CHAPTER 1

INTRODUCTION

In this chapter the researcher presents some points related to this research. Those include (1) background of study, (2) formulation of the research problem, (3) purpose of the study, (4) hypothesis, (5) significance of study, (6) scope and limitation of study, (7) definition of key terms and (8) organization of study.

A. Background of Study

Writing is one of skill that students have to able in ESL or EFL. Richards and Renandya (2002:303) stated that the skills involved in writing are highly complex. Students of Senior High School should have attention more when they write a text. Students should pay attention in planning and organizing a text. Students should learn more in writing skill although this skill is the complex skill, because with this skill students can go to the next class or university.

Based on the School-based Curriculum of senior high school, students in first grade of senior high school have to able to arrange text that tells the pass event that students have done in their live in spoken and written form. The text that tells our pass event common called Recount text. Students should able to write a text that tells their pass event if they

want to continue to the next class. They can pass the national exam if they pass the exam of English lesson, they can get scholarship in aboard with English, and so on. So that English is very important for students especially in Senior high school.

According to Brown (2000:334) learning writing skill is like learning swimming. People can learn swimming and writing only if someone teaches them. So as the English teacher should have new interested medium, method and strategy when teaching writing recount text. According to Knap and Watkins (2005:223) recount is the simplest text type in the genre. Formally recount is sequential text that does little more than sequence a series of events. It means students can share their experience, what they feel and think.

Although the students have learnt English lesson from primary school till senior high school, but they still have many problems. According to some of students of the first grade at MA Terpadu AL-ANWAR, they feel difficult when the teacher ask them to write a text. They are confused how to arrange text, what tense should they use in text and how to begin the first sentences.

The problem above is supported by their score when the teacher asks them to write a Recount text. Their score is fair. Diary writing is recommended as a medium in teaching writing recount text because it is

assumed that students will be easier to understand how to write a recount text.

Diary and Recount text have similarity in their characteristics. Diary and recount tell the pass event and using simple past. Diary writing is a record (originally in handwritten format) with discrete entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, and/or thoughts or feelings, including comment on current events outside the writer's direct experience (Uswatulludin: 2013).

In other words, the researcher conducted diary practice in the form of chained writing story as a medium in developing students' ability in writing recount text in the level of senior high school, it is MA Terpadu Al-ANWAR Trenggalek. The researcher takes research in this school because the background of this school uses two languages in their daily life that is Arabic and English. Students at MA Terpadu Al-ANWAR are more dominant in learning English than in Arabic. But, they are skilled at speaking than writing.

Based on some students, the problem above happened because writing is difficult than speaking. When they do communication each other, they ignore the tenses and they can understand what the speaking about. The researcher wants to increase the writing recount text in this

level because many students feel difficult to explore their own story in writing form, although they have done in their life.

The students can be famous writers in the world with writing, such as writer of novel, comic and so on. Thus, by learning writing recount text in this level, they can get easier in writing and to be the famous writer one in the world. From the description above the writer tries to make this study entitled: "**The Effectiveness of Diary Practice on The Students' Ability in Writing Recount Text at MA Terpadu Al-Anwar Trenggalek in academic year 2015/2016**".

B. Formulation of Research Problem

Based on the background of the study, the problem of this study is formulated as follows:

1. How is students' ability in writing recount text before being taught by using diary practice?

2. How is students' ability in writing recount text after being taught by using diary practice?

3. Is there any significant difference scores between the students' ability in writing recount text before and after being taught by using diary practice?

C. Purpose of the Study

Based on the research problem, the study is intended to:

1. To investigate the student ability in writing recount text before being taught by using diary practice.

2. To investigate the students' ability in writing recount text after being taught by using diary practice.

3. To investigate the significant difference scores between the students' ability in writing recount text before and after being taught by using diary practice.

D. Hypothesis

There are two hypotheses in this study namely, alternative and null hypotheses. The hypotheses are, as follows:

Ha: There is a significant different between students' ability in understanding recount text before and after use diary practice

Ho: There is no significant different between students' ability in understanding recount text before and after use diary practice

E. Significance of Study

By conducting this study, the writer hopes that the result of this research will be useful for the reader, especially:

1. Headmaster

   The result of this study will add new experience in teaching and learning English. The headmaster can improve the system of education and suggest this technique as reference for English teachers.

2. English teachers

   The English teachers can use the diary as an alternative medium to improve students' writing recount text.

3. English students

   The result of this research can support the students to increase their achievement in writing. Students can write their daily activity or experience continuously in diary form.

4. Next Researchers

   The research can be as an additional reference for the next researcher who wants to conduct the similar research. The next researcher can cover up the limitation of this research.

F. Scope and Limitation of Study

The scope of this study, the researcher only focuses the effects of treatment using *diary practice* in teaching writing of recount text in first grade of MA Terpadu Al-Anwar Trenggalek. It is an activity that the students write diary at home every day.

The limitation of this study, the diary practice as strategy only applied in Recount text by the researcher.

G. Definition of Key Terms

There are some terms in this study that should be clarified, as follows:

1. Writing

   Writing is student' idea on their mind than they explore in written form on paper, computer or so on. Writing is one of skills that students should mastery.

2. Recount text

   Recount text is text that tells about the writer experience in the past.

3. Diary

   Diary is students' process of writing in daily activities and experiences.

H. Organization of Study

The organization of the research paper is given in order to make the readers understand the main point of this thesis. It will be divided into:

Chapter I is introduction which deals with the background of the study, formulating of the problem, the purposes of the study, hypothesis, significance of the study, scope limitation of the study, definition of the key terms, and organization of study.

Chapter II is theoretical background or review of literature. It consists of underlying theories that include writing, teaching writing, genre, recount text, and diary.

Chapter III is the research method. It covers: research design, variable of research, participants of research, research instrument, validity and reliability testing, normality and homogeneity testing, data collecting method, and data analysis.

Chapter IV deals with result and discussion of the study that contains research finding, hypothesis testing, and discussion.

Chapter V presents the conclusion of the study and suggestion for further study.