

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter discusses the results of this research. This chapter contains the findings and discussion of the use of the diary writing technique in teaching recount text. First, applying of technique of writing a diary in the teaching of recount text where data is taken through a camera recorder and field notes. Second, about students' perceptions of writing diaries in teaching recount text through questionnaires.

#### **4.1 Findings**

The purpose of this study was to determine the application of the diary writing in teaching recount text in the 2021D English Education study program at STKIP PGRI Sidoarjo with 19 students as subjects.

##### **2.1.1. The Findings Implementation of Writing Diary in the Teaching of Recount Text.**

In this section, the researcher applies of writing a diary in learning recount text as the first problem. Results from camera recorders and field notes. The number of subjects totalled 19 students. Observations were made in 3 meetings starting on 10<sup>th</sup> January 2022, 11<sup>th</sup> January 2022, 12<sup>th</sup> January 2022. The first meeting was held on 10<sup>th</sup> January 2022. The first meeting of the lecturer introduced and explained about recount text and applied diary writing. at the second meeting on 11<sup>th</sup> January 2022 applying the material using the diary

writing. On Wednesday, 12<sup>th</sup> January 2022, researchers gave a questionnaire to students about research on diary writing in recount text learning, and finally documentation.

The researcher observed the teaching and learning process of writing using the diary writing, the lecturer gave material about recount text and the use of the diary writing method. Researchers make observations that occur during the teaching and learning process.

After observing the teaching and learning process, the researcher implemented the diary writing in recount text learning for three days.

#### 4.1.1.1. Pre Teaching

At the beginning of the learning activity, the lecturer greets the students by saying "good evening." and ask students how they are at the beginning of learning, check student attendance by looking at the attendance book that has been provided, and motivate students to be active and explain the activities that will be carried out by students. The lecturer repeats about recount text (definition, social function, generic structure, linguistic features).

At the beginning of learning, the lecturer provokes students to be active in the teaching and learning process by giving pre-test questions related to recount text such as definitions, types of recount text and examples of recount text.

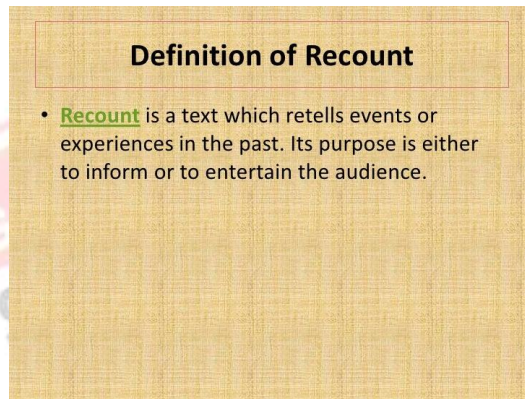
Recount text is one type of text in English which contains the story of an action or activity of the author or the characters in the story. The activity or action in question is the author's experience expressed through recount text, the purpose of recount text is to entertain the reader, as well as provide information. When the lecturer asked about the definition of recount, a student answered that recount text was telling an event that had happened. There are 3 types of recount text, Personal recount, Factual recount, and Imaginative. One of the characteristics of recount text is the use of simple past tense

#### 4.1.1.2. Whilst Teaching

In the second part, the lecturer introduces and explains the recount text. The lecturer explained the definition of recount text, types of recount text, definitions and examples of each type of recount text, generic structure of recount text, Characteristics of recount text, language features and the purpose of writing recount text.

One example of recount text is a diary, the lecturer explains of writing a diary with examples. The lecturer explained that writing a diary is a writing activity that has occurred. The benefit of writing a diary is to express yourself through writing where the writing can improve writing skills. One of the other benefits of writing a diary

is that it can increase the writer's vocabulary, because writing requires a large and varied vocabulary.



**Figure 4.1 definition of recount**

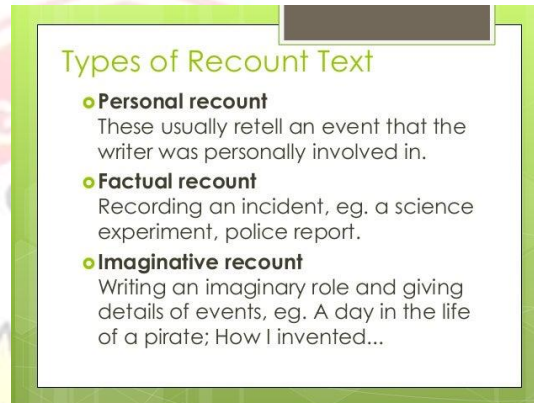
Mark Anderson and Kathy Anderson (2019) stated that recount text is a piece of text that retells past events, usually in the order in which they happened. It means a recount text tells about something that happened in the past events chronologically.

In the learning process, the lecturer is active in asking questions so that students are active in the learning process. The lecturer asked the definition of the recount text according to their version.

One of the students gave an answer if the recount text is an entertainment story. "Recount is writing that is used to entertain only, Mam."



After that, the lecturer asked the other students about their opinion about the recount text. "The recount text writes down the past that has happened, Mam." and the lecturer justifies the opinion if recount is a type of writing where the author writes down events that have occurred.



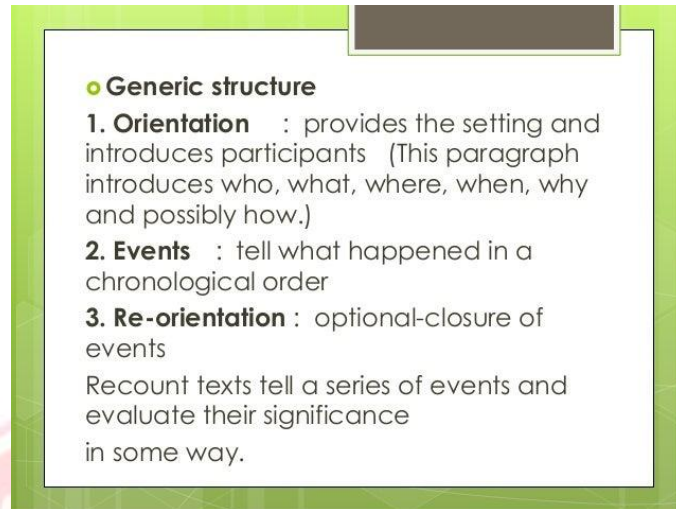
**Figure 4.2 type of Recount Text**

After the lecturer explained about the definition of recount text, the lecturer explained about the type of recount text. There are 3 types of recount text, namely personal recount, factual recount, and imaginative.

Personal recount is recount text that has a function to tell about the author's personal experience. Personal recount is the most common type commonly used to write recount text. In this part, the lecturer explains that one example of personal recount is writing a diary. Diary writing is a writing activity that is carried out every day or writing activities that have occurred in the past.

Factual recount is a recount text that has a function to present reports about events that occurred based on facts (really happened). Examples include reports on scientific experiments or reports from the police. In this part, the lecturer gives a simple definition, if a factual recount is a real event that actually happened somewhere. The lecturer gives examples of factual recounts in the news or newspapers. Then the lecturer conducts a dialogue with the students an example of a factual recount. According to one student, an example of a factual recount is an accident that has occurred.

Imaginative is A recount text that has a function to tell imaginative events. For example, a recount text that tells the author's experience in imagining a scene that he got from his dream. In this part, the lecturer gives an example of an imaginative recount, which is an imaginary event in everyday life that doesn't actually happen. An example of a recount text is a story about a fairy tale or ancient legend.



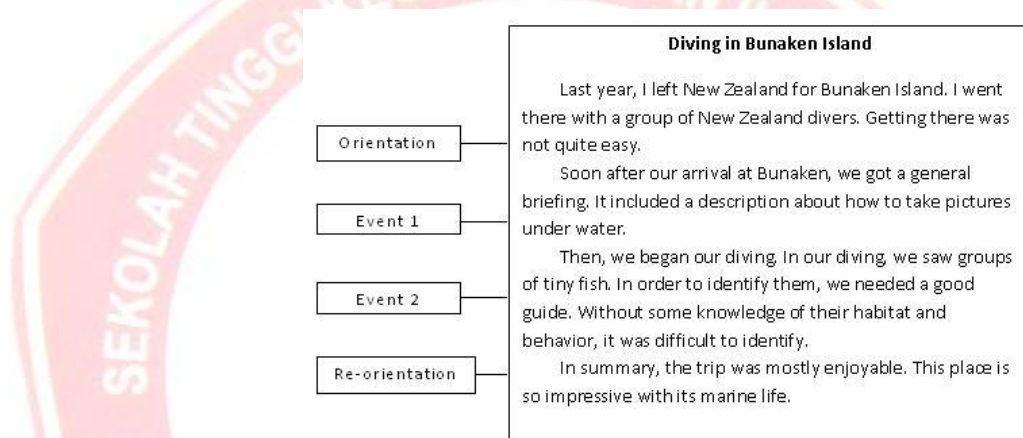
**Figure 4.3 Generic structure of recount text**

At this stage the lecturer explains the generic structure of the recount text. There are 3 general stages of the recount text structure, the first is orientation, at this stage explaining and providing information about the character, the place where it happened, when the incident took place, etc. The information provided by the author is expected to be able to provide the knowledge and information needed by the reader in order to understand the storyline.

The second stage, the event or events that occur. at this stage the lecturer explains if the essence of this incident is explained in the second stage in detail. The purpose of this stage is for the reader to understand what the writer is saying. In this second stage the author will describe what Her experienced in detail by including supporting information.

The third stage, reorientation is to provide a summary or conclude the essence of the story that has been written in a measurable manner.

At this stage, the lecturer again interacts with students about the contents of the generic structure. Simultaneously, students answer questions from the lecturer if the generic structure has three stages, namely orientation, events, and reorientation.



**Figure 4.4 example of generic structure of recount text.**

**Characteristic of recount text**

- Using past tense  
– Example : we went to beach, I was happy, etc.
- Using conjunctions  
– Example : and, but, the, after that, etc.
- Using adverbs and adverbial phrase  
– Example : yesterday, at my house, slowly, etc.
- Using action verbs  
– Example : went, slept, run, brought, etc.

**Figure 4.5 characteristic of recount text.**

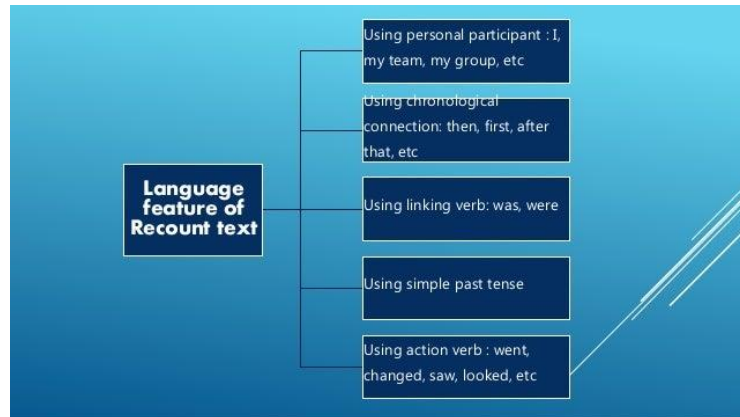


After explaining about the generic structure, the lecturer explained about the characteristics of recount text. There are several characteristics of recount text, the use of past tense, the use of conjunctions, the use of adverbs and adverbial phrases and the use of action phrases.

The lecturer explained that if the recount text is a story or event in the past, then it uses the simple past tense. The use of the simple past tense always uses the second verb as the verb. For example: went, slept, brought, etc.

Then the lecturer explains if the characteristics of the recount are to explain about the time, place and manner of events that have occurred. Events that have occurred can be seen from the time that has been listed, usually in the form of last night, last month, last week, and last October Bandung Etc.

Next, the lecturer explained that the recount text uses part of speech conjunctions and timing links to sequence events and events in the story to form a good script. Examples like and, after, that, that, before and so on.



**Figure 4.6 language feature of recount text**

Next, the lecturer explained about the language feature in recount text. there are several language features in recount text that are described by the lecturer. The following is an explanation of the language feature in recount text:

1. Using personal participants such as I, my, me and so on.
2. Using chronological connections such as first, then and so on.
3. Using linking verbs such as were, was, heard, saw and so on.
4. Using action verbs such as go, look, change, run and so on.
5. Using the simple past tense.

Next, the lecturer gave an explanation about the social function of recount texts, namely the social function or purpose of recount texts is to entertain/entertain or inform readers about experiences, stories, actions or activities that occurred in the past.

After the lecturer explained about the recount text, the lecturer repeated the example of the recount text, namely the diary. Next, the lecturer explained about writing a diary. Keeping a diary is writing about events that have occurred. The benefit of writing a diary is that the author is free to express his feelings through writing and is a fun alternative to learning to write.

#### 4.1.1.3. Post Teaching

Lecturers give evaluations to students about recount text material and diary writing. Lecturers ask questions related to the material that has been discussed. Students answered the lecturer's questions enthusiastically about the definition of recount text, types of recount text, generic structure of recount text, diary writing techniques etc.

After it was felt that the students had understood the material given, the lecturer gave the opportunity for researchers to apply the diary writing in learning recount text. The researcher explained that students were given the task of writing a diary for three days, namely Monday, Tuesday and Wednesday. and a questionnaire will be given on Wednesday to determine the perception of the diary writing method in teaching recount text.

#### 4.1.1. Finding of the Students' Perceptions of Diary Writing in Teaching Recount Text.

In this section, the researcher explains students' perceptions about writing diaries in teaching recount text. As the second problem, the researcher used a questionnaire to find out the results of students' perceptions about writing diaries in recount text learning. The researcher gave a questionnaire at the last meeting which the questionnaire consisted of 18 questions with the answer choices "Yes" and "No." Students are asked to provide a checklist on the statement that best fits their own opinion.

After giving the questionnaires to the students, the researcher analyzed all the questions one by one and then made a conclusion from the questionnaire. Number of students who chose one option for each question in percentage (100%). The formula is:

$$P = \frac{\text{the sum of the Student's response of one question}}{\text{the number of student}} \times 100\%$$



The questionnaire was distributed to 19 students at the end of the observation and the questions were about 18 points. Researchers calculated student perceptions. The total questionnaire can be displayed as follows:

**Table 4.1 The Result of Questionnaire Answer**

No	Statement	Yes	No
1.	Diary writing makes writing recount text easier.	(19)	(0)
2.	Diary writing can not motivate in learning writing recount text.	(11)	(8)
3.	Diary writing is well applied in teaching and learning writing recount text.	(18)	(1)
4.	Diary writing makes learning writing recount text more difficult.	(4)	(15)
5.	Students confuse their story and moments, then they cannot choose the best moment to write.	(11)	(8)
6.	Writing a diary using recount text can add new vocabulary.	(18)	(1)
7.	Diary writing technique using recount text is an interesting method.	(16)	(3)
8.	writing a diary makes students to expand their experience of writing recount text.	(16)	(3)
9.	Writing a diary using recount text makes students to develop writing skills.	(17)	(2)
10.	Writing a diary using recount text makes students free to express themselves.	(17)	(2)
11.	Writing a diary using recount text makes students more flexible in expressing their feelings.	(19)	(0)

12.	Writing a diary using recount text gives me a chance to think and introspect.	(16)	(3)
13.	Writing a diary using recount text provides an opportunity for teachers and students to have a dialogue.	(18)	(1)
14.	Students find it difficult to write diaries because they do not have much vocabulary.	(14)	(5)
15.	Writing a recount using a diary technique is not in accordance with the generic structure.	(15)	(4)
16.	Students find it difficult to use the appropriate tenses.	(12)	(7)
17.	The students feel bored in diary writing process.	(13)	(6)
18.	Students are not interested in English lessons, especially diary writing techniques	(13)	(6)
	Total	F 267	75
	%	78%	22%

Percentage of questionnaire results the researcher:

1. The first statement was " Diary writing makes writing recount text easier." And the students answered Yes were 19 and answered No was 0. Its means that all of the students can easily write diaries using recount text.
2. The second statement was "Diary writing can not motivate in learning writing recount text." And the students answered Yes were 11 and answered No were 8. Its means that all of the students feel that writing a diary can motivate students in learning to write recount text.

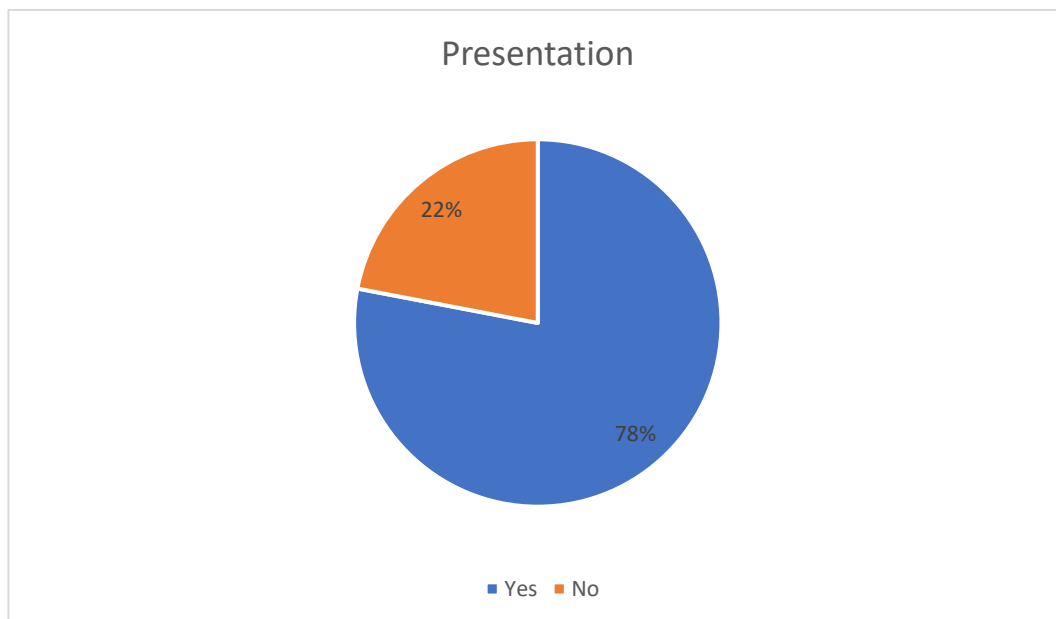
3. The third statement was “Diary writing is well applied in teaching and learning writing recount text.” And the students answered Yes were 18 and answered No was 1. Its means that all of the students can applied writing diary technique in learning writing recount text.
4. The fourth statement was “Diary writing makes learning writing recount text more difficult.” And the students answered Yes were 4 and the answered No were 15. Its means that all of the students can to write diary writing recount text without finding difficulties.
5. The fifth statement was “Students confuse their story and moments, then they cannot choose the best moment to write.” And the students answered Yes were 11 and answered No were 8. Its means that all of the students can choose the moment to be written in the diary.
6. The sixth statement was “Writing a diary using recount text can add new vocabulary.” And the students answered Yes were 18 and answered No was 1. Its means that all of the students can add new vocabulary in diary writing use recount text.
7. The seventh statement “Diary writing technique using recount text is an interesting method.” And the students answered Yes were 16 and answered No were 3. Its means that all of the students were interested in the method of writing a diary using recount text.
8. The eighth statement “writing a diary makes students to expand their experience of writing recount text.” And the students answered Yes were 16 and answered No were 3. Its means that all of the students can expand the

experience of writing through the technique of writing diary writing using recount text.

9. The ninth statement “Writing a diary using recount text makes students to develop writing skills.” And the students answered Yes were 17 and answered No were 2. Its means that all of the students can improve writing skills by writing a diary using recount text.
10. The tenth statement “Writing a diary using recount text makes students free to express themselves.” And the students answered Yes were 17 and answered No were 2. Its means that all of the students can express their writing through diary writing technique using recount text.
11. The eleventh statement “Writing a diary using recount text makes students more flexible in expressing their feelings.” And the students answered Yes were 19 and answered No were 0. Its means that all of the student can express their feeling with diary writing technique.
12. The twelfth statement “Writing a diary using recount text gives me a chance to think and introspect.” And the students answered Yes were 16 and answered No were 3. Its means that all of the student can think and introspect through the technique of writing a diary using recount text.
13. The thirteenth statement “Writing a diary using recount text provides an opportunity for teachers and students to have a dialogue.” And the students answered Yes were 18 and answered No was 1. Its means that all of the students can have a dialogue with the teacher through the technique of writing a diary in teaching recount text.



14. The fourteenth statement “Students find it difficult to write diaries because they do not have much vocabulary.” The students answered Yes were 5 and answered No were 14. Its means that all of the students did not find difficulties in writing diaries because they have a lot of vocabulary.
15. The fifteenth statement “Writing a recount using a diary technique is not in accordance with the generic structure.” And the students answered Yes were 15 and answered No were 4. Its means not all students write diaries according to the generic structure.
16. The sixteenth statement “Students find it difficult to use the appropriate tenses.” And the students answered Yes were 12 and answered No were 7. Its means that all of the Students do not find it difficult to use the appropriate tenses.
17. The seventeenth statement “The students feel bored in diary writing process.” And the students answered yes were 13 and answered No were 6. Its means that all of the students feel happy in diary writing process and can apply diary writing technique in recount text.
18. The eighteenth statement “Students are not interested in English lessons, especially diary writing techniques.” And the students answered Yes were 13 and answered No were 6. Its means that all of student interested in English lessons especially diary writing techniques.



**Figure 4.7 The Result of Questionnaire Answer**

Based on the data shown in the tables and diagrams, it can be concluded that students agree with the use of the diary writing in recount text learning. This is reinforced by the number of students who answered the "Yes" option or the percentage was 78%, which means that more than half of the students liked learning recount text using the diary writing. In addition, according to the data described above, students who felt disagree with the use of the diary writing in recount text learning, the percentage is 22%, which means below 50% of students do not like learning to write recount text using the diary writing. This means that students agree with the use of the diary writing in recount text learning.

## 4.2. Discussion

In this section, the researcher will discuss the results of the camera recorder, field note observations, and questionnaires in the 2021D English Education Study Program at STKIP PGRI Sidoarjo. The first instrument is a camera recorder. The camera recorder is used for taking videos in the teaching and learning process with the permission of the lecturer who is in charge of the Recount Text course in class 2021D STKIP PGRI. The camera is placed in the classroom with a position behind so that it can record the learning process properly. The result of the camera recorder is that the entire process from the beginning of learning, the core of learning to closing went well and the lecturer explained the material about recount text well.

The second instrument is a field note. The field notes explain the teaching and learning process which is divided into 3 steps, Pre-Teaching, While Teaching, and Post-Teaching. The results of the field notes are as follows: (1) At the beginning of the lesson, the lecturer greets and asks students how they are. Before asking questions, the lecturer checks the students' attendance first. (2) then ask questions about the recount text and examples before starting the lesson. After that the teaching and learning process begins. During the teaching process begins, the researcher takes a video that will be used to collect data and fill in field notes. (3) After the

core of the learning process, the lecturer ends the learning by reviewing the material that has been given.

After the data collection process through camcorders and field notes, the researchers applied the method of writing a diary in learning recount text for three days with a total of 19 students in class 2021D.

According to (Autila, 2017), in his research the improvement of students' recount text writing skills through writing diaries showed that students' recount text writing skills improved through Diary Writing. The results showed that all indicators of Recount Text writing which included organization, content, grammar, mechanics, and vocabulary developed in one research cycle.

After applying the diary writing method in teaching recount text, the researcher gave a questionnaire containing 18 questions with 2 choices. From the data obtained, 78% of students chose Yes and 22% chose No. From these data it can be concluded that if more than 50% of students choose Yes and below 50% of students choose No.

Some researchers state that writing a diary using recount text can improve skills because the writing method is a method that has complete components, not only that, the writing method using a writing diary can add new vocabulary for writers and readers.

From the explanations and data obtained through camera recorders, field notes and questionnaires, it can be seen that students feel that writing



diaries in recount text learning is a fun, effective and applicable method in class. so that later will improve writing skills gradually.

