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3rd ImCoSS

THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES

5 - 7 JUNE 2015

BANDAR LAMPUNG UNIVERSITY
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PROCEEDINGS

Hosted by :

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3rd IMCoSS 2015

**THE THIRD INTERNATIONAL MULTIDISCIPLINARY
CONFERENCE ON SOCIAL SCIENCES**

5, 6 June 2015
Bandar Lampung University (UBL)
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PROCEEDINGS

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PREFACE

The Activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the **The Third International Multidisciplinary Conference on Social Sciences (The 3rd IMCoSS) 2015** organizing committee, we are very pleased with the very good response especially from the keynote speaker and from the participants. It is noteworthy to point out that about 112 technical papers were received for this conference.

I would like to express my deepest gratitude to the International Advisory Board members, sponsor and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who give us endless support to these activities, so that the conference can be administrated on time

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Table Of Content

Preface.....	ii
International Advisory Board	iii
Steering Committee.....	iv
Organizing Committee	vi
Table of Content	viii
Keynote Speaker :	
1. Cultural Tourism and Trade in Indigenous People's Art and Craft: A Gap Analysis of International Legal Treatise and National Legislation – Ida Madieha bt. Abdul Ghani Azmi	I-1
2. Contrasting Islamic Leadership Styles (An Empirical Study Of Muslim Majority And Minority Countries) - Khaliq Ahmad	I-10
Paper Presenter :	
ECONOMICS :	
1. An Analysis of The Influence of Aggregate Expenditure Regional Gross Domestic Product Growth In The Lampung Province – H.M.A. Subing	II-1
2. Effect on The Quality of Passenger Satisfaction (Study in Radin Inten II Airport South Lampung) – Ardansyah and Stefanny Ellena Rushlan	II-7
3. Factors That Affect Longevity Of Business Relationships – Margaretha Pink Berlianto and Innocentius Bernarto.....	II-12
4. Millennials Green Culture: The Opportunity And Challenge (A Case Study Of Higher Education Student) - Ika Suhartanti Darmo	II-21
5. Preferences Prospective Students In Choosing The Study Program (University X In Bandar Lampung) - Indriati Agustina Gultom and Wahyu Pamungkas	II-29
6. The Effect Of Growth, Profitability And Liquidity To Bond Rating Of The Banking Firms Listed On The Indonesian Stock Exchange (Period 2009- 2013) - Syamsu Rizal and Winda Sutanti	II-34
7. The Influences Of Investment On Regional Gross Domestic Product (RGDP) In Lampung - Habiburrahman	II-42
8. The Influences Of Bank Product Socialization And Electronic Payment System Quality On Intention To Use E-Money In Indonesia - Cynthia Jonathan, Rina Erlanda and Zainal Arifin Hidayat	II-46
9. The Influence Of Inflation, GDP Growth, Size, Leverage, And Profitability Towards Stock Price On Property And Real Estate Companies Listed In	

Indonesia Stock Exchange Period 2005-2013 - Herry Gunawan Soedarsa and Prita Rizky Arika	II-50
10. The Influence Of Investment Opportunity Set (IOS) And Profitability Towards Stock Return On Property And Real Estate Firms In Indonesia Stock Exchange - Grace Ruth Benedicta, Herlina Lusmeida	II-57
11. The Influence Of Prosperity And Finacial Performance With Respect To Equalization Funds Of The Government District/City In All Southern Sumatra Regions - Rosmiati Tarmizi, Khairudin and Felisya Fransisca	II-66
26. The Influence of The Financial Performance and Macroeconomic Factors To Stock Return - Angrita Denziana, Haninun, and Hepiana Patmarina.....	II-73
27. The Economical Analysis Of Mechanization In Land Preparation For Plantation - M.C. Tri Atmodjo	II-81
28. The Performance of Undiversified Portfolio In Indonesia Stock Exchange - Budi Frensidy	II-84
29. An Analysis of Fast Improvement Program of Human Resources for Employee Satisfaction of PT. PLN (Persero), Bandar Lampung Power Sector - Sapmaya Wulan and Kiki Keshia	II-89
30. Engineering Model of Economic Institution Insugarcane Agribusiness Partnership (Case Study on Sugar Cane Agribusiness Partnership between Farmers Cooperative and Sugar Factory in Way Kanan Regency of Lampung Province-Indonesia) – Syahril Daud and Adrina Yustitia	II-97

LAW :

1. Analysis Of Convict's Rights In Judicial Review Of Narcotics Criminal Case - Yulianto	III-1
2. Comparison Of Authority Of The Conditional Court In India And Thailand In Judicial Review – Indah Satria	III-4
3. Criminal Law Policy As An Effort Of Overcoming Crime Towards Protected Animals - Benny Karya Limantara and Bambang Hartono	III-9
4. Decentralization Evaluation in Indonesia : The Dynamics of Relation Central Government and Local Government - Dewi Nurhalimah	III-15
5. Denial Of Labor Rights By Liberal Legal Regime In The Outsourcing System - Cornelius C.G, Desi Rohayati and Ricco Andreas	III-20
6. Design Of The Special / Special For Inclusion In The System Of The Republic Of Indonesia By Constitution Of The Republic Of Indonesia 1945 - Baharudin.....	III-22
7. Dilemma of State Sovereignty Protecting the Homeland Indonesia (Studies Agrarian Constitution) - FX. Sumarja	III-27
8. From State Sovereignty To People Sovereignty: The Development of State Control Doctrine in Indonesia Constitutional Court Decision - Utia Meylina	III-32

9. Law Function As Instrument To Build a Stability of Moral Economy in
Globalization Era - Hieronymus Soerjatisnanta and M Farid Al-Rianto III-36
10. The Analysis Of Criminal Liability For Crimes Perpetrators Of The Crime
Of Human Trafficking – Dharma Saputra III-45
11. The Death Penalty: Pancasila, With Efforts To Eradicated Drugs -
Anggun Ariena R. and Ade Oktariatas Ky III-48
12. The Existence of Government Regulation in Liew of Law or Peraturan
Pemerintah Pengganti Undang-Undang (Perppu) in Legal Systems of the
Republic of Indonesia - Rifandy Ritonga III-53
13. The Fulfilment Of The Right To Health Services Through Control Of
Ombudsman Functions In The Region - Agus Triono III-57
14. The Tort Of Multimodal TransportatioAgreement -
Dio Adewastia Fajaranu III-64
15. Uprising Of Village Democracy: Challenge And Opportunities For Village -
James Reinaldo Rumpia III-70
16. Comparative Law of Cartels between Indonesia and Japan (Review of Act
No. 5 of 1999 concerning Prohibition of Monopolistic Practices and Unfair
Business Competition and the Act Concerning Prohibition of Private
Monopoly and Maintenance of Fair Trade" (Act No. 54 of 14 April 1947))
- Recca Ayu Hapsari III-77
17. The Role Of Adat Community As The Part Of Normative Systems In Paser
- Melisa Safitri III-83

SOCIAL SCIENCE :

1. An Using E-CRM To Improve Market Value Companies (Research Study at
EF Bandar Lampung) - Ruri Koesliandana, Arnes Y. Vandika, and Dina Ika
Wahyuningsih IV-1
2. Analysis Of The Quality Of Public Health Field – Siti Masitoh IV-4
3. Charges Of Indonesia Labor / Workers Against Proper Living Needs That
Can Meet The Minimum Wage – Agustuti HandayaniIV-13
4. Community Response On Changes Regional Head Election System (Study
On Environmental Public Housing Way Kandis Bandar Lampung) -
Wawan Hernawan and Mutia Ravenska.....IV-16
5. Compensation Policy Implementation Of Fuel Oil, In The District Konawe,
Southeast Sulawesi Province (Study on Implementation of Direct Cash
Assistance) – Malik and Noning VerawatiIV-21
6. Crowd Funding, Social Entrepreneurship and Sustainable Development -
Hery Wibowo.....IV-29
7. Euphoria and Social Media Related to Organizational Effectiveness, Based
on Gangnam Style Case - Astadi Pangarso and Cut Irna SetiawatiIV-32

8. Financial Management In Public And Private Junior High Schools -
Suwandi and SoewitoIV-40
9. Gender Mainstreaming In Glasses of Public Administration at Banten
Province - Ipah Ema JumiatiIV-47
10. Impact From Social Media To Social Life -
Eka Imama N, Ade Kurniawan, Yoga Dwi Goesty D.S, and Arnes Y. VandikaIV-56
11. Implementation of Public Private Partnership in The Management Market
RAU (Rau Trade Center) In Serang City - RahmawatiIV-59
12. The Values Of Democracy In The Implementation Local Political Agenda
In Kendari - Jamal BakeIV-67
13. Evaluation Of Health Services Regional Public Hospital Besemah in Pagar
Alam City of South Sumatra -
Yuslainiwati, Budiman Rusli, Josy Adiwisastra, and Sinta NingrumIV-77
14. The Impact Of It Social Network Path In The Students Of Community -
Arnes Yuli VandikaIV-82
15. The Development of Women's Participation in Political Life -
Azima DimiyatiIV-86

EDUCATION :

1. An Analysis of Students' Gramatical Error in Using Passive Voice at Grade
Ten of SMA Persada Bandar Lampung 2014 - Ildhias Pratiwi Putri..... V-1
2. An Error Analysis of Speaking Present Tense on English Conversation on
Program of PRO 2 Radio Bandar Lampung – Maryana Pandawa V-5
3. Developing Students' Writing Skill by Diary Writing Habit -
Fatima A. Putri, Bery Salatar, and Susanto..... V-8
4. Discourse Analysis Of Gettysburg Address -Yanuaris Yanu Darmawan V-11
5. Error Analysis of SMA Pangudi Luhur Bandar Lampung Students'
Translation in Using Meaning-Based Translation. – Kefas Ajie Bhekti V-18
6. Improving Students Affective Domain Through Asian Parliamentary
Debate Technique – Purwanto V-24
7. Online Authentic Materials For Learning English - AgniaMuti, Ezra
Setiawan, and Ida Oktaviani V-36
8. Politeness Strategies As Persuasive Tool In Magazine Advertisements
Circulated In Lombok Tourism Spots – Lalu Abdul Khalik and Diah
Supatmiwat V-39
9. Simple Past Tense Of The First Grade Students Of SMP Negeri 1 Seputih
Banyak In Academic Year Of 2014/2015 - Qory Fahrnis Firdaus V-47
10. Supporting Learners' Autonomy Through Distance Language Learning -
Dameria Magdalena S V-51

11. Teaching Poetry in ELT Classrooms: Some Challenges and Solutions - Bastian Sugandi and Husnaini	V-54
12. Teaching Vocabulary By Using Hypnoteaching To Second Semester Students Of Bandar Lampung University - Fransiska Anggun Arumsari	V-58
13. The Application Of Brainstorming To Improve Student's Writing Skill - Ita Brasilia Nurhasanah, Ria Martin, and Rizky Amalia	V-65
14. The Application Of Using Letter Land Technique Towards Students Vocabulary Mastery - Budianto, Elis Munawaroh, Fitri Anggraini, and Yuni Arifah	V-68
15. The Application of Quiz Team Technique to Improve Students' Understanding on Simple Present Tense at Grade Seven at SMPN 26 Bandar Lampung – Rosdawati	V-71
16. The Art Of Seduction Of Giacomo Casanova An Analysis Of “The Story Of My Life” - Helta Anggia	V-75
17. The Effect Of The Application Of The News Presentation Towards Students' Speaking Ability Of Grade Eleven At SMK Negeri 1 Seputih Agung - Risdiana Yusuf	V-78
18. The Effect Of The Teacher's Feedback Approach Towards Students' Descrptive Writing Skill At Grade Tenth Of SMK Bhakti Utama Bandar Lampung - Nila Kurnijanti	V-83
19. The Improvement Of Students' Vocabulary Achievement By Using Direct Method Of SMP Wiyatama Bandar Lampung - Putri Nurhayani	V-85
20. The Influence Of Lampungnese Ethnicity Accent On Dialect A To Lampungnese Students' Pronunciation Ability At English Education Study Program - Anggi Okta Dinata	V-88
21. The Influence of Using Scrambled Pictures to Improve Students' Ability in Writing Narrative Text of Eleventh Grade Students of SMK Bhakti Utama Bandar Lampung - Novita Uswatun Khasanah	V-91
22. The Use of Letterland Method in Teaching Reading at Early Year Level to Pre-School Students in an Informal Education in Bandar Lampung - Alfiana Rochmah	V-94
23. TheInfluence of Using Short Video Towards the Students' Speaking Skill at Grade VII of SMPN 22 Bandar Lampung - Dita Oktapiana	V-101

DEVELOPING STUDENTS' WRITING SKILL BY DIARY WRITING HABIT

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ABSTRACT- Writing is a process of expressing feelings, thoughts, and ideas in the form of graphic language and it is one of English skills that should be mastered by the English language learners (Harmer, 2004; Meyers, 2005). To develop and improve students' writing skill, diary can be used as one of teaching media (Ningrum, Rita & Hastini, 2013). The paper presents a preliminary study on developing the writing skill of the students by diary writing habit. The participants in the research are the 4th semester students, Teacher Training and Education Faculty, English Education Program, Bandar Lampung University. It is found that the habit is useful to develop the students' writing skill.

Keywords: Writing skill, writing diary, English skill, teaching media,

1. INTRODUCTION

Writing is a process of expressing feelings, thoughts, and ideas in the form of graphic language and it is one of English skills that should be mastered by the English language learners (Harmer, 2004; Meyers, 2005). According to Ningrum, Rita and Hastini (2013), to develop and improve students' writing skill, diary can be used as one of teaching media. By writing diary in English, the students can practice writing English. In the diary, they can write about anything in daily life. The research, then, focus on developing the students' writing skill by diary writing habit in Teacher Training and Education Faculty, English Education Program, Bandar Lampung University. It is a preliminary study and take some students as the participants.

2. MATERIALS AND METHOD

The participants are four students (DW, RS, KR, and YP) at the fourth semester, Teacher Training and

Education Faculty, English Education Program, Bandar Lampung University. DW and RS are in experimental group, and the others, KR and YP, are in control group.

The data were collected from the following tests:

- Pre-test, to find out their writing before the treatment given.
- Post-test, to find out their writing after the treatment given.

The treatment is asking the students in the experimental group to write diary for seven days. In the control group, the students are not asked to write the diary. In the pre-test and post-test, the students are asked to write a recount text. Those texts are scored by following the scoring rubric of writing given in Table 1 (Ningrum, Rita & Hastini, 2013:6). Thus, both tests were conducted to measure the students' improvement in writing skill and to know the effectiveness of diary writing as a teaching medium.

Table 1: Scoring Rubric of Writing

No	Writing Components	Score	Explanation
1	Content	3	Relevant and adequate answer to the task set
		2	For the most part answer the task set, though there may be some gaps or redundant information
		1	Answer of limited relevance to the task set. Possibly major gaps in treatment of topic and/or pointless repetition.
		0	The answer bears almost no relation to the task set. Totally inadequate answer.
2	Organization	3	Overall shape and internal pattern clear.
		2	Underlying structure not sufficiently controlled. Some of organizational skills in evidence, but not adequately controlled.
		1	Organizational skill adequately controlled. Very little organization of content
		0	No apparent organization of content
3	Vocabulary	3	Almost no inadequacies in vocabulary for the task. Only rare inappropriacies and/or circumlocution.
		2	Some inadequacies in vocabulary for the task Perhaps some lexical inappropriacies and/or circumlocution. Frequent inadequacies in vocabulary for the task..
		1	Perhaps frequent lexical inappropriacies and/or repetition.
		0	Vocabulary inadequate even for the most basic parts of the intended communication.

4	Grammar	3	Almost no grammatical inaccuracies
		2	Some grammatical inaccuracies
		1	Frequents grammatical inaccuracies
		0	Almost all grammatical pattern inaccurate
5	Mechanics	3	Almost no inaccuracies in punctuation and spelling
		2	Some inaccuracies in punctuation and spelling
		1	Low standard of accuracy in punctuation and spelling
		0	Ignorance of conventions of punctuation and almost all spelling inaccurate

3. RESULT AND DISCUSSION

The mean scores for the writing components evaluated from the students's writing in the pre-test and post test for both experimental and control groups are shown in Table 2 and Table 3 respectively. From the total of the mean scores, it is seen that in the pre test, the experimental group has lower scores than the control group (10,5<11), but in the post test, it is higher

(13,5>11). It is seen that writing diary has good influence on the students' writing.

Then, students' scores are calculated with the following formula:

$$S = T/M \times 100 \quad (1)$$

Where S: Score; T: Total; M: Maximum Score

Since the maximum score is 15, then the score in each group can be calculated. The result is given in Table 4 and Table 5.

Table 2: Total of Mean Scores in Pre-test

Group	Content	Organization	Vocabulary	Grammar	Mechanics	Total
Experimental	2,5	2	2	2	2	10,5
Control	3	2	2	2	2	11

Table 3: Total of Mean Scores in Post-test

Group	Content	Organization	Vocabulary	Grammar	Mechanics	Total
Experimental	3	2,5	3	2	3	13,5
Control	3	2	2	2	2	11

Table 4: Students' Pre-test Score in Experimental Group

No	Students	Content	Organization	Vocabulary	Grammar	Mechanics	Total	Score
1	DW	3	2	2	2	2	11	73
2	RS	2	2	2	2	2	10	67
	Mean	2,5	2	2	2	2	10,5	70

Table 5: Students' Post-test Score in Experimental Group

No	Students	Content	Organization	Vocabulary	Grammar	Mechanics	Total	Score
1	DW	3	3	3	2	3	14	93
2	RS	3	2	3	2	3	13	87
	Mean	3	2,5	3	2	3	13,5	90

Further, t-test is conducted to see if the influence is significant in the experimental group by following the formula (Arikunto, 2010).

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \quad (2)$$

Where t : t-test score

Md : mean deviation

$\sum x^2 d$: sum of square deviation

N : number of students

Mean deviation is calculated with the following formula.

$$Md = \frac{\sum d}{N} \quad (3)$$

Where

Md : Mean score

$\sum d$: The total score of deviation.

N : Number of students

Square deviation is calculated by using Formula.

$$\sum X^2 d = \sum d^2 - \frac{(\sum d)^2}{N} \quad (4)$$

Where:

$\sum x^2 d$: the sum of square deviation

$\sum d$: the sum of deviation

As seen in Table 6, it is found that the influence is significant (t-value > t-table).

Table 6: T-test in Experimental Group

No	Students	Score		Deviation $D = (X_2 - X_1)$	D^2	Md	$\sum X^2 d$	t-value	t-table
		Pre-Test (X_1)	Post-Test (X_2)						
1	DW	73	93	20	400	20	400	1.73	1.64
2	RS	67	87	20	400				
	Total	140	180	40	800				

4. CONCLUSION

In this preliminary study, it is found that writing diary has good influence on the students' writing and the influence is significant.

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