

CHAPTER 1

INTRODUCTION

In this chapter the researcher presents some points related to this research. Those include background of the study, formulation of the research problem, purpose of the study, scope and limitation of the study, formulation of hypothesis, significance of the study, and definition of the key term.

A. Background of the Study

English is an international language. It is used all over the world. For that reason, it is important for people to master English orally and in writing, in order to be able to communicate and socialize with the world community. Indonesian government chooses English as the first foreign language to be taught in schools and as a major subject for the students from elementary school to university students, they realize how important English in their life, so they intend to master it, in such a way that they can use that language to communicate with other people in the world (Indah, 2010:1). Students must master four language skills, listening, speaking, reading and writing. Based on the concept and function, English has the purpose to develop those four skills and also the language components: vocabulary, structure and pronunciation (in speech) or spelling (in writing) which supports students mastering well.

Writing means of communication. Writing is viewed as the most difficult skill since years ago. People often think that the success of language learning is seen generally through the speaking ability as the primary skill while writing is slighted. That is because they felt that writing is so difficult to do (Wafaet.

al.,2010:2). Writing is important one in teaching and learning English language. Writing is important to support other skill from English language. Although students can speak well but they not well in writing. Writing is very needed to fulfill four skill of English language. Writing skill is more complex and difficult to teach, requiring the mastery not only the grammatical and theoretically devices but also the conceptual and judgment.

In the curriculum of Junior High School, teaching and learning English use genre- based writing. The term “genre” is used to refer to particular text-types, not to traditional varieties of literature. It is type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose(Hartono,2005:2).All genres have different definition and different social functions, general structure and grammatical features. Recount text is a text that telling the reader about one story action or activity. Its goal is to entertaining or informing the reader. It retells events or experiences in the past.

Not all students like writing. They feel difficult to write especially writing recount text. To teach writing recount text there are many ways or media, such as jumble picture,computer, series picture, diary etc. Diary is one of mediums that can be used to help the students more interested and enjoy in learning writing. By writing diary, they can write and express their feeling, idea, and experience into written form without any pressure. Diary can be described as a manuscript or typescript kept on a more or less regular basis by individual recording daily events, thoughts and opinions, the weather or almost anything else (Zahiroh,2010:18). Diary is a note which is written by a person to tell his life

experience, feeling, or something important happening in his life. Diary could be one's best friend that he could believe in will never complain to him for everything that he has written on it. He could notice that diary is a private book which saves his private story(Wisdhawan,2014:3).One benefit of diary is being able to look on specific days or time periods in an attempt to sort out personal feelings. It means that this media appropriate to teach recount text in Junior High School because recount texts also retell the past experience and the benefit of diary is to show the personal feeling.

The use of diary writing in teaching writing recount text is still infrequent. It is because of the fact that many teachers consider that teaching recount text is enough only through the use of textbook. Besides that, teacher usually uses same techniques in teaching writing for all genres, whereas each genre has different structure and characteristic. Techniques that are relatively same in teaching writing can be difficult for students to achieve learning target, especially in writing genre. It also makes the students feel bored(Zahiroh,2005:1).

Diary is considered as one of suitable media that can be applied in teaching recount text because it has the same characteristics as recount text. Writing recount text and writing diary are similar in their generic structures, retelling past events, and using past tense in making a story. 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. Writing diary becomes a part of people's life. It is usually done every day that makes students more familiar in writing a story.Students usually write down on a paper

when they experienced an unusual event, such as a funny, happy, or sad story. So, the researcher use one way to teaching writing recount text for junior high school by using diary. By using diary, the researcher hope that student can improve their ability in writing, for example what they do at home or their activity in a day, even their activities in the past, or another, they can write in their book, namely diary book.

In this case, the students especially for eighth grade of students' in junior high school have many problems in doing effective writing. The students can not enjoy writing activity; the students have not idea about what they write in recount text. And the teacher doesn't have good skill also can't provide media in teaching writing. The same problems also come from the students of MTs AL Huda Bandung. So, in this research the researchers try to test a new way to teach writing for eighth grade students. The researchers try to apply diary to teaching writing. For the reason above, the researcher conducts a research entitled "the effectiveness of using diary toward student's achievement in writing recount text at the eighth grade students of MTs AL Huda Bandung academic years 2015/2016".

B. Formulation of the Research Problem

Based on the background above, the researcher formulated the question as follows:

1. How is student's achievement in writing recount text before being taught by using diary at eighth grade students of MTs AL Huda Bandung?

2. How is student's achievement in writing recount text after being taught by using diary at eighth grade students of MTs AL Huda Bandung?
3. Is there any significant difference score after and before being taught by using diary at eighth grade students of MTs AL Huda Bandung?

C. The Purpose of the Study

Based on the background of study and research problems above, the purpose of the study can be formulated as follows:

1. To know student's achievement in writing recount text before being taught by using diary at eighth grade students of MTs AL Huda Bandung.
2. To know student's achievement in writing recount text after being taught by using diary at eighth grade students of MTs AL Huda Bandung.
3. To know whether any significant difference score after and before being taught by using diary at eighth grade students of MTs AL Huda Bandung.

D. Scope and Limitation of the Study

The scope in this study focused on teaching writing recount text using diary of eighth grade students at MTs AL Huda Bandung. The limitation of the study focused on the effectiveness of using diary on students' ability in writing recount text of eighth grade students at MTs AL Huda Bandung.

E. Formulation of Hypothesis

The hypothesis is as follow:

1. Null Hypothesis (Ho): There is no significant different score before and after using diary at eighth grade students of MTs AL Huda Bandung.

2. Alternative Hypothesis (Ha): There is significant different score before and after using diary at eighth grade students of MTs AL Huda Bandung.

F. Significance of the Study

1. For the reader. It will be useful for the reader to know the importance of diary to improve their writing skills.
2. For the students. The students can improve their ability in writing skill by using diary.
3. The third for the teacher. They can improve their teaching of writing through diary.
4. For the writer. This study will be one of her experiences in writing English while she is studying in the English Department.

G. Definition of Key Terms

Writing is the most demanding skill of English. It has to be deliberately cultivated. Unlike listening and speaking, it is not something which is natural to human. Teaching writing at Junior High School has more genres. There are narrative, recount, descriptive, etc. Writing Recount text is a text that telling the reader about events or experiences in the past. And there are some kinds of media to teaching writing recount text. One of the teaching writing recount text-using diary. Diary is a note which is written by person to tell the event or experiences in the past. So, teaching writing recount text by using diary can be infrequent.