

**Time Table of Action Research**

<b>No.</b>	<b>Day/Date</b>	<b>Time</b>	<b>Explanation</b>
1.	Monday , 21 <sup>st</sup> October 2013	07.00 – 08.10	Recount text, Introducing diary writing technique
2.	Thursday, 22 <sup>nd</sup> October 2013	07.00 – 08.10	Teaching vocabulary words related to the topic
3.	Monday , 28 <sup>th</sup> October 2013	07.00 – 08.10	Teaching grammar structure need in material
4.	Thursday, 29 <sup>th</sup> October 2013	07.00 – 08.10	Review about meeting 1,2and 3,
5.	Monday ,04 <sup>th</sup> November 2013	07.00 – 08.10	Post test and Distributing questionnaire

**Lesson Plan Meeting 1**

**LESSON PLAN**

<b>School</b>	: MTs Daruttaqwa
<b>Subject</b>	: English
<b>Class/Semester</b>	: VIII / II
<b>Meeting</b>	: I
<b>Topic</b>	: Daily activities
<b>Sub Topic</b>	: Intro to Diary writing technique
<b>Time allotment</b>	: 2 x 35 minutes

**Standard competence** : Writing  
4. Spelling and rewriting the simple sentence in the school context.

**Basic competence** :  
4.1 Spelling the simple sentence accurately.  
4.2 Rewriting and writing the simple sentence accurately.

**Indicator** :  
a. Students are able to mention the definition and principle of diary writing  
b. Students are able to make the simple form of diary writing correctly.

**I. Teaching Objectives**

After learning this material, students are hoped to:

- Identify the meaning of the words related to daily activity correctly.
- Rewrite the words correctly.
- Write down the names of the words related to daily activity correctly.
- Mention the definition and principle of diary writing

**II. Teaching material**

LKS bahasa inggris untuk SMP about daily activity.

**III. Teaching method**

Modeling, lecturing

**IV. Teaching procedure**

**A. Pre Activity (10 minutes)**

- Teacher greets the students.
- Teacher checks the students' attendance list.
- Teacher reviews the last material
- Teacher explain about recount text at glance
- Teacher asks the question related to the topic.

**B. Whilst Activity (55 minutes)**

Activity 1 (10 minutes):

1. Teacher ask the student to read one excerpt from one diary
2. Teacher ask to guess what type of the text and what moral score of the story
3. Teacher explain to the students about what is the diary of easy doing writing well
4. Teacher explain benefit diary to write their opinion to be good sentence into paragraph

Activity 2 (5 minutes):

5. Teacher give one blank paper
6. Teacher say to the student, they write recount text use diary writing technique
7. Teacher gives point to the student who can done it correctly and gives reward who can get the highest point.

Activity 3 (35 minutes):

8. Teacher gives exercise about daily activity then students have to do it.
9. Students do the exercise and discuss it with their friends.
10. Teacher and students discuss the exercise together.
11. Teacher asks the students to write their recount text use diary writing technique at school using diary writing

**C. Post Activity (10 minutes)**

1. Teacher asks students about what they learn today.
2. Teacher reminds the students about the lessons by showing the paper

**V. Teaching resources / media**

- Blank paper

Gresik, 21<sup>st</sup> October 2013

Acknowledged by,  
**MTs Daruttaqwa headmaster**

**English teacher**

(Abdullah Mughni MPd)

( Nur Qomariyah S.W. )

## Lesson Plan Meeting 2

### LESSON PLAN

<b>School</b>	: MTs Daruttaqwa Gresik
<b>Subject</b>	: English
<b>Class/Semester</b>	: VIII / I I
<b>Meeting</b>	: II
<b>Topic</b>	: Daily Activity
<b>Sub Topic</b>	: learn vocabulary need
<b>Time allotment</b>	: 2 x 35 minutes

**Standard competence** : Writing

4. Spelling and rewriting the simple sentence in the school context.

**Basic competence** :

- 4.1 Spelling the simple sentence accurately.
- 4.2 Rewriting and writing the simple sentence accurately.

**Indicator** :

- Students are able to identify the meaning of the words related to daily activity
- Students are able to rewrite the words correctly
- Students are able to write down the names of the words related to daily activity correctly

#### I. Teaching Objectives

After learning this material, students are hoped to:

- . Make simple form of diary writing correctly.

#### II. Teaching material

LKS

#### III. Teaching method

Modeling, lecturing

#### IV. Teaching procedure

##### A. Pre Activity (10 minutes)

1. Teacher greets the students.
2. Teacher checks the students' attendance list.
3. Teacher asks the question related to the topic.

##### B. Whilst Activity (50 minutes)

Activity 1 (10 minutes):

1. Teacher ask the students what is the less material in the last meeting
2. Teacher make a instrument to teach vocabulary well to write

Activity 2 (20 minutes):

3. Teacher gives the example then the students help the teacher to make short sentence diary
4. Teacher give some picture completed with vocabulary to the students.

Activity 3 (20 minutes):

5. Teacher gives the topic to the students.
6. Students discuss their work with their friend
7. Teacher observes the class by walking around.
8. Students submit their work.

**C. Post Activity (10 minutes)**

1. Teacher gives homework to make the simple form of diary writing to the students and write a composition based on the form that they made.
2. Teacher asks students about what they learn today and the difficulty of the material.
3. Teacher gives motivation to the students.
4. Teacher reminds the students about the lessons.
5. Teacher ask to the student what is weakness in this day, evidently they still confused to make diary be perfect sentence, so the teacher must be give them teach grammar structure especially simple past for the next meeting.

**V. Teaching resources / media**

- Blank paper

Gresik, 22<sup>nd</sup> October 2013

Acknowledged by,  
**MTs Daruttaqwa headmaster**

**English teacher**

**(Abdullah Mughni MPd)**

**( Nur Qomariyah S.W. )**

## Lesson Plan Meeting 3

### LESSON PLAN

<b>School</b>	: MTs Daruttaqwa Gresik
<b>Subject</b>	: English
<b>Class/Semester</b>	: VIII / II
<b>Meeting</b>	: III
<b>Topic</b>	: Daily activities
<b>Sub Topic</b>	: teach grammar structure go to diary writing
<b>Time allotment</b>	: 2 x 35 minutes

**Standard competence** : Writing

4. Spelling and rewriting the simple sentence in the school context.

**Basic competence** :

- 4.1 Spelling the simple sentence accurately.
- 4.2 Rewriting and writing the simple sentence accurately.

**Indicator** :

- a. Students are able to know grammar structure of writing
- b. Students are able to mention the definition and principle of
- c. Students are able to make the simple form of diary writing correctly.

#### I. Teaching Objectives

After learning this material, students are hoped to:

- a. Understanding use grammar structure of writing
- b. Mention the definition and principle

#### II. Teaching material

LKS

#### III. Teaching method

Modeling, lecturing

#### IV. Teaching procedure

##### A. Pre Activity (10 minutes)

1. Teacher greets the students.
2. Teacher checks the students' attendance list.
3. Teacher asks the question related to the topic.
4. Teacher reviews the last material about diary writing

##### B. Whilst Activity (55 minutes)

Activity 1 (15 minutes):

1. Teacher shows the example of diary to the students
2. Teacher reviews diary writing at glance

Activity 2 (25 minutes):

3. Teacher explain simple past to the students before they write daily activity
4. Teacher asks the students about grammar structure in writing daily activity.
5. Teacher goes around the class to check the students' work and asks the students about the difficulty in creating diary writing.
6. Teacher guides the students to make the simple form of diary writing.

Activity 3 (10 minutes):

7. Teacher asks the students to submit their work.
8. Teacher discusses the students' work with the students.

**C. Post Activity (5 minutes)**

1. Teacher asks students about what they learn today and the difficulty of the material.
2. Teacher gave motivation to the students.
3. Teacher reminds the students about the lessons.

**V. Teaching resources / media**

- Blank paper
- LKS

Gresik, 28<sup>th</sup> October 2013

Acknowledged by,  
**MTs Daruttaqwa headmaster**

**English teacher**

**(Abdullah Mughni MPd)**

**( Nur Qomariyah S.W. )**

## Lesson Plan Meeting 4

### LESSON PLAN

<b>School</b>	: MTS Daruttaqwa Gresik
<b>Subject</b>	: English
<b>Class/Semester</b>	: VIII / II
<b>Meeting</b>	: IV
<b>Topic</b>	: Daily activities
<b>Sub Topic</b>	: developing students' idea using diary writing
<b>Time allotment</b>	: 2 x 35 minutes

**Standard competence** : Writing

4. Spelling and rewriting the simple sentence in the school context.

**Basic competence** :

- 4.1 Spelling the simple sentence accurately.
- 4.2 Rewriting and writing the simple sentence accurately.

**Indicator** :

- a. Students are able to write about their daily activity using diary writing.

#### I. Teaching Objectives

After learning this material, students are hoped to:

- a. Write daily activity using diary writing.

#### II. Teaching material

- LKS

#### III. Teaching method

Modeling, lecturing

#### IV. Teaching procedure

##### A. Pre Activity (10 minutes)

1. Teacher greets the students.
2. Teacher checks the students' attendance list.
3. Teacher asks the question related to the topic.
4. Teacher reviews the last material about daiary writing.

##### B. Whilst Activity (55 minutes)

Activity 1 (10 minutes):

1. Teacher gave the students' worksheet
2. Teacher explains how to write by using diary writing.

Activity 2 (30 minutes):

3. Teacher asks the students to write their daily activity with their own construction of diary writing that they made
4. Teacher guides the students to make their writing.



5. Teacher observes and checks the students' works by walking around the class.

Activity 3 (10 minutes):

6. Teacher asks the students to submit their work.
7. Teacher asks the students to read their work in front of the class one by one.

**C. Post Activity (5 minutes)**

1. Teacher asks students about what they learn today.
2. Teacher asks the students about the difficulty that they found in their writing.
3. Teacher reminds the students about the lessons.

**V. Teaching resources / media**

- Blank paper
- LKS

Gresik, 29<sup>th</sup> October 2013

Acknowledged by,  
**MTs Daruttaqwa headmaster**

**English teacher**

(Abdullah Mughni MPd)

( Nur Qomariyah S.W. )

### Appendix 3: The Result of Observation on Students' Performances

Subjects : The second grade of junior high school  
 Cycle/Meeting : 1/I, II, III& IV  
 Time : 08.10 – 09.00

No	Lesson plan stages	Description	Meeting			
			I	II	III	IV
1	Pre teaching	1. Students do not complain when the teacher told that today's material is writing	3	3	4	4
		2. Students answer the teacher's question orally	3	3	3	3
2	Whilst teaching	3. Students pay attention to the teacher's explanation	3	4	4	4
		4. Students listen to the teacher's explanation	4	4	4	4
		5. Students ask the questions to the teacher about the material	3	3	3	3
		6. Students answer the teacher's question about the material	2	3	3	3
		7. Students listen to the teacher's instruction	3	4	4	4
		8. Students bring the color pen	3	3	4	4
		9. Students are excited in doing their assignment	3	3	4	4
		10. Students try to make their writing by themselves	3	3	3	3
		11. Students check the result of their assignment	2	2	2	3
		12. Students discuss the material with their friends	2	3	2	3
		13. Students help their friends when necessary	2	2	2	3
		14. Students do not complain in doing their assignment of writing	3	3	3	4
		15. Students give comments to their friend's work	2	2	2	3
3	Post teaching	16. Students ask their problem they have during writing to their teacher	3	2	3	3
Total point			44/ 64	47/ 64	50/ 64	55/ 64

The percentage of students' performances in the class:

Meeting I : 69 %                      Meeting III : 78 %  
 Meeting II : 73 %                      Meeting IV : 86 %

**Note:**

0 : No student does  
 1 : A few students do  
 2 : A half of the students do  
 3 : Most of the students do  
 4 : All of the students do  
 Adapted from Arifani, Yudhi (2006)

**Categories:**

0 % - 40% : very poor  
 41% - 55% : poor  
 56% - 70% : fair  
 71% - 85% : good  
 86% - 100% : very good

Teacher  
 Nurqomariyah

Observer  
 Aprilina, S.Pd



## Appendix 5: Analysis of the Result of the Questionnaire

Student	Question																	
	1		2		3		4		5		6		7		8		9	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	√		√		√		√		√		√		√		√		√	
2		√		√		√		√		√		√		√		√		√
3		√		√		√		√		√		√		√		√		√
4		√		√		√		√		√		√		√		√		√
5	√			√		√		√		√		√		√		√		√
6		√	√		√		√		√		√		√		√		√	
7	√			√		√		√		√		√		√		√		√
8		√		√		√		√		√		√		√		√		√
9	√			√		√		√		√		√		√		√		√
10		√		√		√		√		√		√		√		√		√
11		√		√		√		√		√		√		√		√		√
12		√		√		√		√		√		√		√		√		√
13		√		√		√		√		√		√		√		√		√
14		√		√		√		√		√		√		√		√		√
15		√		√		√		√		√		√		√		√		√
16		√		√		√		√		√		√		√		√		√
17		√		√		√		√		√		√		√		√		√
18		√		√		√		√		√		√		√		√		√
19		√		√		√		√		√		√		√		√		√
20		√		√		√		√		√		√		√		√		√
21		√		√		√		√		√		√		√		√		√
22		√		√		√		√		√		√		√		√		√
23		√		√		√		√		√		√		√		√		√
24		√		√		√		√		√		√		√		√		√
25		√		√		√		√		√		√		√		√		√
26		√		√		√		√		√		√		√		√		√
27		√		√		√		√		√		√		√		√		√
28		√		√		√		√		√		√		√		√		√
29		√		√		√		√		√		√		√		√		√
30		√		√		√		√		√		√		√		√		√
	4	2	2	2	2	4	2	2	2	5	2	5	2	3	4	2	2	5
		6		8	6		8		5		5		7		6		5	

### Note:

Y : Yes

N : No

### The percentage of students' Questionnaire:

#### 1. Question 1:

Y :  $4/30 \times 100\% = 13\%$

N :  $26/30 \times 100\% = 87\%$

#### 2. Question 2:

Y :  $2/30 \times 100\% = 6,7\%$

N :  $28/30 \times 100\% = 93\%$

#### 3. Question 3:

Y :  $26/30 \times 100\% = 87\%$

N :  $4/30 \times 100\% = 13\%$

4. Question 4:  
Y :  $28/30 \times 100\% = 93\%$   
N :  $2/30 \times 100\% = 6,7\%$
5. Question 5:  
Y :  $25/30 \times 100\% = 83\%$   
N :  $5/30 \times 100\% = 17\%$
6. Question 6:  
Y :  $25/30 \times 100\% = 83\%$   
N :  $5/30 \times 100\% = 17\%$
7. Question 7:  
Y :  $27/30 \times 100\% = 90\%$   
N :  $3/30 \times 100\% = 10\%$
8. Question 8:  
Y :  $4/30 \times 100\% = 13\%$   
N :  $26/30 \times 100\% = 87\%$
9. Question 9:  
Y :  $25/30 \times 100\% = 83\%$   
N :  $5/30 \times 100\% = 17\%$

**Appendix 6: The Criteria of Assessing Writing**  
**The Criteria of Assessing Writing**

No.	Score	Level	Criteria
1.	30 - 27	Content	Excellent to very good: good development and relevant to assigned topic.
	26 - 22		Good to average: good development and mostly relevant to the assigned topic.
	21 - 17		Fair to poor: inadequate development of the topic.
	16 - 13		Very poor: no relevant to the topic
2.	20 - 18	Organization	Excellent to very good: Effective and well generic structure of recount text.
	17 - 14		Good to average: Occasionally in effective, weak transition and incomplete generic structure of recount text.
	13 - 10		Fair to poor: Lack generic structure of recount text.
	9 - 7		Very poor: Little or no generic structure of recount text.
3.	20 - 18	Vocabulary	Excellent to very good: effective word choice and more than 200 words are used
	17 - 14		Good to average: Mostly effective word choice and ±200 words are used
	13 - 10		Fair to poor: Frequently errors in word choice and limited words (±100) are used.
	9 - 7		Very poor: little knowledge about English vocabulary (less than 100 words used)
4.	25 - 22	Language use	Excellent to very good: grammatical correct in constructing compound and complex sentences (using verb 2).
	21 - 18		Good to average: There are a little bit error in grammar (past tense) and using simple sentence.
	17 - 11		Fair to poor: Frequently error in grammatical (past tense) and main problem in constructing sentence.
	10 - 5		Very poor: mostly grammatical error and no mastery in constructing sentence.
5.	5	Mechanics	Excellent to very good: mastery in writing technique (punctuation,verb,etc).
	4		Good to average: occasional error of writing technique (punctuation,verb,etc).
	3		Fair to poor: Frequent error in writing technique (punctuation,verb,etc).
	2		Very poor:No mastery of writing technique (punctuation,verb,etc).

Adopted from Jacobs *et alls* (1981) with development needed.

## Appendix 7: students' score

### STUDENTS' SCORES (DAILY TEST) MTS DRUTTAQWA SUCI GRESIK

No	Name	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score	Notes
1	AFG	20	17	18	17	3	75	Successful
2	ABP	15	11	12	11	2	51	Failed
3	AN	19	18	15	19	3	74	Successful
4	AJ	16	13	14	12	2	57	Failed
5	ADN	20	17	17	16	4	74	Successful
6	BAS	14	12	12	12	2	52	Failed
7	DDP	15	12	11	12	2	52	Failed
8	DA	19	16	19	18	3	68	Successful
9	ETS	20	15	16	17	3	71	Successful
10	IAB	19	15	15	16	3	75	Successful
11	JSP	19	17	18	17	4	75	Successful
12	MHA	15	13	12	12	2	54	Failed
13	NA	20	17	16	17	4	75	Successful
14	NIS	15	13	13	12	2	55	Failed
15	NAR	19	18	17	18	3	75	Successful
16	PW	15	11	12	13	2	53	Failed
17	PAM	13	12	12	12	2	51	Failed
18	RAAF	14	11	10	11	2	48	Failed
19	RPP	14	11	10	11	2	48	Failed
20	RAH	14	12	11	11	2	50	Failed
21	RK	14	11	10	11	2	48	Failed
22	RZ	14	12	10	11	2	49	Failed
23	TP	19	17	18	17	3	74	Successful
24	YWP	14	13	12	11	2	52	Failed
25	YH	20	16	18	18	3	75	Successful
26	ZF	15	12	13	11	2	53	Failed
27	SZN	19	18	17	17	3	74	Successful
28	OB	19	19	17	16	3	74	Successful
29	ALJ	15	10	11	11	2	49	Failed
30	DRD	14	12	10	11	3	50	Failed
Average Score							61,03	

Gresik, 05 September 2013

Teacher,

**Nur Qomariyah SW**

**Appendix 8 : The score of The Teacher Partner**

Subject : The Second grade of Junior High School

Cycle : I (One)

Day Date : Wednesday, 14<sup>th</sup>

No	Name	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score	Notes
1	AFG	20	17	18	17	3	75	Successful
2	ABP	15	11	12	11	2	51	Failed
3	AN	19	18	15	19	3	76	Successful
4	AJ	16	13	14	12	2	58	Failed
5	ADN	20	17	17	16	4	75	Successful
6	BAS	14	12	12	12	2	53	Failed
7	DDP	15	12	11	12	2	51	Failed
8	DA	19	16	19	18	3	71	Successful
9	ETS	20	15	16	17	3	70	Successful
10	IAB	19	15	15	16	3	65	Successful
11	JSP	19	17	18	17	4	74	Successful
12	MHA	15	13	12	12	2	55	Failed
13	NA	20	17	16	17	4	74	Successful
14	NIS	15	13	13	12	2	57	Failed
15	NAR	19	18	17	18	3	75	Successful
16	PW	15	11	12	13	2	52	Failed
17	PAM	13	12	12	12	2	53	Failed
18	RAAF	14	11	10	11	2	48	Failed
19	RPP	14	11	10	11	2	49	Failed
20	RAH	14	12	11	11	2	51	Failed
21	RK	14	11	10	11	2	50	Failed
22	RZ	14	12	10	11	2	50	Failed
23	TP	19	17	18	17	3	75	Successful
24	YWP	14	13	12	11	2	50	Failed
25	YH	20	16	18	18	3	74	Successful
26	ZF	15	12	13	11	2	54	Failed
27	SZN	19	18	17	17	3	75	Successful
28	OB	19	19	17	16	3	75	Successful
29	ALJ	15	10	11	11	2	49	Failed
30	DRD	14	12	10	11	3	51	Failed
Average Score							61,02	

Gresik, 05 September 2013

Teacher Partner

**Appriliana,S.pd**



## Appendix 9: Analysis of the Result of Post Test

### The Score of the Teacher

Subject : second grade of Junior High School

Cycle : 1 (one)

Day Date : monday, 2<sup>nd</sup> november 2013

No	Name	Content	Organization	Vocabulary	Language Use	Mechanics	Total Score	Notes
1	AFG	24	16	17	18	4	77	Successful
2	ABP	20	18	16	18	3	75	Successful
3	AN	24	17	16	16	4	78	Successful
4	AJ	23	17	16	15	4	75	Successful
5	AND	25	17	16	18	4	80	Successful
6	BAS	25	17	15	14	3	75	Successful
7	DDP	27	16	14	16	3	76	Successful
8	DA	23	17	16	17	4	76	Successful
9	ETS	24	17	18	17	4	80	Successful
10	IAB	24	16	17	17	4	78	Successful
11	JSP	24	16	15	17	4	77	Successful
12	MHA	24	17	15	17	3	76	Successful
13	NA	24	18	17	18	4	81	Successful
14	NIS	23	16	15	18	3	75	Successful
15	NAR	24	16	16	17	4	76	Successful
16	PW	24	16	14	18	4	76	Successful
17	PAM	22	17	15	17	4	75	Successful
18	RAAF	25	15	16	15	4	75	Successful
19	RPP	24	16	15	17	3	75	Successful
20	RAH	23	15	16	17	3	76	Successful
21	RK	24	16	16	17	4	77	Successful
22	RZ	25	16	17	18	4	78	Successful
23	TP	24	17	16	16	3	76	Successful
24	YWP	23	16	17	16	3	75	Successful
25	YH	23	17	16	16	3	75	Successful
26	ZF	24	16	16	17	3	76	Successful
27	SZN	23	17	17	18	4	79	Successful
28	OB	23	17	16	17	3	76	Successful
29	ALJ	25	16	15	16	3	75	Successful
30	DRD	23	16	17	18	4	77	Successful
Average Score							76	

Gresik, , 2<sup>nd</sup> november 2013

Teacher,

**Nur Qomariyah S.W.**

**Appendix 10: The Score of the Teacher Partner**

Subject : second grade of junior high school

Cycle : 1 (one)

Day Date : monday, 2<sup>nd</sup> november 2013

No	Name	Conte nt	Organ izatio n	Voca bular y	Lang uage Use	Mech anics	Total Score	Notes
1	AFG	25	17	16	18	4	80	Successful
2	ABP	25	17	17	15	3	77	Successful
3	AN	24	16	17	17	4	78	Successful
4	AJ	24	17	16	17	3	77	Successful
5	AND	25	18	16	18	4	81	Successful
6	BAS	24	17	17	16	4	78	Successful
7	DDP	23	16	15	17	4	75	Successful
8	DA	25	17	17	18	4	81	Successful
9	ETS	27	18	18	18	4	85	Successful
10	IAB	25	17	16	17	4	79	Successful
11	JSP	25	18	16	17	3	79	Successful
12	MHA	24	17	16	16	3	76	Successful
13	NA	24	18	17	18	4	81	Successful
14	NIS	24	16	15	18	3	76	Successful
15	NAR	26	18	18	17	4	83	Successful
16	PW	24	16	17	17	4	78	Successful
17	PAM	24	17	16	18	3	78	Successful
18	RAAF	25	16	17	15	4	77	Successful
19	RPP	24	17	16	16	3	76	Successful
20	RAH	24	17	16	17	4	78	Successful
21	RK	25	16	16	17	3	77	Successful
22	RZ	24	16	16	16	4	76	Successful
23	TP	25	18	17	17	4	81	Successful
24	YWP	24	17	18	16	3	78	Successful
25	YH	26	18	18	19	4	85	Successful
26	ZF	23	17	16	17	4	77	Successful
27	SZN	25	17	18	19	4	83	Successful
28	OB	23	16	16	18	3	76	Successful
29	ALJ	25	17	17	16	3	78	Successful
30	DRD	24	16	15	18	4	77	Successful
Average Score							78,6	

Gresik 2<sup>nd</sup> november 2013

Teacher Partner,

**Apprilina, S.Pd**

## **The Diary journal of the teacher**

The diary journal was used to record all things that happened in the classroom during the implementation of diary writing technique to improve writing skill at second class of MTs Daruttaqwa Suci Gresik. The researcher wrote all the problem and activity in the class during the teaching and learning process. The first cycle started on Monday, 21<sup>st</sup> October 2013. It was started from the low score at writing skill, it can be seen from daily test then the teacher give treatment in fourth meeting, giving post test and distributing the question

Here is the data of the teacher observation during the implementation of diary writing technique to improve writing skill in MTs Daruttaqwa Suci Gresik , the observation was taken on Monday , 21<sup>st</sup> October 2013, the result of the teacher's observation will be described below:

### **Meting 1**(Monday, 21<sup>st</sup> October 2013)

I came in the class, for the first meeting, the classroom condition was very crowded. As usually I try to wait the students to stop stoking without giving instruction. For a minute, they were silent. For the warming up stage, the researcher opened the class by greeting and checking the students' attendance. When the teacher called the student name, so they should raise their hand and say present, and the teacher started with asking condition of students. Before the teacher begun discussing the material, she did brainstorming the student about recount text and the example. To engage material with between recount text and diary writing technique, she started with giving the question

Teacher : guys who is like to write diary?  
Student : saya bu "me, miss"  
Teacher : what do you usually write? "Then the student answered "  
Students : write something special happened" part of them answered  
Students : write happy experience  
Student : sad experience

It showed that writing diary is their hobby, then teacher explain about diary writing technique and the procedure.

To engage the material with the technique then teacher explain about the material.

Teacher : what is recount text?

Student : ( all the students just silent.some of them asked by their friend and some of them tried to open the book ).retell event (one of them answered)

Teacher : oke, retell about what?

Student : all of them just silent

Teacher : ok, I will explain recount text is text is a text which is designed to retell the events for the purpose of informing or entertaining.do you understand?

Student : silent.... Sedikit miss

Teacher : jadi recount text adalah text yang di rancang untuk menceritakan kembali kejadian yg sudah terjadi dan teks ini bertujuan untuk menginformasikan dan menghibur so that's why I use diary writing technique because there is a connetion between them. Do you understand?

Students : yes. Mis

Teacher : Now. Do you know about generic structure of recount text?

Student : some student answer orientation

Teacher : and?.....

Students : and ??.....em,,, (try to think)

Teacher : Ok, I will explain about the structure of recount text for the first is orientation, the second is event, the third is reorientation, do you know what is the orientation?

Student : Orientation is introduction.

Teacher : yes, good introduction. orientation is It usually provides the backgrounds information about the setting and introduces participants (who was involved, where and when it happened). Do you know what is event?

Student : Kejadian miss.

Teacher : yes, that is good. Kejadian. So event is it tells what happens and in what sequence (a series of events, ordered in chronological ssquence). Now, how about reorientation?

Student : Reorientation is closing.

Teacher : Yes, almost right. Reorientation is Optional-closure of event (there maybe some personal comment in the incident). Now you understand about recount text and the structure?

Student : yes, miss.

After pre teaching time I explained to the student, the technique of diary writing

Teacher : siapa yg tadi suka write diary?

Student : part of them answer I am miss.,,,

Teacher : Oke I want to ask who's know about diary writing technique?

Student : teknik diary writing mis..

Teacher : oke I will explain diary writing technique is a writing technique to record our daily thoughts. Usually its content is about one personal writing feeling, activities, and experiences that they write every day.

After I explain the technique then I Tell the class they will make their own diaries, then Tell the class they will reading excerpts from one more diaries. After that The teacher gives the students some ideas for their first diary entries, presents the following writing prompts and tells students they will have 15 to 20 minutes to write. The teacher directs the students to try to write nonstop and avoid erasing.the last The teacher help motivate students to write in their diaries by writing in his/her own diary and sharing it.

Teacher : Oke, I give you one blank paper to write recount text use diary writing technique

Student : yes miss.....

While I wait the students' writing I walk around, during the student do their writing many student ask about the vocabulary .

After all of student finished their writing , teacher ask student to discuss their writing togheter with their friends, because the bell rang , so I ask the students to submitted their work and give them the comment about the students learning process to day. and the last closed the class by greeting salam to the student.

## **Meeting 2 (Thursday, 22<sup>nd</sup> October 2013)**

As usual I'am coming in the class to second meeting, to open the class the teacher greets the students

Teacher : good morning guys

Students : replied enthusiastically good morning mam

Teacher : how are you today ?

Student : I am fine, and you?

Teacher : I am fine too. Thank you.

After greeting, and checking the attendance list with giving the brainstorm to the students. Then the teacher ask to the students about what is less about writing the diary in the last meeting,

Teacher : guys, any question in the last meeting ?

Student : No, miss

Teacher : what is your difficulties during your writing

Student : gak tau artinya mam

Teacher : maksudnya?

Student : gak tau b. inggris nya  
Teacher : berarti sudah faham ya ? tentang recount text dan generic structure nya?ok I will give you question , mention the generic structure of recount text?

Student : orientation , event , reorientation

Teacher : good

Then I continue my teaching, in this meeting I want to student more know at their vocabulary I show the picture completed with vocabulary using power point.

But before I show the picture I give stimulate short sentence about diary writing.

Teacher : Ok guys, I ..... At 7 o'clock yesterday, kira2 jawaban nya apa?

Student : Some student open their dictionary, and the other ask to their friends, get up bu other student answer.

Teacher : Ok, good (although they wrong in grammar) ect. Guys, I have some pictures complited with vocabulary learn and watch it!

Student : yes mam

After I give some picture to the student and I give a topic related with the picture given while the student do their writing the student observe the class by walking around then 20 minute later they submit their writing. Then I pick one of their writing and discuss together with them then bell rang.

Teacher : Ok guys, I can say that your writing to day good enough but I think you still confuse about the grammar

Student : yes mam

Teacher : Ok, I will explain in the next meeting

Then the teacher close the meeting today and say salam .

### **Meeting 3** (Monday , 28<sup>th</sup> October 2013)

The third meeting like usual I came to the class at 07.00 o'clock ,then I opened the class by greeting and said salam to student, and I check the students attendance list

The activity in this part was not different in the second meeting. To open the class the teacher greets the students “

Teacher : good morning guys

Students : replied enthusiastically good morning mam

Teacher : how are you today ?

Student : I am fine, and you?

Teacher : I am fine too. Thank you. Guys any question for last meeting?

Student : No miss , tapi sedikit bingung tentang past tense nya mam

Teacher : last time you said that you have understood about past tense, ok I will show you about past tense later now I want to ask do you still remember what is diary writing?

Student : menulis ttg feeling, experience kita

Teacher : good , any other answer?

Student : technique to record our daily thoughts. Usually its content is about one personal writing feeling, activities, and experiences that they write every day.

Teacher : Ok, good , jadi kalian sudah faham.

Then teacher review about diary writing at glance to remembering student about it.

Teacher : Ok guys , I will explain about past tense , ada yang tau what simple past is?

Student : Simple past itu ya simple past miss , pokoknya waktunya ada long time ago nya!

Student : activity in the past miss

Teacher : Ok good, simple past is tense that use to show events that happened in the past. For example I bought a bag yesterday, We went to the zoo last month ,I did not see you at your house ,Did you see my book? Oke bentuk present dari bought apa??

Student : buy miss

Teacher : good kalau went ?

Student : go mam..

Teacher : very good sekarang sudah faham kan tentang past tense?

Student : sudah miss

Then in this stage I applied diary writing again I ask to the student to make recount text trough diary writing with the gramatical correctly , they look very enthusiast to do their writing , I observe by walking around ,I give announce that who is done with their work cam submit on the teachers' desk after a few minute one by one submit their work.

Then the bel was rang and the last closed the class by greeting salam to the student.

#### **Meeting 4 (Thursday, 29<sup>th</sup> October 2013)**

As usual, I oppened the class by greeting the student. I said :

Teacher : “ how is live “?

They were just silent. Knowing about that I change the sentence became

Teacher : how are you to day ?

Student : (directly response my greeting ) I am fine , and you ?

Teacher : I'm fine too thank you

After that, I check the attendance list. Then I reminded the material n the previous meeting and asked what difficulties of in the last meeting then I give them review about last meeting to know about their error in writing and make

their writing better . I told them that we still used diary writing as technique writing skill and I give them review again about diary writing then I guide them to make their writing more improve after that I ask the student to make write their diary , I observe by walking around ,I give announce that who is done with their work cam submit on the teachers' desk after a few minute one by one submit their work.

Then the bel was rang and the last closed the class by greeting salam to the student.