

## ABSTRACT

**Amina, ST. 2011. Writing Diary as an Alternative Technique in Teaching Recount Texts Writing. *The Case of the Eighth Year Students of SMP Islam Sultan Agung 4 Semarang in the Academic year 2010/2011. A Final Project . College of Languages UNISSULA Semarang. First Advisor : Prof. Dr. Warsono, M.A. Second Advisor : Hartono, S.S. M.Pd.***

Key words: writing, recount, diary, group.

The objectives of this study are to give the readers and understanding about recount text and to inform about the significance of using writing diary in improving students' recount writing ability.

This study is a quasi-experimental research. The subject of the research was 63 students of VIII year class of SMP Islam Sultan Agung 4 Semarang in the academic year 2010/2011. They were divided into two groups and they did three types of activities; pre-test, treatment, and post-test.

The experimental group wrote a recount text after having been treated by using in the put tests diary writing and the control group wrote a recount text after having been explained orally by the teacher using conventional method.

The data were collected through a writing test. The written test had been tried. The result of t-test in post-test shows that there was a significant difference in the achievement between the two groups. From the calculation enclosed, the mean of post-test of the experimental group was higher than that of the control group that was  $77.80 > 68.09$ , it means that the achievement of the experimental group was higher than that of the control group.

Based on the data analysis, the writer concludes that the strategy of using writing diary in teaching recount text writing seemed to be applicable for the eighth year students of SMP Islam Sultan Agung 4 Semarang in the Academic 2010/2011, since the strategies also help the students solve their problems in writing a text. The strategy also made students better in writing English generally.

The writer suggests that English teacher use this method as an addition method to anticipate students' boredom during writing class. In additional, this method improves students' fluency in writing English because they were used to writing stories.