marketers. High quality content will ensure that these keywords appear in the right density. The text will also be fluently written, clear and able to promote the product being described. The quality of the content produced also needs to be high. Poor quality content is less likely to achieve a high search engine ranking, meaning that the webpage in question will not be read by a large number of potential customers. The skills required for content writing are varied. They include the ability to write fluently and persuasively on a range of subjects while integrating keywords without losing readability.

Content of writing should be clear to the readers so that the reader can understand and get any information by read our article.

2) Organization

Organize in this research means how the students prepare their self to write a journal, it coherence with their idea and

subject of what they want to write. Organizing idea is important in writing skill so that organize be an assessment subject in this research.

3) Grammar

Grammar has big influence of quality of writing. To make correct and good sentences in article or writing, the writer must pay attention to the use of grammatical rules concerning tenses, preposition, conjunction, clause and article.

4) Vocabulary

We can not write anything without having much vocabulary in our memory. Vocabulary is central of writing, where the writing is made by using many vocabularies. How the writer should express their feeling and ideas by using vocabularies.

5) Mechanics

Mechanics in writing will help to differentiate each sentence. Further, explanation about mechanics are as follows:

- a) Capitalization
- b) Pronunciation
- c) Spelling

2. Concept of Journal Writing

a. Definition of Journal Writing

Santoso in Wahyudi (2015:5) Journal writing is a demanding process for students due to (mostly) their linguistic constraints and the challenge of reading widely on a particular proposed topic. The result potency of publication is low. However, it is worth trying as it potentially provides rewarding experience as well as preparing them to publish their own academic article as instructed by the Directorate General of the ministry of Education and culture of RI.

Glynn & Muth in Al-RAwahi (2015) Journal writing facilitates the integration between prior and new knowledge, and assesses learners' understanding. It encourages students to express their interest, thinking and curiosity about the world around them, and discover new ideas.

Journal writing as a way to develop the habit of transcribing one's thoughts onto paper is by and large synonymous with looking upon journal writing as a way to develop accuracy on paper. Writing a journal will help you to develop the habit of thinking on paper and show you how ideas can be discovered in the process of writing.

Payton and Reed in Chui (2015:2) Journal writing is regarded as communication and language practice. Journal writing as students' are encouraged to share and express creatively.

From all of expert definitions above, the researcher can define journal writing is a teaching technique that can be used to train and

improve the students' ability where the students' writing is submitted in one journal, so that it is called journal writing. Journal writing is written by students based on their experience and what they want to write. We can see the progress of this technique with how the students produce word become sentences until become a good writing for readers.

Journal writing divided into two kinds. The first is journal writing as a news paper with particular subject or professional activity. And the second one is journal writing as a daily record of news and story of personal nature. From that kinds, the researcher applied the second one in the classroom. Where the students focused on their record news and story of personal nature.

b. The Characteristic of Journal Writing

According by Cox in her article (28 June 2018) Writing in journals can be a powerful strategy for students to respond to literature, gain writing fluency, dialogue in writing with another student or the Teacher, or write in the content areas.

The unique one of journal writing for students is the students freely to generate the ideas and the subject of writing. Students can take their personal experience as their journal, and also what they think about anything.

Atwell in Carole (28 June 2018) stated that there are also books that focus on the idea of using diaries, journals, and log to write about life experiences. Responding to students' journals and using dialogue journals

between the teacher and student can be an effective means of communication and assessment as well.

To introduce journal writing for students, that uses like diary format. Students discuss about their topic before write their journal and ask the teacher about the difficulties.

Journal writing can be finished during the set of time class period. The students also can write in their journal at the same time of day. Journal writing can be written for individual or group.

The important thing in write journal writing is how to make good sentences. How the sentences are coherence each other. And how the writer organizing the idea and make amazing content in the journal. Each punctuation that used should coherence with the words of sentences. And many things should to analyze in write a journal.

c. The Implementation of Journal Writing

Practice make perfect during learning process. Yin Man (2015:2) Journal writing can be an empowering tool by providing a relaxed and enjoyable platform for students to express themselves.

And according to Ngoh in Chui Yin man (2015:4) teacher can create a supportive atmosphere for arousing high learning motivation which students could integrate more and more into their formal writing.

Luu (2010:82) Journal writing helps learners write better and better day by day since it provides learners with more opportunities to freely write about what they wish to whenever they feel like writing. Luu also

states that writing a journal will help you to develop the habit of thinking on paper and show you how ideas can be discovered in the process of writing. A journal can make writing a familiar part of your life. He also explained about this technique has been found to be an effective and productive means of arousing interest in writing, which at the same time, develops fluency of expression.

Implement of journal writing is a way to solve the students' problem in writing. Journal writing is to encourage the students to interest in writing. Students' interest is first step to implement journal writing.

This research will train the students to keep a journal writing (notebook or diary) to enable write their activity or anything about themselves and keep it as a habit. Journal writing should be a habit first. How the students express their feeling, activity, and so on in their journal.

Before implement journal writing in English teaching, the researcher must explain and tell the students what definition of journal writing, what the function of journal writing and what the goal of this technique. After students get the point of it, we can continue in practice activity in the classroom.

According to Meet Kristy (04 July 2018), there are seven tips how to implement an effective journal writing, as follows:

- 1) Make it fun and special.
- 2) Use a variety of questions.
- 3) Journal regularly.

- 4) Share your own responses.
- 5) Do not make the journal homework.
- 6) Make grading easy.
- 7) Discuss confidentiality.

That is all of seven tips to make journal writing for students. But in this time, the researcher will explain 3 points from the seven points as the important aspect to make journal writing, are:

- a) Make it fun and special.

Journal writing should be an interest thing for students to do. The process of journal writing can be fun for students if they enjoy the procedure.

- b) Share your own responses.

To make journal writing easy for students, teacher should make a good communication with students. Teacher and students can share any information of them self each other. What make the students difficult to write and teacher can help students to solve the problem.

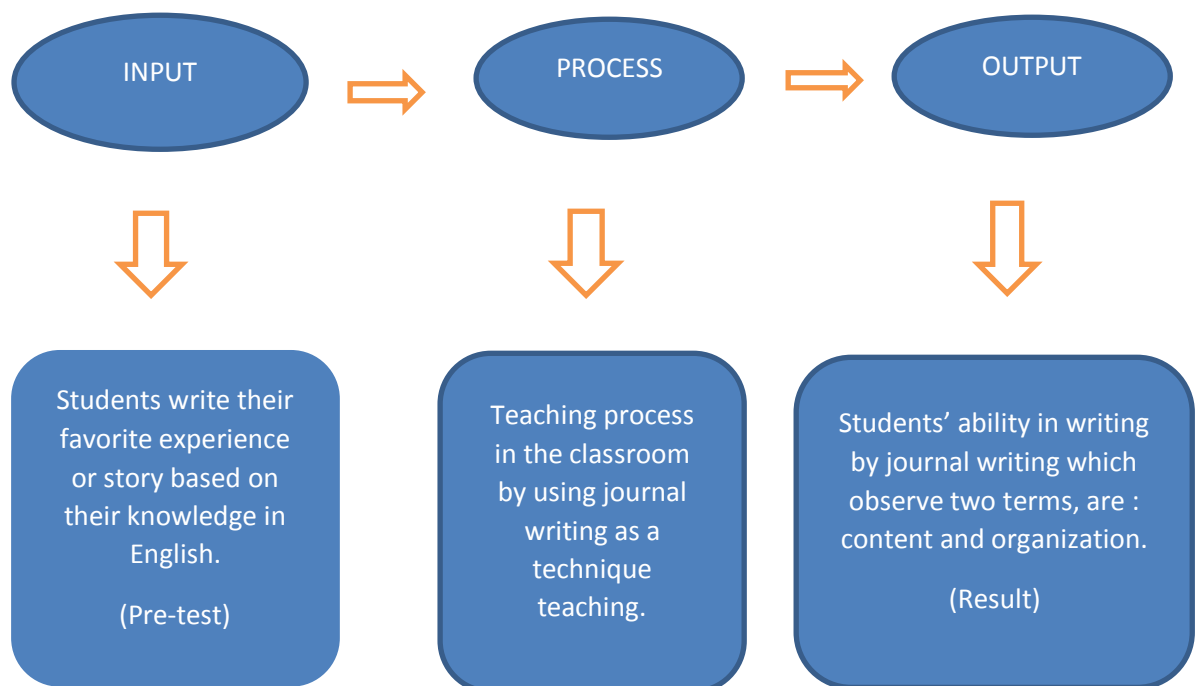
- c) Do not make the journal homework.

To make journal writing effective for students, teacher must train the students to write anything in their journal. But, the important thing is do not make the journal as homework for students. Keep their journal in the classroom. Do not let students bring their journal to home.

The researcher asked the students to write anything of themselves or their personal experiences, describe someone or something, write narrative story and recount text in their journal. Then, we can see the progress by looking sentences that students write day by day in their journal. And it can solve the students' problem in writing.

C. Conceptual Framework

The conceptual framework underline in this research present in this following diagram:



The followed was the explanation of conceptual framework of the research:

1. The researcher asked the students to write their favorite experience or story. This way was used as pre-test in this research.

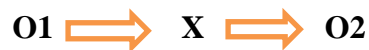
2. During the process, the researcher explained about what is journal writing before. And the students applied journal writing in their daily activities.
3. As the result of research, the researcher must find out the feedback from implementation of journal writing in English teaching during the process.

BAB III

RESEARCH METHOD

A. Research Design

The method of this research was used pre-experimental design. Where the data obtained base on 3 steps on pre-experiment procedure (pre-test, treatment and post-test). The media helped the students to solve the problem in difficulties and see the influence of the media on students' writing ability in Islamic Boarding School of DDI Mangkoso.



Where:

O1 : Pre-test

X : treatment

O2 : Post-test

B. Research Variable

In this research, there are two parts of variables, they are:

(1) Dependent variable

The dependent variable is the variable being tested in a scientific experiment. The dependent variable is dependent on the independent variable. "English teaching" as the dependent variable where the researcher have observed the content and organization of sentences in writing skill.

(2) Independent variable.

The independent variable defines as the variable that is changed or controlled in a scientific experiment. In this research, “journal writing” as the independent variable, the researcher conducted this technique teaching to observed the implementation of journal writing in English Teaching and the effectiveness of the media.

C. Population and Sample

1. Population

The population of this research was conducted in Islamic Boarding School of DDI Mangkoso. The researcher was conducted this research in second grade of Senior High School on Islamic Boarding School of DDI Mangkoso. There are 69 students in Second grade for 3 classes.

2. Sample

In this research, the researcher used purposive sampling technique as a sample. Based on English teacher’s suggestion, the researcher used second grade of IPA consist of 24 students in Senior High School of Islamic Boarding School of DDI Mangkoso as a sample, because second grade of IPA have lower ability in writing than another class.

D. Instrument of Data Research

To know the progress about English Teaching by using journal writing as a technique teaching, the researcher was conducted pre-test and post-test as instrument. The instrument that used was a test, which the students was asked

to write their amazing experience or favorite story to measure their ability in writing especially in students' content and organization in writing before the researcher gave the treatment.

The first instrument was pre-test and the last instrument was post-test writing skill and the last step was post-test. And the post-test was same like the pre-test.

Procedure of Collecting Data

In this research, there were three procedures of collecting data, as follows:

1. Pre-Test

The Pre-test was given for students as the first step. The researcher asked the students to make a short story of their life based on students' experiences and their favorite story. These test was given to measure the students' ability in writing especially in content and organize ideas.

Each student should submit their task. And then after the researcher got the score from this step, the researcher would continue to the next step.

2. Treatment

For this step, the researcher began to give the treatment by using journal writing as a technique teaching for students. There were six meetings to be given for students during the process of research. Each meeting had different material to be taught by researcher.

In the first meeting, the researcher began to explain about what was journal writing, the characteristics, and the function or purposes of journal writing for students. The researcher also taught the students how to make good writing in journal writing. After explain about journal writing, the researcher asked the students to make a writing text base on students' experience, daily activities, or their favorite story.

And the second meeting, the researcher taught about steps of writing. Before students began to write, the researcher gave material about steps of writing in the second meeting. The steps of writing should be understood by students well, because it was very important in writing ability in learning.

The next meeting, the researcher tough about content and organization terms. Where the meaning of content was focused on the text of writing and organization focused on students' ideas and preparation of writing. This meeting focused to made a content and organized the ideas. Good content in writing influenced the interest of readers. Content and organization are very important component in writing, and in this research only focused on that two terms.

Descriptive text had been taught in the fourth meeting. Students train their writing ability by learn about descriptive text. The researcher taught the students very well about it. And also, the researcher provided some media which were related with descriptive text for students to made easier

to develop their imagination in writing. The researcher asked the students to write an article about descriptive text from the media.

The next meeting, the researcher taught the students about narrative text. The researcher taught about how to make a narrative text about students' story (Factual narrative). They felt freely to choose the topic or subject that was written in their journal as a writing task for the third meeting. The function of task that student wrote could be a progress of writing especially in journal writing.

The final material or the last meeting was how to taught students about recount text. It was made the students learn many things of writing. Like usual, the researcher needs to explain about what was recount text to students before gave a task. Students wrote their story every meeting to train their writing ability. How to organized the ideas and how to made an amazing content in their writing for readers. All of the material trained the students skill in writing and writing became a habit for students in every day.

We can saw the progress of students' writing skill that they have wrote in their journal every meeting. In this step, the researcher as a teacher where the students felt free to asked anything that they did not know. After sixth meeting in the class, we ready to given a post-test for students.

3. Post-Test

Post-test was the last step of this research before the researcher found the result. In this step, the researcher gave the task to students like the pre-test. After passed the good treatment, the students asked to write their daily activities, personal experience or their favorite story in their journal. We have seen the changed of students' way of writing than before. How the students organized their idea be easier than before.

Table 1. Content Score Classification

Classification	Score	Criteria
Excellent	90-100	If the central purpose, the unity, and the completeness of the composition are all correct.
Very Good	80-89	If the composition contains few errors of central purpose, unity, and completeness.
Good	70-79	If the composition contains some errors of the central purpose, unity and completeness.
Fair	60-69	If the composition is dominated by errors of the central purpose, unity and completeness.
Poor	0-59	If the central purpose, unity and completeness are all incorrect.

(Gay in Nurkamri, 2014:31)

Table 2. Organization Score Classification

Classification	Score	Criteria
Excellent	90-100	Fluent expression – ideas clearly.
Very Good	80-89	Some copy – loosely organization but mind ideas out
Good	70-79	Not fluent but ideas stand out.
Fair	60-69	Not fluent /ideas confused.
Poor	0-59	Does not communication no organize.

Harmer in

Asmayana(2015:31)

E. Technique of Data Analysis

The data analysis of students' writing ability should be analyzed based on writing score classification. In This research, the researcher taken the score based on content and organize score classification, the described of classification as follow:

1. To find out the mean score of students' test, the researcher used the following formula:

$$X = \frac{\sum X}{N}$$

Where :

\bar{X} : Mean Score

$\sum X$: The sum of all score

N : Number of students

(Gay in Naimatunisa,
2018:32)

2. Finding out the significant difference between the pre-test and post-test by calculating the value of the test.

$$D = \frac{\sum D}{N}$$

Where:

\bar{D} = Deviation

$\sum D$ = Standard Deviation

N = the number of subject

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t : test of significance

\bar{D} : Different between the matcher pairs

D : Mean of deviation

$\sum D^2$: The sum of D Square

$\sum D^2$: The square of $\sum D$

N : number of students

(Gay in Naimatunisa, 2018:

32)

3. To find out the improvement of percentage

$$\% = \frac{X2 - X1}{X1} \times 100$$

Where:

% : Percentage

X2 : total score of Post-test

X1 : total score of Pre-test

(Gay in Ibnu, 2016:31)

F. Hypothesis Testing

Table 3. Hypothesis Testing

No.	Testing	Null Hypothesis	Alternative Hypothesis
1.	t-test value	Rejected	Accepted
2.	t-table value	Accepted	Rejected

(Gay in Ibnu, 2016:32)

Table 3 showed the criteria was used to accepted or rejected the hypothesis. After calculated the t-test value, it was compared with the t-table value. When it found that the t-test value greater than t-table value, it means that null hypothesis (H0) was rejected and alternative hypothesis (H1) was accepted because there was significant difference between pre-test and post-test before and after being taught English by using journal writing as a technique teaching.

Meanwhile, when it found that the t-test value was lower than t-table value, it means that null hypothesis (H0) was accepted and alternative hypothesis (H1) was rejected, because there was no significant difference between pre-test and post-test before and after being taught English by using journal writing as a technique teaching.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

1. Process

During finish the research, in begin of step or process, the researcher gave a pre-test where the test was held to identified the students current in English especially in writing skill.

By the pre-test, the researcher found some problems of students in writing. Such as the students lacks unity that is the topic sentences. Sometime, students less in vocabulary to express their ideas in writing, they also sometime felt blank in writing activity. So that the sentences not coherence each other. And students also low to organize their idea in writing. So, the researcher chooses to solve the content and organization problem because the variables were still less of the students.

The researcher gave the treatment by using journal writing as a technique teaching. There were six meetings in treatment process. In the first meeting, the researcher taught about definition of journal writing and how to write a journal for students. Students also felt freely to shared and told the researcher about their difficulties in writing. During the process of treatment to implement journal writing in English teaching, students' interest was very important.

The next meeting of these process of treatment, the researcher taught about steps of writing, content and organization, descriptive text, narrative text, and recount text until the final of meeting. In every meeting, the researcher gave the students task of writing skill. Students became easier to write caused by treatment that the researcher gave. Using journal writing helped the students to solve their problem in writing.

After passed the treatment, the researcher gave post-test for students to found the result of this research. The task of post-test was same with pre-test where the researcher asked the students to write their personal experience or their favorite story in a paper. Pre-test and post-test was given focused on content and organization of students in writing.

2. Result

a. Mean Score

Table 4. Mean Score of Students' Writing Skill

No.	Indicator	Mean Score	
		Pre-test	Post-test
1.	Content	56.75	77.7
2.	Organization	59.20	79
3.	ΣX	115.95	156.7
4.	X	57.98	78.35

The data on the table 3 showed the mean score of content in pre-test to 56.95 and post-test to 77.75, mean score of organization in pre-test

to 58.38 and post-test to 79.08. For the result of this item is the mean score of the pre-test was greater than the mean score of the post-test. It means that the students' writing skill was improved after doing the process of learning by using journal writing as a technique.

b. Students Percentage of Improvement in Writing Skill

Table 5. Students' Percentage of Improvement in Writing Skill

No.	Component	Mean Score		Percentage
		Pre-test	Post-test	
1.	Content	56.75	77.7	36.91%
2.	Organization	59.20	79	33.44%

Table 5 showed the percentage of students' improvement in writing skill between pre-test and post-test. Mean score of content item in pre-test was 56.75 and in post-test was 77.7. The percentage of improvement in content was 36.91%. Then in organization, mean score in pre-test was 59.20 and in post-test was 79. So, the percentage of students' improvement in organization was 33.44%.

c. Frequency of Students' Skill in Journal Writing

The result of data analysis of this research shows the percentage of improvement of students in writing by providing the students correct in terms of content and organization used in pre-test and post-test was presented as follows:

Table 6. Frequency and Percentage Score of Students' Writing Skill in Terms of Content in Pre-test and Post-test

Score	Classification	Pre-Test		Post-test	
		F	%	F	%
90-100	Excellent	-	0	3	12.5
80-89	Very Good	1	4.16	9	37.5
70-79	Good	4	16.66	10	41.67
60-69	Fair	3	12.5	2	8.33
0-59	Poor	16	66.68	-	0
Total		24	100%	24	100%

The data in the table 4 indicated the percentage of students' content in pre-test. From 24 students, there was no students got excellent score (0%) because the criteria of content classification still lee in unity and not related each other. There was a student got very got score (4.16%) because the student wrote composition contains few errors of central purpose, unity and completeness. There were four students got good score (16.66%), they

contains some errors of the central purpose, unity and completeness. Three students got fair score (12.5%), students were dominated by errors of sentences. And sixteen students got poor score (66.68%), more than students got poor classification because their central purpose, unity and completeness are all incorrect. And the classified of percentage in post-test, there were three students got excellent score (12.5%), they wrote all procedure correctly. Nine students got very good score (37.5%), ten students got good score (41.67%), two students got fair score (8.33%), and there was no one students got poor score (0%), because in post-test there were no students had all incorrect in content classification.

From the result, it could be concluded that students' writing ability in terms of content in post-test was good improvement.

Table 7. Frequency and Percentage Score of Students' Writing Ability in Terms of Organization in Pre-test and Post-test

Score	Classification	Pre-Test		Post-test	
		F	%	F	%
90-100	Excellent	-	0	4	16.67
80-89	Very Good	2	8.33	8	33.33
70-79	Good	3	12.5	12	50
60-69	Fair	8	33.33	-	0
0-59	Poor	11	45.84	-	0

Total	24	100%	24	100%
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Based on the table 5 pre-test shows that from 24 students, there was no one got excellent score (0%), because there was no one students had clear ideas. There were two students got very good score (8.33%), students loosely in organization but mind ideas out. Three students got good score (12.5%), their idea not influence for the writing. Eight students got fair score (33.33%), they confused with their ideas and not influence. And eleven students got poo score (45.84%), because they did not communication no organize Than in post-test shows there were four students got excellent score (16.67%), they organize the ideas well. Eight students got very good score (33.33%), but they some copy and mind ideas out. Twelve students got good score (50%), their ideas stand out. And there was no one students got fair and poor score, because all of students organize their own idea well.

From the differentiate pre-test and post-test result, we could be concluded that students' ability in organization terms of writing was improved.

3. Hypothesis Testing

The researcher was used t-test analysis on the level of the significance (p)= 0.05 with the degree of freedom (df)= N-1, where N = number of sample (22 students) then the t-table value is 2.069, the t-test statistical,

analysis for independent sample was applied. The following table shows the result of t-test calculation:

Table 8. The t-test of Students' Improvement

Component	t-test value	t-table value	Description
Content	9.61	2.069	Significant Different
Organization	8.80	2.069	Significant Different

The table 7 showed that t-test value for content was greater than t-table value ($9.61 > 2.069$), t-test value of organization was greater than t-table value ($8.80 > 2.069$). It means that there was significant difference between the students' writing skill before and after using journal writing in English teaching as a technique teaching of second grade on Senior High School of DDI Mangkoso.

B. Discussions

The discussion section deals with the interpretation of findings derived from the result of statistically of content and organization result of students' ability in journal writing skill .

Based on findings in previous chapter, implementation of journal writing as a technique teaching in English, the data was collected through the test as

explained in the previous finding section shows that the students' ability in terms of content and organization was significantly improved by giving pre-test, treatment and post-test. Implementation of journal writing also made the students' writing skill be better than after treatments was gave for students.

1. Improvement of Students' Writing Ability in Term of Content

Content of writing is about the ability to develop thought. What we write, it should be clear for the readers, so that the readers can understand the message convey and gain information from it. In the first meeting, the researcher gave the pre-test, but more than all of students did not make a writing in a good content.

In the first meeting, the researcher gave pre-test for students where she asked the students to write their personal experience or favorite story. Then she found some problems on students' content about how students lacked of vocabularies and ideas about the topic. So that the sentences not relevant each other and became not clear for readers. Most of students' paragraph was dominated by errors central purposes and unity.

In the next meeting until the last meeting, the researcher gave the materials (step of writing, content and organization, descriptive text, narrative text, and recount text) about writing by using journal writing as a technique teaching. At the time, the researcher emphasized to improve the students' content component. And for the end of research, the researcher gave post-test for students, where the test was same with pre-test.

After giving treatment, the students' achievement was improved. The students have found many ideas to expressed in their writing and they knew to developed it and the students' paragraph more understandable. In improving the students' writing ability by using journal writing as a technique, the percentage improvement of students' score in writing content was 36.91%. It indicated from the improvement of mean score in pre-test from 56.75 to 77.7 in post-test.

2. Improvement of Students' Writing Ability in Term of Organization

Organization here talking about students' preparation their self before writing, it should be coherence with their idea and subject of what they want to write. Organization was the ability to developed ideas and topic which is relevant in a united form.

Before giving the treatment, the researcher found most of students had difficulties to organize word well. Several students have to choose wrong word, so that the sentences became not clear. Students also have no good preparation to write. Their writing was not related with the topic.

In the treatment, the researcher emphasized about organization in writing. She instructed students to choose their story to write easily and used daily vocabulary. Make a good writing with amazing organization was difficult for students, but after passed the treatment, students became easier to made organization in writing. They also created their ideas freely.

The improvement of students in organization term was 33.44%, where the mean score of pre-test was 59.20 and the mean score of post-test was 79. From that result, most of students got very good classification in organization term, even there were some students got excellent classification.

3. Improving Students' Writing Ability Through Implementation of Journal Writing in English Teaching

Man (2015:2) stated that journal writing can be empowering tool by providing a relaxed and enjoyable platform for students to express themselves. The use of journal writing as a technique teaching gave positive effect for students' writing ability. During the treatment, students were interested in English learning to improve their writing ability.

Implementation of journal writing was a way to solve the students' problems in writing. The important thing in implementation of journal writing for students was should became a habit for students. They should have the interest in writing.

The researcher used pre-experiment as research method where the method conducted pre-test, treatment and post-test. This research used pre-test and post-test as an instrument, where the researcher asked the students to write their personal experience or their favorite story. From the pre-test, the researcher found some problem and tried to solve by using journal writing as a technique teaching. The next step about treatment. It told

about the materials that the researcher gave for students to solve their problem in writing. After six meeting, the researcher gave post-test to get the result of implementation of journal writing.

To introduce journal writing for students, that used like diary format. Students discussed about their topic before they wrote their journal and asked the teacher about the difficulties. The students' improvement of implementation of journal writing was proved by the result of percentage that mean score of post-test was greater than mean score of pre-test. In pre-test, most of students got poor classification and then in post-test most of students got very good classification in content and organization term.

4. The Significant Difference of T-test and T-table

Through the result of pre-test and post-test, the result of t-test value of the level of the significant $5\% = 0.05$, degree of freedom (df) = 23 indicated that t-table value was 2.069 and t-test value in content was 9.61. Therefore, it concluded that statistically hypothesis (H1) was accepted and null hypothesis (H0) was rejected. In organization term, through the result of pre-test and post-test, t-test value of the level of the significant $5\% = 0.05$, degree of freedom (df) = 23 indicted t-table value was 2.069 and t-test value was 8.80. Therefore, it concluded that statistically null hypothesis (H0) was rejected and alternative hypothesis (H1) was accepted. It means that journal writing as a technique teaching was effective to improve the students' writing ability.

From the discussion above, it could be concluded that the second grade of Senior High School of Islamic Boarding School of DDI Mangkoso have good ability in writing after being taught implementation of journal writing in English teaching and focused on content and organization.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in previous chapter, the researcher concluded that the students' writing ability before implement the journal writing was very low, it was provided by the data that most of students got poor classification mostly with the mean score of students' pre-test was 56.75 for content item and 59.20 for organization item. Students ability in writing by using journal writing as a technique was significant improved, it was showed by data that most of them got very good and good classification with mean score of students' post-test was 77.7 in content item and 79 in organization item.

Using journal writing as a technique teaching was improved students' writing ability. By using journal writing, it was helped the students became easier to write their ideas.

B. Suggestions

After passed all of the procedures to finished this thesis, the researcher would like to give some suggestions in implementation of journal writing in English teaching, as follows:

1. The researcher suggests to the English teacher to make students interest in English learning, because it is very important before applied journal writing as a technique teaching.
2. The researcher suggests to the teacher to be a good friend for students to share students' problem in writing skill.
3. The researcher suggests to the teacher must be more patient to help the students to solve their problem in learning.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MA Pi DDI Mangkoso
Mata pelajaran : Bahasa Inggris
Kelas/Semester : XI IPA 1/ Ganjil
Alokasi waktu : 2 x 45 menit
Skill : Writing

A. Kompetensi Inti (KI)

- KI 1. Menghargai dan menghayati agama yang dianutnya.
- KI 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4. Mencoba, mengolah, dan menyaji 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 (KD)

- KD 1. mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi

terkait descriptive text sesuai dengan konteks penggunaannya. (penggunaan unsur kebahasaan dan kosa kata).

KD 2. menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait materi descriptive text dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

1. Membuat sebuah tulisan terkait mendeskripsikan seseorang atau sesuatu.
2. Tanya jawab terkait descriptive text dalam menulis sesuai yang telah dipelajari.

D. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi pengertian descriptive text dalam pelajaran menulis.
2. Peserta didik mampu memahami dengan baik terkait materi descriptive text dalam menulis jurnal.
3. Peserta didik dapat membuat descriptive text yang baik dalam menulis.

E. Materi Pembelajaran

1. Fungsi Sosial

Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal antar guru dan murid.

2. Struktur tes

- a. Mengidentifikasi materi tentang descriptive text dalam menulis.
- b. Memahami materi tersebut dan dapat diaplikasikan didalam pelajaran menulis.

3. Materi belajar

Menjelaskan kepada peserta didik pengertian descriptive text dan memberikan contoh terkait materi tersebut dalam keterampilan menulis jurnal.

4. Unsur kebahasaan

- a. Kosakata
- b. Konten
- c. Organisasi
- d. Tes tertulis

5. Topik

Interaksi antar peserta didik didalam dan diluar kelas yang melibatkan tindakan menyapa, berpamitan, berterima kasih dan meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI.

F. Metode Pembelajaran

Pendekatan : Scientific (learning observe-practice, experiment, associate, communicate)

Model : Project based learning

Metode : Role-play and Questionare

G. Media, alat pembelajaran dan sumber belajar.

Media : Contoh jurnal.

Alat pembelajaran : Spidol, papan tulis, buku tulis/kertas.

Sumber belajar : Buku paket untuk siswa, kamus Bahasa Inggris, dan pengalaman guru dan siswa.

H. Langkah-langkah Pembelajaran

1. Pendahuluan (10 menit)

- a. Salam dan tegur sapa
- b. Mempersiapkan kelas oleh ketua kelas
- c. Membaca do'a sebelum belajar
- d. Cek kehadiran dan menyiapkan buku pelajaran
- e. Mendemonstrasikan hal-hal terkait pelajaran yang akan dipelajari
- f. Mereview pelajaran yang telah dipelajari pada pertemuan terakhir
- g. Menjelaskan tujuan pembelajaran

2. Kegiatan inti (65 menit)

a. Mengamati (10 menit)

- 1) Peserta didik diberikan gambaran oleh guru terkait dengan materi yaitu descriptive text.
- 2) Peserta didik mengamati materi yang terdapat pada media yang disediakan oleh guru.
- 3) Peserta didik mendengarkan guru menjelaskan pengertian descriptive text.

b. Menanya (disampaikan secara lisan tentang langkahnya) (3 menit)

- 1) Menstimulus pengetahuan siswa dengan bertanya jawab mengenai pelajaran yang mereka dapatkan.

c. Mengumpulkan informasi (10 menit)

- 1) Peserta didik diberikan kesempatan memahami dan mengetahui apa itu descriptive text dalam pelajaran menulis..
- 2) Peserta didik diberikan kesempatan untuk bertanya terkait materi yang belum dipahami.
- 3) Peserta didik membaca contoh descriptive text yang diberikan oleh guru sebagai media pembelajaran.
- 4) Guru memberikan penguatan secara singkat sesuai dengan unsur kebaahasaan dan struktur teks.

d. Mengasosiasi (20 menit)

- 1) Peserta didik membaca dengan saksama contoh descriptive text yang diberikan oleh guru dan dipahami.
- 2) Peserta didik mulai membuat rancangan mengenai seseorang atau sesuatu yang akan ditulis berdasarkan apa yang telah dipahami dari descriptive text.
- 3) Guru membimbing peserta didik sesuai dengan permasalahannya.
- 4) Setiap peserta didik diberikan waktu untuk mulai membuat satu tulisan yang akan dijadikan jurnal.

e. Mengkomunikasikan (10 menit)

- 1) Setiap peserta didik mengumpulkan tugas yang mereka buat.
- 2) Guru memberikan penguatan dengan mengoreksi tugas siswa terkait materi.

3. Penutup (15 menit)

- a. Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya bagaimana perasaannya (refleksi).
- b. Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami materi tentang descriptive text.
- c. Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini.
- d. Guru menyampaikan materi untuk pertemuan berikutnya.
- e. Ketua kelas menutup kegiatan pembelajaran dengan memberi salam kepada guru.

I. Soal latihan

1. Describe something or someone around you and read in front of your friend and then your friends will guess it!

J. Instrument penilaian

- Penilaian Sikap Spiritual

1. Teknik : Observasi

Instumen penilaian

No.	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Berdoa sebelum dan sesudah melakukan sesuatu				
2.	Mengucapkan rasa syukur atas karunia Tuhan				
3.	Memberi salam sebelum dan sesudah menyampaikan pendapat/presentasi				
4.	Mengungkapkan kekaguman secara lisan maupun tulisan terhadap Tuhan saat melihat kebesaran Tuhan				
5.	Merasakan keberadaan dan kebesaran Tuhan				

	saat mempelajari ilmu pengetahuan				
Jumlah Skor					

Petunjuk Penskoran : Skor akhir menggunakan skala 1 sampai 4
Skor diperoleh

Penghitungan skor akhir menggunakan rumus :----- X 5 =
Skor Akhir

- **Penilaian Sikap Sosial**

1. Teknik Penilaian : Observasi

Penilaian sikap sosial : Tanggung jawab

No.	Aspek Pengamatan	Skor			
		1	2	3	4
1	Melaksanakan tugas individu dengan baik				
2	Menerima resiko dari tindakan yang dilakukan				
3	Tidak menuduh orang lain tanpa bukti yang akurat				
4	Mengembalikan barang yang dipinjam				
5	Meminta maaf atas kesalahan yang dilakukan				
Jumlah skor					
Nilai					

Petunjuk penskoran : Skor akhir menggunakan skala 1 sampai 4
Skor diperoleh

Penghitungan skor akhir menggunakan rumus :----- X 5 =
Skor Akhir

- **Penilaian sikap sosial : Percaya diri**

No.	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Saya melakukan segala sesuatu tanpa ragu-ragu				

2.	Saya berani mengambil keputusan secara cepat dan bisa dipertanggung jawabkan				
3.	Saya tidak mudah putus asa				
4.	Saya berani menunjukkan kemampuan yang dimiliki di depan orang banyak				
5.	Saya berani mencoba hal-hal baru				
Jumlah skor					

Petunjuk penskoran : Skor akhir menggunakan skala 1 sampai 4
 Skor diperoleh

Penghitungan skor akhir menggunakan rumus : ----- X 5 =
 Skor Akhir

Score akhir = jumlah score keseluruhan : aspek penilaian = nilai akhir

Ex: 225:3 = 75 (B)

Keterangan:

80-100 = A

65-79 = B

40-64 = C

0-39 = D

Program Tindak Lanjut

- Siswa yang memperoleh nilai $KD < KKM$ mengikuti remedial.
- Siswa yang memperoleh nilai $KD \geq KKM$ lanjut ke KD berikutnya melalui kegiatan pembelajaran individual (*Individual Learning*).

Makassar, September 2018

Mengetahui,

Guru Mata Pelajaran

Kepala Sekolah

Zakiah Awaliah

Herman Tabi, S.Pd

NIM. 10535589614

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : MA Pi DDI Mangkoso
Mata pelajaran : Bahasa Inggris
Kelas/Semester : XI IPA 1/ Ganjil
Alokasi waktu : 2 x 45 menit
Skill : Writing

A. Kompetensi Inti (KI)

- KI 1. Menghargai dan menghayati agama yang dianutnya.
- KI 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4. Mencoba, mengolah, dan menyaji 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 (KD)

- KD 1. mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi

terkait cara menulis jurnal melalui narrative teks sesuai dengan konteks penggunaannya. (penggunaan unsur kebahasaan dan kosa kata).

KD 2. menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait cara menulis jurnal melalui narrative teks dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator

3. Menulis narrative teks dalam jurnal.
4. Tanya jawab terkait cara menulis narrative teks dalam jurnal yang telah dipelajari.

D. Tujuan Pembelajaran

4. Peserta didik dapat mengidentifikasi pengertian dari narrative teks dalam menulis jurnal.
5. Peserta didik mampu mengaplikasikan narrative teks dalam menulis jurnal.
6. Peserta didik dapat menulis jurnal mereka sendiri.

E. Materi Pembelajaran

1. Fungsi Sosial

Menyapa, berpamitan, berterima kasih, meminta maaf, dan menanggapi, untuk menjaga hubungan interpersonal antar guru dan murid.

2. Struktur Teks

- a. Mengidentifikasi pengertian narrative teks dalam menulis jurnal.
- b. Mengaplikasikan narrative teks dalam menulis jurnal.

3. Materi Belajar

- a. Menjelaskan kepada peserta didik tentang defenisi narrative teks.
- b. Mengajarkan peserta didik membuat tulisan narrative teks.

Langkah-langkah menulis narrative teks.

- 1) Orientation (perkenalan)
 - 2) Complication
 - a) Natural conflict
 - b) Sosial conflict
 - c) Physical conflict
 - 3) Resolution
 - 4) Re-orientation
4. Unsur Kebahasaan
 - a. Kosakata
 - b. Konten
 - c. Organisasi
 - d. Tes tertulis
 5. Topik

Interaksi antar peserta didik didalam dan diluar kelas yang melibatkan tindakan menyapa, berpamitan, berterima kasih dan meminta maaf yang dapat menumbuhkan perilaku yang termuat di KI.

F. Metode Pembelajaran

Pendekatan : Scientific (learning observe-practice, experiment, associate, communicate)

Model : Project based learning

Metode : Role-play and Questionare

G. Media, alat pembelajaran dan sumber belajar.

Media : Contoh narrative teks.

Alat pembelajaran : Spidol, papan tulis, buku tulis/kertas.

Sumber belajar : Buku paket untuk siswa, kamus Bahasa Inggris, dan pengalaman guru dan siswa.

H. Langkah-langkah Pembelajaran

1. Pendahuluan (10 menit)

- a. Salam dan tegur sapa
- b. Mempersiapkan kelas oleh ketua kelas
- c. Membaca do'a sebelum belajar
- d. Cek kehadiran dan menyiapkan buku pelajaran
- e. Mendemonstrasikan hal-hal terkait pelajaran yang akan dipelajari
- f. Mereview pelajaran yang telah dipelajari pada pertemuan terakhir
- g. Menjelaskan tujuan pembelajaran

2. Kegiatan inti (65 menit)

a. Mengamati (10 menit)

- 1) Peserta didik diberikan gambaran oleh guru terkait dengan materi yaitu narrative teks dalam menulis jurnal.
- 2) Peserta didik mengamati materi yang terdapat pada buku paket atau media yang disediakan oleh guru.
- 3) Peserta didik mendengarkan guru menjelaskan pengertian narrative teks dan langkah-langkah menulis narrative teks pada jurnal.

b. Menanya (disampaikan secara lisan tentang langkahnya) (5 menit)

- 1) Menstimulus pengetahuan siswa dengan bertanya jawab mengenai pelajaran yang mereka dapatkan.

c. Mengumpulkan informasi (15 menit)

- 1) Peserta didik diberikan kesempatan memahami dan mengetahui materi tentang narrative teks.
- 2) Peserta didik diberikan kesempatan untuk bertanya terkait materi yang belum dipahami.
- 3) Peserta didik membaca contoh narrative teks yang diberikan oleh guru sebagai media pembelajaran.
- 4) Guru memberikan penguatan secara singkat sesuai dengan unsur kebaahasaan dan struktur teks.

d. Mengasosiasi (20 menit)

- 1) Peserta didik membaca dengan saksama contoh narrative teks yang diberikan oleh guru dan dipahami.
- 2) Peserta didik mulai membuat rancangan mengenai narrative teks dalam menulis jurnal mereka berdasarkan apa yang telah dipahami.
- 3) Guru membimbing peserta didik sesuai dengan permasalahannya.
- 4) Setiap peserta didik diberikan waktu untuk mulai membuat satu tulisan berupa narrative teks yang akan dimasukkan kedalam jurnal.

e. Mengkomunikasikan (15 menit)

- 1) Setiap peserta didik mengumpulkan tugas yang mereka buat.

- 2) Guru memberikan penguatan dengan mengoreksi tugas siswa terkait materi.

3. Penutup (10 menit)

- a. Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya bagaimana perasaannya (refleksi).
- b. Guru memberikan pertanyaan untuk mengetahui apakah peserta didik sudah memahami materi tentang narrative teks
- c. Peserta didik diminta membuat kesimpulan pembelajaran pada pertemuan ini.
- d. Guru menyampaikan materi untuk pertemuan berikutnya.
- e. Ketua kelas menutup kegiatan pembelajaran dengan memberi salam kepada guru.

I. Soal latihan

1. Write a story in narrative teks in your journal!

J. Instrument penilaian

a. Penilaian Sikap Spiritual

1. Teknik : Observasi

Instumen penilaian

No.	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Berdoa sebelum dan sesudah melakukan sesuatu				
2.	Mengucapkan rasa syukur atas karunia Tuhan				
3.	Memberi salam sebelum dan sesudah menyampaikan pendapat/presentasi				

4.	Mengungkapkan kekaguman secara lisan maupun tulisan terhadap Tuhan saat melihat kebesaran Tuhan				
5.	Merasakan keberadaan dan kebesaran Tuhan saat mempelajari ilmu pengetahuan				
Jumlah Skor					

Petunjuk Penskoran : Skor akhir menggunakan skala 1 sampai 4
 Skor diperoleh

Penghitungan skor akhir menggunakan rumus :----- X 5 =
 Skor Akhir

b. Penilaian Sikap Sosial

1. Teknik Penilaian : Observasi

Penilaian sikap sosial : Tanggung jawab

No.	Aspek Pengamatan	Skor			
		1	2	3	4
1	Melaksanakan tugas individu dengan baik				
2	Menerima resiko dari tindakan yang dilakukan				
3	Tidak menuduh orang lain tanpa bukti yang akurat				
4	Mengembalikan barang yang dipinjam				
5	Meminta maaf atas kesalahan yang dilakukan				
Jumlah skor					
Nilai					

Petunjuk penskoran : Skor akhir menggunakan skala 1 sampai 4
 Skor diperoleh

Penghitungan skor akhir menggunakan rumus : ----- X 5 =
 Skor Akhir

2. Penilaian sikap sosial : Percaya diri

No.	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Saya melakukan segala sesuatu tanpa ragu-ragu				
2.	Saya berani mengambil keputusan secara cepat dan bisa dipertanggung jawabkan				
3.	Saya tidak mudah putus asa				
4.	Saya berani menunjukkan kemampuan yang dimiliki di depan orang banyak				
5.	Saya berani mencoba hal-hal baru				
Jumlah skor					

Petunjuk penskoran : Skor akhir menggunakan skala 1 sampai 4
Skor diperoleh

Penghitungan skor akhir menggunakan rumus : ----- X 5 =
Skor Akhir

Score akhir = jumlah score keseluruhan : aspek penilaian = nilai akhir

Ex: 225:3 = 75 (B)

Keterangan:

80-100 = A

65-79 = B

40-64 = C

0-39 = D

Program Tindak Lanjut

- c. Siswa yang memperoleh nilai $KD < KKM$ mengikuti remedial.
- d. Siswa yang memperoleh nilai $KD \geq KKM$ lanjut ke KD berikutnya melalui kegiatan pembelajaran individual (*Individual Learning*).

Makassar, Oktober 2018

Mengetahui,
Guru Mata Pelajaran

Kepala Sekolah

Zakiah Awaliah
NIM. 10535589614

Herman Tabi, S. Pd

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : MA Pi DDI Mangkoso
Mata pelajaran : Bahasa Inggris
Materi Pelajaran : Recount Text
Kelas/Semester : XI IPA 1/ Ganjil
Alokasi waktu : 2 x 45 menit
Skill : Writing

K. Kompetensi Inti (KI)

- KI 1. Menghargai dan menghayati agama yang dianutnya.
- KI 2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4. Mencoba, mengolah, dan menyaji 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.

L. Kompetensi Dasar

- KD 1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- KD 2. Menghargai perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- KD 3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks *recount* berbentuk laporan kerja dan uraian peristiwa bersejarah, sesuai dengan konteks penggunaannya.
- KD 4. Menyusun teks *recount* lisan dan tulis berbentuk laporan kerja dan uraian peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks

M. Indikator Pencapaian Kompetensi

1. Mengidentifikasi teks *recount* lisan dan tulis berbentuk laporan kerja dan uraian peristiwa bersejarah dengan baik dan benar.
2. Menyusun teks *recount* lisan dan tulis berbentuk laporan kerja dan uraian peristiwa bersejarah dengan baik dan benar.
3. Mengaplikasikan teks *recount* lisan dan tulis berbentuk laporan kerja dan uraian peristiwa bersejarah dalam kehidupan sehari-hari.

D. Tujuan Pembelajaran

1. Siswa dapat mengidentifikasi teks *recount* lisan dan tulis berbentuk laporan kerja dan uraian peristiwa bersejarah dengan baik dan benar.
2. Siswa mampu menyusun teks *recount* lisan dan tulis berbentuk laporan kerja dan uraian peristiwa bersejarah dengan intonasi dan kelancaran baik dan benar.

3. Siswa mampu mengaplikasikan teks *recount* lisan dan tulis berbentuk laporan kerja dan uraian peristiwa bersejarah dalam kehidupan sehari-hari.

E. Materi Pokok

A Beautiful Day at Jogja

The diagram shows a vertical bar on the left with three colored sections: a top section with a blue background labeled 'Orientation', a middle section with a blue background labeled 'Events', and a bottom section with a blue background labeled 'Reorientation'. Arrows point from these labels to the corresponding text on the right.

← Last week, my friends and I went to Jogja. We visited many places.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka Zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that Zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

← For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.

Teks *recount*, lisan dan tulis berbentuk laporan kerja dan uraian peristiwa bersejarah.

F. Metode, Pendekatan, Model, dan Pembelajaran

1. Metode : Ceramah, Diskusi, Tanya Jawab, Penugasan
2. Pendekatan : Pendekatan Saintifik
3. Model : Role-Play (bermain peran)

G. Alat / Media / Sumber Pembelajaran

- Alat** : Spidol dan Papan Tulis, LKS, Dictionary.
- Media** : Kertas Warna (*origami*)
- Sumber Pembelajaran** : Buku Bahasa Inggris

H. Langkah – langkah Kegiatan Pembelajaran

a. Pendahuluan (10 menit)

1. Guru memberi salam (greeting) ex: Assalamu'allaikum / good morning.
2. Guru memeriksa kehadiran siswa
3. Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
4. Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari.

b) Kegiatan Inti (65 Menit)

1. Mengamati

- 1) Siswa membaca/mendengarkan/menonton berbagai macam laporan kerja dan uraian peristiwa bersejarah dari berbagai sumber.
- 2) Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya.
- 3) Siswa belajar membaca cepat untuk mendapat gambaran umum dari teks melalui proses *skimming* dan *scanning* untuk mendapatkan informasi khusus.

c) Mempertanyakan

- 1) Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar laporan kerja dan uraian peristiwa bersejarah yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.
- 2) Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam laporan kerja dan uraian peristiwa bersejarah

d) Mengeksplorasi

- 1) Siswa membaca/mendengarkan beberapa laporan kerja dan uraian peristiwa bersejarah dengan strategi dari berbagai sumber.
- 2) Siswa membacakan laporan kerja dan uraian peristiwa bersejarah kepada teman dengan menggunakan unsur kebahasaan yang tepat
- 3) Siswa secara berkelompok menuliskan laporan kerja dan uraian peristiwa bersejarah dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan

e) Mengasosiasi

- 1) Secara berpasangan siswa saling menganalisis laporan kerja dan uraian peristiwa bersejarah dengan strategi membaca, yang ditulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.
- 2) Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.

f) Mengkomunikasikan

- 1) Siswa menyampaikan laporan kerja dan uraian peristiwa bersejarah kepada teman dan guru
- 2) Siswa membuat laporan kerja dan uraian peristiwa bersejarah melalui 5 tahapan menulis
- 3) Siswa membuat jurnal belajar (*learning journal*).

e) Penutup (15 Menit)

- 1) Peserta didik bersama guru menyimpulkan pembelajaran yang telah dipelajari.

- 2) Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilakukan.
- 3) Peserta didik dan guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- 4) Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- 5) Guru memberikan pekerjaan rumah untuk siswa.
- 6) Peserta didik dan guru mengucapkan salam perpisahan.

I. Instrument penilaian

- Penilaian Sikap Spiritual

2. Teknik : Observasi

Instumen penilaian

No.	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Berdoa sebelum dan sesudah melakukan sesuatu				
2.	Mengucapkan rasa syukur atas karunia Tuhan				
3.	Memberi salam sebelum dan sesudah menyampaikan pendapat/presentasi				
4.	Mengungkapkan kekaguman secara lisan maupun tulisan terhadap Tuhan saat melihat kebesaran Tuhan				
5.	Merasakan keberadaan dan kebesaran Tuhan saat mempelajari ilmu pengetahuan				
Jumlah Skor					

Petunjuk Penskoran : Skor akhir menggunakan skala 1 sampai 4
 Skor diperoleh

Penghitungan skor akhir menggunakan rumus :----- X 5 =
 Skor Akhir

- Penilaian Sikap Sosial

2. Teknik Penilaian : Observasi

Penilaian sikap sosial : Tanggung jawab

No.	Aspek Pengamatan	Skor			
		1	2	3	4
1	Melaksanakan tugas individu dengan baik				
2	Menerima resiko dari tindakan yang dilakukan				
3	Tidak menuduh orang lain tanpa bukti yang akurat				
4	Mengembalikan barang yang dipinjam				
5	Meminta maaf atas kesalahan yang dilakukan				
Jumlah skor					
Nilai					

Petunjuk penskoran : Skor akhir menggunakan skala 1 sampai 4
Skor diperoleh

Penghitungan skor akhir menggunakan rumus : ----- X 5 =
Skor Akhir

- **Penilaian sikap sosial : Percaya diri**

No.	Aspek Pengamatan	Skor			
		1	2	3	4
1.	Saya melakukan segala sesuatu tanpa ragu-ragu				
2.	Saya berani mengambil keputusan secara cepat dan bisa dipertanggung jawabkan				
3.	Saya tidak mudah putus asa				
4.	Saya berani menunjukkan kemampuan yang dimiliki di depan orang banyak				
5.	Saya berani mencoba hal-hal baru				
Jumlah skor					

Petunjuk penskoran : Skor akhir menggunakan skala 1 sampai 4
Skor diperoleh

Penghitungan skor akhir menggunakan rumus : ----- X 5 =
Skor Akhir

Score akhir = jumlah score keseluruhan : aspek penilaian = nilai akhir

Ex: 225:3 = 75 (B)

Keterangan:

80-100 = A

65-79 = B

40-64 = C

0-39 = D

Program Tindak Lanjut

- e. Siswa yang memperoleh nilai $KD < KKM$ mengikuti remedial.
- f. Siswa yang memperoleh nilai $KD \geq KKM$ lanjut ke KD berikutnya melalui kegiatan pembelajaran individual (*Individual Learning*).

Makassar, Oktober 2018

Mengetahui,

Guru Mata Pelajaran

Kepala Sekolah

Zakiah Awaliah

NIM. 10535589614

Herman Tabi, S.Pd

SOAL PRE-TEST



- Write you favorite story or your personal experiences in a paper and submit in one journal!

PRE-TEST

CAMPUS

No.

Date:

Nama: Nurul Hidayah Suci
Class: XI Exact

About me.

My Name is Nurul, I'm from timika. One day me in here, I begin with to adapt, and know public in here. I ~~fast~~ ^{fast} enough Glad, because in here still to use speech Indonesian to Communicate.

I'm very Confused, when my friend speak ~~speech~~ bugis. I just quite, I with friend's also to accompany study in mosque or mesallah. Although them to use speech bugis, accompany in process time, I will also speech them.

No feel, I to remain with them done 4 year, and no feel, I to pass liking and Grief to remain in here.

Thank's for my parent's and my friend's in timika that after to support for to come in here campus

Content = poor = 55

Organize = fair = 60

CAMPUS

No.

Date:

My favorit story in my live is when I to compare religion umrah. I am go to there when I class tang junior high school. I go with my Grandfather and Grandmother, and my cousin. I'm in there for ten days

first, I go to Mabitah di-Munawaroh city. In there I religious, I visit to makam Rasulullah, in there my feeling in mixed some times I happy, some times I sad, and some-times I nervous. And in there I sleeping too :)

After, I go to there, I go to Mabitah di-Mutarromah city. for first time I see to ~~there~~ I can't to hold my tears. I compare with too, and not forget to journey

I HOPE I CAN GO TO THERE AGAIN WITH MY COMPLETE FAMILY.. Amin...

MUR INDAH FAUZIAH TAHIR

@ind3009

Content = 75 good

Organize = 75 good

CAMPUS

Waannisa Syahbanu.

No.

Date: 22 Sept 2020

my Experience

when I class 4 elementary school. ~~precisely~~ precisely when we listen information for result examination. to appear I must repeat in class 4. so I back to my home with my feeling is so sad. start from that I always study hard.

and than, when I ~~with~~ examination again, to appear my house is burned. That's make I so sad and I must remedial my examination.

the last, when I attend for listen information ~~as~~ as result of examination to appear I in peringkat 2 although I not peringkat 1. but I very happy and I very thank to god.

Content: Fair 62

Organize: Fair 60

CAMPUS

No. Nama : Hinda Maulita

Date : 22-09-2018

Kelas : XI IPA

This is my experience when holiday Ramadhan - this is first year I holiday in wanaendo since boarding school. I very happy because this is first, I can together with my family complete. So when I in wanaendo. I and my family go to mosque together. Sahur together, fasting together all together with they.

So I want say ! Very happy Ramadhan with they (my family)

C = poor

O = poor

thanks for reading

SOAL POST-TEST



- Write your personal experience or your daily activities or your favorite story life in a paper!

Post-Test

ANALISA CAMPUS

No. _____

Date: _____

At 19 August 2017 I live in dormitory tahfidul Qur'an Al-karim. I start to memorise holy Qur'an. The first, I can memorise one page, because my time is so full. Usually, I am so difficult to manage my time, time for study, time for memorise Al-Qur'an and time for rest.

I want finish memorise Qur'an at 19 August 2018, so, I need one year. I am so confused, because I don't have many time, but, I remember motivation from my teacher. My teacher say "you can, if you believe"

So, I must spirit, I must finish at 19 August 2018, I want my parent and my teacher proud with me.

I go to ritual washing, then I take my ataur'an, I start memorise holy Qur'an and I so focus. I believe, I will finish at 19 August 2018.

The last I can memorise Qur'an three page, even, I ever memorise Qur'an one juz one day. My teacher is so shock when hear my story.

I finish memoris Qur'an at 23 April 2018, just eight month. My teacher and my parent is so proud with me. Even, my friend in my distand is so don't believe, and I populer in my distand, because my teacher ~~always~~ ~~tell~~ ~~to~~ ~~many~~ ~~people~~ he is always tell to many people.

I believe "if you can, if you believe" so, you must action and pray don't be sad, try to reach your dream, because your dream is your motivation.

finish.

E = Very Good 85

O = Excellent 90

CAMPUS INAYAH MUTHI

No.

Date:

My favourite story

When I with my family visit to frontier Indonesia - Papua Nugini. In that time at Ramadhan month. At 13.00 o'clock we go to there. Amid journey, we visit for fill petrol. After that we visit to our chicken stable, this first time, I go to here. And I am very supris when I enter. Because, there very very many chicken.

After that, we continue the journey we arrive just now at 16.35 o'clock when to go down from car. I am very very supris because scenery in here very amazing. There are between gate Indonesia - Papua Nugini. There I and my family take a picture. There air very fresh.

Just this can I write.

C: good 70

O: good 75

CAMPUS

Nurul Alisya (Ismail)

No.

Date:

My name is Raib, I'm 14 years old, now I'm ~~the~~ first grade in senior high school on my city. I share like you, younger you all. I have cat name is si hitam and si putih. But, I have a secret, amazing thing. My name is Raib and I can to disappear. I have two best friend. The first, Seli. Seli share like you, like cinema, go to the fast food. But ~~her~~ have a secret, Seli can to get out of thunder, the second Ali. If him parents to permit him, maybe him college in famous university. He very smart, ever since him know if world unlike not people see. He rich man on my city. And Ali can be big bear.

One day, the destiny make us. Something make we us closer. Something to prove All opinion if world un like not people see. This is world to have a match clan. Since then, we are traveling in parallel world, this is world have a earth clan, moon clan, sun clan, and star clan. Adventure ~~can~~ make us more close.

C = Good 70

O = Good 70

Indra Amaliah

CAMPUS

No.

Date:

TRIP IN LAPPALAONA

Lappa Laona is new destination in Bawry. I always hear people say Lappa Laona. I always see picture people in Lappa Laona in Instagram and facebook. I always want to go Lappa Laona.

In the night my friend chat me. She invite me for trip Lappa Laona in Thursday. Tomorrow in the morning after I cleaning my house, I asking for permission in my father. My father give me permission. But I very slowly and my father angry and he said "I accompany you".

I go to Lappa Laona with my family. The way Lappa Laona so far, we climb mountain with a car. In the way we stop in the awaque for urinate. Street in the Lappa Laona small and valley deep. My mother afraid, she afraid for higher place. she said "stop! Go back" me, my father, and my brother laugh.

I arrived in Lappa Laona afternoon. Lappa Laona so beautiful. I very enjoy in here. The wind very howl because rain just now. I take picture very much. In the Lappa Laona there are stone piled. The cloud like ~~peace~~ nearest.

I back from Lappa Laona afternoon and don't forget I stop by pink flower. I back in my house night and I sleeping in the way.

This is my trip is very good. I don't want to forget this my trip, and I wish I can go Lappa Laona again.

C = Excellent 90
0 =

@hdramh

CAMPUS

No. _____

Date: _____

I want to tell you about my first love (maybe) when I was in elementary school.

When I was sixth grade, in my school came a new student. You know, my school is not big, so we will know if there something new.

The new student is my classmate, he goes with his gang's sister. His name is Revan. He is handsome but I don't know he's clever or not.

I think I fell in love at the sight with him. I look him like look a prince. We were be a good friend. I think I really love's him but slowly I forget about my feeling because I think he don't feel what I feel.

Some day suddenly I found a flower in my table but I don't care, till my tablemate tell me that Revan have a feeling to me, that is make me laugh.

After that I don't know what happen but in my graduate I meet him and he says to me that I must be good and clever girl, he will waiting for me. I don't know is it true or not, cause till now, I never meet him again. I don't know where he is now.

I think enough about my first story.

~~Fitrah~~
Fitrah Azka

G2 Excellent!
0
g2

DAFTAR NILAI SISWA XI IPA

NO.	NAME	CONTENT		ORGANIZATION	
		Pre-test	Post-test	Pre-test	Post-test
1.	S-1	55	85	60	85
2.	S-2	75	85	85	90
3.	S-3	60	63	57	70
4.	S-4	50	70	50	75
5.	S-5	50	80	60	80
6.	S-6	55	75	60	75
7.	S-7	62	85	60	85
8.	S-8	73	82	70	82
9.	S-9	45	70	50	70
10.	S-10	50	82	45	85
11.	S-11	57	70	62	75
12.	S-12	65	90	75	92
13.	S-13	50	75	40	73
14.	S-14	45	75	50	75
15.	S-15	50	80	45	80
16.	S-16	50	75	55	80
17.	S-17	50	90	65	90
18.	S-18	50	70	45	70
19.	S-19	55	82	60	80
20.	S-20	85	90	85	90
21.	S-21	75	75	75	75
22.	S-22	75	80	67	75
23.	S-23	40	65	50	72

24.	S-24	40	70	50	72
Mean Score		56.75	77.7	59.20	79

T-test Value of Content

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T = \frac{20.95}{\sqrt{\frac{\sum 13.181^2 - \frac{(\sum 503)^2}{24}}{24(23)}}$$

$$T = \frac{20.95}{\sqrt{\frac{\sum 13.181^2 - \frac{253.009}{24}}{24(23)}}$$

$$T = \frac{20.95}{\sqrt{\frac{13.181 - 10.543.04}{552}}$$

$$T = \frac{20.95}{\sqrt{4.78}} = \frac{20.95}{\sqrt{2.18}} = 9.61$$

T-test Value of Organization

$$T = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$T = \frac{18.75}{\sqrt{\frac{\sum 10.942 - \frac{(\sum 450)^2}{24}}{24(23)}}$$

$$T = \frac{18.75}{\sqrt{\frac{\sum 10.942 - \frac{(\sum 450)^2}{24}}{24(23)}}$$

$$T = \frac{18.75}{\sqrt{\frac{10.942 - \frac{202.500}{24}}{552}}$$

$$T = \frac{18.75}{\sqrt{\frac{10.942 - 8.437,5}{552}}$$

$$T = \frac{18.75}{\sqrt{4.54}} \quad T = \frac{18.75}{2.13} = 8.80$$

Percentage of Improvement in Content

Pre-test = 56.75

Post-test = 77.7

$$\% = \frac{X2 - X1}{X1} \times 100$$

X1

$$\% = \frac{77.7 - 56.75}{56.75} \times 100$$

56.75

$$= 36.91\%$$

Percentage of Improvement in Organization

Pre-test = 59.20

Post-test = 79

$$\% = \frac{X2 - X1}{X1} \times 100$$

X1

$$\% = \frac{79 - 59.20}{59.20} \times 100$$

59.20

$$= 33.44\%$$

Score Frequency of Content Classification

A. Pre-test

Excellent = 0

Very Good = $\frac{1}{24} \times 100 = 4.16\%$

Good = $\frac{4}{24} \times 100 = 16.66\%$

Fair = $\frac{3}{24} \times 100 = 12.5\%$

Poor = $\frac{16}{24} \times 100 = 66.68\%$

B. Post-test

Excellent = $\frac{3}{24} \times 100 = 12.5\%$

Very good = $\frac{9}{24} \times 100 = 37.5\%$

Good $= \frac{10}{24} \times 100 = 41.67\%$

Fair $= \frac{2}{24} \times 100 = 8.33\%$

Poor $= 0$

The Distribution of T-Table

<i>Df</i>	<i>P</i>			
	.10	.05	.01	.001
1	6.314	12.706	63.657	632.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	21.924
4	2.132	2.776	4.604	8.610
5	2.015	2.517	4.032	5.959
6	1.934	2.447	3.707	5.408
7	1.895	2.365	3.499	5.041
8	1.860	2.306	3.355	4.781
9	1.833	2.262	3.250	4.578
10	1.812	2.228	3.169	4.473
11	1.796	2.201	3.106	4.318
12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.140
14	1.761	2.145	2.977	4.073
15	1.753	2.131	2.947	4.015
16	1.746	2.120	2.912	3.965
17	1.740	2.110	2.898	3.922
18	1.734	2.101	2.878	3.883
19	1.729	2.093	2.681	3.850
20	1.725	2.086	2.845	3.819
21	1.721	2.080	2.831	3.792
22	1.717	2.074	2.819	3.767
23	1.714	2.069	2.807	3.745
24	1.711	2.064	2.797	3.725

25	1.708	2.060	2.787	3.707
26	1.706	2.056	2.779	3.690
27	1.703	2.052	2.771	3.674
28	1.071	2.048	2.763	3.659
29	1.699	2.045	2.756	3.646
30	1.697	2.042	2.706	3.551
40	1.684	2.012	2.660	3.640
60	1.671	2.000	2.617	3.373
120	1.658	1.980	2.576	3.291
∞	1.645	1.960		

Gay in Ibnu (2016)

DOCUMENTATION



Ket: Pemberian soal Pre-test kepada siswa kelas XI IPA.







Ket: Pemberian soal Post-test kepada siswa kelas XI IPA setelah melalui beberapa pertemuan treatment.



CURRICULUM VITAE



ZAKIAH AWALIAH, was born in Mangkoso 17th on March 1996. She is the only child from the marriage of parents, Muluki, S.Pd and Almh. Mukarramah. After 5 years her mother was died, her father marriage for twice with a nice woman, Nurhayati, S.E. She started her elementary school at SDN Centre Mangkoso, but when she was in second semester of the first class, she moved to SDN Kiru-kiru, and graduated in 2008. Then, she continued her study for Junior High School in Islamic Boarding School of DDI Mangkoso and graduated in 2011. In the same year, she continued her study for Senior High School in the same school, and graduated in 2014. At the same time, she continued her study again in Muhammadiyah University of Makassar and concentrated in English Department of Teacher Training and Education Faculty. She graduated her study of University in 2019. At the end of her study, she finished her thesis with title *“The Implementation of Journal Writing in English Teaching on Islamic Boarding School of DDI Mangkoso”*

The only thing that she would like to say for readers is let it flow even thought you think it is hardest than any problems you have. I have proved it !