

CHAPTER I

INTRODUCTION

This chapter presents and introduce the background of the study, formulation of research problem, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation, and definition of key term.

A. Background of the study

English is an International language which is used by many people these days. It is used for communication either in written or spoken. It has many important roles in many areas, especially in education. According to the (British Council, 2020) about two billion people in the world will be studying English. Therefore, English as International communication, learning English access to more entertainment and access to internet and by learning English will make people smarter. In addition, through English we can introduce the diversity of culture and language of this nation to people, those who certainly want to know about this nation. English is very much needed in the national and international area. Learning English is not only useful, but it also gives a lot of satisfaction and making progress and feel great. In learning English there are many skills that must be mastered, one of which is writing skill.

According to (Morley, 2007) Writing can change people, for writing creates new worlds and possible universes, parallel to an actual. It means that

writing has big effects in the world. “By means of writing English, language learners are able to convey messages to the readers across places and time” (Brown, 2007). In learning English, writing text is defined as the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so that is meaningful. Writing is a way to express people minds. Writing is the most difficult skill to learn and to master, because writing is an active or productive skill so that students who are learning writing have to learn how to find ideas, and express them into writing, writing is a language competency which is used to communicate indirectly, not face to face to others.

According to the basic competence in the vocational high school curriculum, in learning writing students are expected to write some texts for example letters, short messages, greeting cards, monologs such as descriptive text, recount text, narrative text, procedure text and report text. As one skill of English, writing can help students to learn and develop their English by expressing their knowledge experience and so on. It can be expressed in form of essay, a paragraph, a letter, a short story, a diary, and etc.

The writer observed the students' ability in writing recount text. Recount text is a text that retells something that already happened. According to Djuharie (2008), recount text is a reconstruction of something which happened in the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. In KTSP, recount text is defined as a text that retells events in purpose of informing or entertaining. In writing recount text

the students sometime do not write the text with the correct grammar and language features. Therefore, the teachers are expected to be able to guide the students when they study to write. So, the students are able to write recount text correctly. But, in writing recount text there are so many factors influencing students' ability. Not only has the comprehension of the grammar and the language featured, but also the students' motivation. When the students are interested in something, they want to learn about that. The students should be made to interest in learning recount text so that they will be very easy to learn recount text.

According to Anderson (2003), a recount text is a text is that retells past event and usually in other that happened. Recount text is one of the text genres that student learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences or events. Harmer (2004) states that making good writing is more complex than producing speaking. Different from speaking, writing is more difficult to acquire because there are many aspects related to writing which need to be mastered, such as organization, mechanics, and grammar. Writing involves more than just producing words and sentences, but writing activity the students should be able to combine words and sentence grammatically into written text. It means, in writing a recount text, students feel it difficult to organize their ideas. The samples of recount text are experience story, diaries, personal letters and incident reports. Diary is a statement, which is written on a piece of paper or more. It contains feeling expression, private thing, and so on. It can be seen

in a personal diary. A diary is used as a representative of individual. It means that diary can express the writer's interest, feeling, and wish.

The writer used diary as media to express their ideas in written form, because diary can make them to be more motivated and easier them to express their feeling by writing diary. They can write about their feeling, experienced and wish. The writer thinks that by writing diary can make students freely write their ideas in the written form. Writing diary is one of the alternative techniques in teaching recount text; the important thing is to write rather than just not doing. By recording what happened, what someone think about it, how someone feel will make feel confident. Keeping a diary or journal is a great way to express emotions on paper and treasure experiences. In the writing areas, exercising writing everyday will help write English text appropriately. Habit of writing diary and they are all very up to date, every single day, what they do, fun or things they find funny, interesting, they put it on their diaries is good to improve students recount text writing.

In the previous research which has been done by Mahanani (2005) entitled "The Use of Diary to Improve Students' Ability at Writing Recount Text at MTs Madani Islamiyah School Pematang siantar" shows that diaries could be used to improve students' writing skill and effective to be used to improve the students' skill in writing. However, her study did not give the clear correlation yet between students' habit in writing diary and students' achievement. She did not prove yet about that correlation. Thus, the researcher would like to investigate deeper on that study.

The second study was done by Mutiana (2019) shows that the correlation between students' habit in writing diary and students' ability in writing recount text is slight correlation. Students' ability in writing recount text is not only influenced by students' writing diary habit, but also it can be influencing their experience and vocabulary mastery.

The third study was done by Asti(2010) Based on the results of the analyses in the previous chapter, the writer concludes that using diary writing in teaching writing recount text can helps students of the eight grade students of SMP N II Bae, Kudus in the academic year 2009/ 2010 to improve their achievement in the recount text writing. That there is a significant difference achievement in writing recount text between students who wrote diary as the source for writing a recount text and those who did not use diary as the source for writing recount text. Based on the previous studies before that writing diary can be help students to solve their problem in writing recount text but they also revealed that there is no perfect correlation between writing diary habit and writing recount text ability. In this study the researcher will find out the correlation between students' habit in writing diary and students' ability in writing recount text with the different instrument and participant.

B. Formulation of Research Problem

Based on the background of the study that had been explained, the research question can be formulated as “Is there is any correlation between students’ habit in writing diary and students’ ability in writing recount text?”

C. Purpose of The Study

Based on the formulation of research problem, the main purpose of this study is to know whether the students who have habit in writing diary also mastering in writing recount text or not.

D. Formulation of Hypothesis

There are two kind of hypothesis that will be used in this research:

a. Null Hypothesis (Ho)

There is no correlation between the students who have habit in writing diary and their ability in writing recount text at the eighth-grade students of MTs As Salam sooko.

b. Alternative Hypothesis(Ha)

There is a correlation between the students who have habit in Writing diary and their ability in writing recount text at the eighth-grade students of MTs As Salam Sooko.

E. Significance of the Study

The writer hopes that the result of the study will be useful for the teacher and the students of MTs As Salam Sooko.

1. For the teachers, through this study is hoped that the teacher know new technique in teaching recount text.
2. For the students, through this study it is hoped that the students can be more creative to express their ideas, thought, feeling as freely as possible in recount text writing.
3. For the researchers, hoped that the result of this research can give advantages to other researcher and become appropriate references for them who will conduct a research.

F. Scope and Limitation

This study will be carried out in MTs As Salam Sooko with the population of this research is all of students. The limitation of this research is limited to the correlation between students' Habit in writing diary and Students' ability in writing Recount text at the eighth grade of MTsAs Salam Sooko.

G. Definition of Key Terms

1. Diary writing

Diary is a tool for the author's self-reflection, the author's self-improvement, let emotional-flow, keep the author's history, and record the author's experience. In this study, diary writing is the students' product of writing recount text. Diary is a statement, which is written on a piece of paper or more. It contains feeling expression, private thing, and so on. It can be seen in a personal diary. A diary is used as a representative of individual. It means that diary can express the writer's interest, feeling, and wish.

2. Writing ability

Writing ability is one of the productive skill. By writing, student can express their emotions, thought everything that can represent by written production. In this study, writing skill means one of skill that taught in this class.

3. Recount text

Recount text is a kind of written texts that retell the author's experiences which occur in the past by focusing on experience chronological sequence. In this research, it means a kind of written texts that taught in this class. It is recount text. The purpose of recount text is to inform the readers or people about something that happens in the past. Anderson and Kathy (2011: 48) the purpose of a recount text is to list and describe past experience by retelling events in the order in which they happened.