# CHAPTER II

## REVIEW OF RELATED LITERATURE

The review of related literature is aimed at giving a brief discussion on what is related to the focuses of this study. In this chapter the writer tries to give clear explanation of theoretical framework which is covering of teaching writing, teaching writing in Junior High School, recount text, diary in writing, and previous study.

## A. Teaching Writing

In this unit the writer tries to give clear explanation of teaching writing which is covering the nature of writing, process of writing, Requirements of Good Writingand teaching writing.

### 1. The Nature of Writing

Writing is considered as a productive skill along with speaking. When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language.

Writing involves communicating a message with a sign or symbol on a page (Spratt, 2005:26). It needs to make series of words or sentences in writing process to communicate in the written language. Writing is one of the important skills that have to be developed by students because it is very important for the academic context, business and the relationship with others in the world. In the academic context, students need to develop this skill

Writing is productive skills; it is one of the four language skills, reading, listening, speaking, and writing. Writing is focused on how to produce language rather than receive. Therefore, writing has several steps to do. Oshima& Hogue (1997:2) state that writing is a progressive activity which is open with the result of thinking what the writer going to say. After finished writing a text, the writer should read the draft of writing and make corrections.

Writing needs some processes of thinking. It means that students need to gather ideas to write a good story or text. Spratt (2005:27) describe that the nature of writing has a number of stages such as brainstorming, making notes, planning, writing a draft, editing, producing another draft, and proof-reading or editing again. Those stages can help the students in writing process. According to Brown (2001:335) states "The one major theme n pedagogical research on writing is the nature of the composing process of writing."

2. **Process of Writing**

Writing is a never one-step action. There are three steps of writing namely prewriting, writing, and revising.

1) Prewriting

Prewriting is the thinking, talking, reading and writing you do about your topic before you write a first draft. Blanchard and Root (2003:41) state that "Prewriting is a way of warming up your brain before you write, just as you warm up your body before you exercise". In prewriting step, we gather ideas to write about. Taking notes in one

of way to gather ideas. There are several ways to warm up before we write.

a. Brainstorming

Bram (1995:64) state that Brainstorming is a prewriting activity in which wecomeup with a list of idea about a topic on our own orin small groupswith our classmates. In the brainstorming process,we write down every single thing that exists or comes into our minds. Weneed not then worry about the quality of the idea for the timebeing (at least). We simply write down our ideas inphrases or insingle words, not in complete sentences. We do thispartly to'save time', or rather to be quick. The phrases orwords can beverbs, nouns, adjectives, adverbs, or other parts of speech.

b. Clustering

Clustering is another prewriting technique. It is a visual way of showing how our ideas are connected using circles andlines. The steps are:

a) Write the topic in the center of a blank piece of paper anddraw a circle around it.

b) Write any ideas that come into our mind about the topic incircles around the main circle.

c) Connect those ideas to the center word with a line.

d) Think about each of your new ideas, and then connect them.

e) Repeat this process until we run out of ideas.

For example suppose we are writing about the televisioncommercials. Using the clustering technique to getideas, youmight end up with the following. (Blanchard and Root, 2003:42)

2) Writing

After we have finished in prewriting, we can continue to thenext step (writing). As we write the first draft onour paragraph, wehave to use the ideas we generated from prewritingas a guide. Aswe write, remember to:

a) Begin with a topic sentence that states the main ideas, includeseveral sentences that support the main idea.

b) Stick the topic does not include information that does notdirectly support the main idea.

c) Arrange the sentences so that the other ideas makesense.

d) Use signal words to help the reader understand howthe ideas in your paragraph are connected (Blanchard and Root, 2003:43).

3) Revising

Once writers have produced a draft they then, usually, readthrough what they have written to see where it works and where itdoes not. Perhaps the order of the information is not clear. Perhapsthe way something is written is ambiguous or confusing. They maythen move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence.

Revising is often helped by other readers or editors who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions (Bram, 1995:64)

3. **Requirements of Good Writing**

In writing a good paragraph, we should concern to two things. They are:

a) Unity / Cohesion

The unity is synonymous with oneness. It means oneness to express the ideas in one paragraph. All sentences in a paragraph should state on the one thing in the topic sentence: all of the sentences stick together.

b) Coherence

Coherence also plays an important role in writing.It playscrucial role in making a paragraph read well. Everycoherentparagraph contains smoothly-connected ideas. To achieve coherence,the researcher needs to use some transitions, suchas however, although, finally, and nevertheless (Bram, 1995: 20-21).

c) Completeness

A good paragraph contains enough detail information toexplain and provestatements of a topic sentence. According to Nurgiyantoro (2001:306) Writing skill is complex and difficult to be taught since in this case writing does not only mean putting down graphic form on a piece of paper. It involves at least five components. They are:

1) Content: the substance of writing, the ideas expressed.

2) Form: the organization of the content.

3) Grammar: the employment of grammatical form and syntacticpatterns.

4) Vocabulary: the choice of structure and lexical items to give aparticular tone or flavor to the writing. It is also called style.

5) Mechanic: the use of graphic conventions of the language.

## 4. Teaching Writing

The targets of teaching English in Junior High School students are able to solve the problems in terms of spoken and written language. There are several purposes of learning English at Junior High School. These are the purposes of learning English at Junior High School according to Depdiknas (2006):

a) Developing the communication competence in the form of oral and written texts to achieve the functional literacy level.

b) Having senses about the importance of English to increase the nation competitive ability in the goal society.

c) Developing the students' understanding about the relationship between languages are culture.

In addition, there are scopes of learning English at Junior High School such as:

a. Discourse competence, I is the ability to understand or create oral or written texts based on the basic language skills.

b.   The ability to create and understand various short functional texts, monolog, and essays in the form of procedure, descriptive, recount, and report.

c.   Supporting competence which is linguistics competence, socio cultural competence and discourse forming competence.

In teaching English, teacher must understand how to teach the four skills to the students. It is very important to teach those skills in the English class especially teaching English as a Foreign Language (TEFL). In this case, teacher has to know how to teach writing.

Harmer (1998:79) states that there are several reasons why teacher should teach writing. The reasons are reinforcement, language development, learning style, and writing as a skill. Moreover, the several reasons will be presented as follows:

a)   Reinforcement

The visual demonstration of language construction is invaluable and it is used as an aid to commiting the new language to memory. Students usually find the visual demonstration is useful to write sentences. It is useful to write sentences using new language shortly after they have studied it.

b)   Language development

It seems that the actual process of writing helps the students to learn. The mental activity in order to construct proper written texts is all part of the ongoing learning experience

c) Learning style

Writing is appropriate for such learners. It is a reflective activity instead of the rush and bother of interpersonal face-to-face communication. Because students expected that producing language in a slower way is invaluable

d) Writing as a skill

The important reason for teaching writing is that is a basic language skill. It seems as important as speaking, listening, reading.in this case, students need to know how to write letters, how o put written reports together, how to reply to advertisement.

From the explanation which is delivered by Harmer (1998:79), it can be seen that those reasons give instructions to the teacher as their job to teach writing. However, Harmer still states that there are several strategies for teacher to consider (1) The way to get the students to plan. (2) The way to encourage the students to draft, reflect and revise. (3) The way to respond to the students' writing.

According to Brown (2000:346-350), Trends in teaching of writing in ESL and other foreign languages have, not surprisingly, coincided with those of the teaching of other skills, especially listening and speaking. You will recall from earlier chapters that as communicative language teaching gathered momentum in the 1980s, teachers learned more and more about how to teach fluency, not just accuracy, how to use authentic texts and contexts in the classroom, how to focus on the purposes of linguistics communication, and how to capitalize on learners'

intrinsic motives to learn. Those same trends and the principles that undergirded them also applied to advances in the teaching of writing in second language contexts.

Over the past few decades of research on teaching writing to second language learners, a number of issues have appeared, some of which remain controversial in spite of reams of data on second language writing. Here is a brief look at some of those issues.

a. Composing vs. writing

A simplistic view of writing would assume that written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals. Fortunately, no one holds this view today. The process of writing requires an entirely different set of competencies and is fundamentally different from speaking. The permanence and distance of writing, coupled with its unique rhetorical conventions, indeed make writing as different from speaking as swimming is from walking.

One major theme in pedagogical research on writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting, and revising procedures that require specialized skills that not every speaker develops naturally. The upshot of the compositional nature of writing has produced writing pedagogy that focuses students on how to generate ideas, how to organize them

coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

b. Process vs. product

Recognition of the compositional nature of writing has changed the face of writing classes. A half a century ago, writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what that product should "look" like. Compositions were supposed to (a) meet certain standards of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would consider to be conventional. A good deal of attention was placed on "model" compositions that students would emulate and on how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuations.

There is nothing inherently wrong with attention to any of the above criteria. They are still the concern of writing teachers. But in due course of time, we became better attuned to the advantage given to learners when they were seen as creators of language, when they were allowed to focus on content and message, and when their own individual intrinsic motives were put at the center of learning.

The current emphasis on process writing must of course be seen in the perspective of a balance between process and product. As n most language-teaching approaches, it is quite possible for you to go to an extreme in emphasizing process to the extent that the final product diminishes in importance. Try not to let this happen, the product is, after all, the ultimate goal; it is the reason that we go through the process of prewriting, drafting, revising, and editing. Without that final product firmly in view, we could quite simply drown ourselves in a sea of revisions. Process is not the end; it is the means to the end.

c. Contrastive rhetoric

Learners of English bring with them certain predispositions, which come from their native languages, about how to organize their writing. If English writers get "straight" around the point, then Chinese speaker who is learning English will encounter some difficulty in learning to write English discourse. According to Matsuda (1997:45) in recent years new research studies have appeared that tackle the issue of contrastive rhetoric. Connor (1996:36) also said that a theory of contrastive rhetoric is influenced by more than first language patterns; factors such as linguistics relativity, theory of rhetoric, text linguistics, discourse types and genres, literacy, and translation all contribute toward a comprehensive theory of contrastive rhetoric. One important conclusion from this renewed wave of research is the significance of valuing students' native-language-related rhetorical traditions, and of

guiding them through a process of understanding those schemata while not attempting to eradicate them. That self-understanding on the part of students may then lend itself to a more effective appreciation and use of English rhetorical conventions.

d.  Differences between L1 and L2 writing

In the earliest days of the 1970s, research on second language writing was strongly influenced by previous research on native language writing. Assumptions were made that the composing processes in both instances were similar if not identical; even in research of the last decade, L2 writing teachers "have been advised to adopt practices from L1 writing." (Silva,1993:657). But it is imperative for teachers to understand that there are in fact many differences between the two, as Silva (1993:657) so clearly demonstrated in a comprehensive survey of L2 writing. Silva found that L2 writers did less planning, and that they were less fluent (used fewer words), less accurate (made more errors), and less effective in starting goals and organizing material. Differences in using appropriate grammatical and rhetorical conventions and lexical variety were also found, among other features. Some pedagogical implications of these questions are that (a) it is important to determine appropriate approaches to writing instruction for L2 writers in different contexts, (b) writing teachers need to be equipped to deal effectively with the sociocultural and linguistics differences of L2 students, and (c) the

assessment of L2 writing may need to take into account the fundamental differences between most L1 and L2 writing.

e. Authenticity

Another issue in the teaching of writing surrounds the questions of how much our classroom writing is "real" writing. In school, writing is a way of life. Without some ability to express yourself in writing, you don't pass the course. Across the age levels from elementary school through university graduate courses, we write in order to succeed in mastering the subject matter. In English for Academic Purposes (EAP), writing ranges from short phrases (as in fill-in-the-blank test), to brief paragraphs (as in essay questions exercises and test), to brief reports of many different kinds, to a full-length research paper. In vocational-technical English (where students are studying English in connection with a trade or occupation), students need to fill out forms, write simple messages, write certain conventional reports (for example,  bid on a contract, an inspection report), and at the most "creative" end of the continuum, write a brief business letter. In adult education and survival English classes, filling out simple forms and questionnaires may be as sophisticated as students' need get. This leaves EAP as the major consumer of writing techniques, especially writing techniques that concern themselves with the composing process: development of ideas, argument, logic, cause and effect, etc.

Another way to look at the authenticity issue in classroom writing is to distinguish between real writing and display writing. Real writing, as explained by Raimes (1998:30), is writing when the reader doesn't know the answer and genuinely wants information. In many academic/school contexts, however, if the instructor is the sole reader, writing is primarily for the display of student's knowledge. Written exercises, short answer essays, and other writing in test situations are instances of display writing.

f.  The role of the teacher

The gradual recognition of writing as a process of thinking and composing was a natural byproduct of CLT. With its emphasis on learner-centered instruction, student-student negotiation, and strategies-based instruction that values-the variability of learners' pathways to success, CLT is an appropriate locus for process writing. As students are encouraged (in writing) to develop their own ideas, offer their own critical analysis, and find their own "voice", the role of teacher must be one of facilitator and coach, not an authoritative director and arbiter.

This facilitative role of the writing teacher has inspired research on the role of the teacher as a responder to student's writing. As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing but, in a spirit of respect for student opinion, must not impose his or her own thoughts on student writing.

However, as Reid (1994:273) pointed out, our penchant for laissez-faire approaches to commenting on student writing may have gone too far. "Instead of entering the conversation of composing and drafting, instead of helping students negotiate between their interest and purposes and the experiences and intentions of their academic readers, many teachers have retreated into a hands-off approach to student writing." Short of "appropriating" student text, we can offer useful feedback that respects students' values and beliefs. Ferris (1997: 315) offered useful guidelines for making teacher commentary more effective. For example, Ferris found that when teachers (a) requested specific information and (b) made summary comments on grammar, more substantive student revisions ensured than when teachers (a) posed questions and (b) made positive comments.

These six categories comprise just a few of the many intriguing current questions in teaching writing. By acquainting yourself with the issues of composing vs. writing, process vs. product, contrastive rhetoric, L1 vs. L2 writing differences, authenticity, and the role of teacher commentary in writing, you will begin to gain an appreciation of some of the challenges of becoming an effective writing teacher.

## B. Teaching Writing in Junior High School

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. "Writing has always been used as a means of reinforcing language that has been taught" (Harmer, 2004:31-32)

According to Brown (2001:92) writing is a good way for students who learn English. They can put their idea on paper by paying attention on grammar rule and vocabulary. When writing, students need more time to think. Teacher asks students to focus on accurate language used and what ideas they will write. It can provoke their language development. Teaching writing for Junior High School is not an easy job, because the range of age of Junior High School students varies between thirteen to fifteen years old. They can be named teenagers.

Teens are an age of transition, confusion, self-consciousness, growing, and changing bodies and minds. Teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them. Perhaps because of the enigma of teaching teenagers, little is specifically said in language-teachingfield about teaching at this level. Nevertheless, some thoughts are worth verbalizing, even if in the form of simple reminders.

Teens are ultra-sensitive to how others perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by:

a. Avoiding embarrassment of students at all costs.

b. Affirming each person's talents and strengths.

c. Allowing mistakes and other errors to be accepted.

d. De-emphasizing competition between classmates.

e. Encouraging small-group work where risks can be taken more easily by a teen.

Based on the statement above, the researcher concludes that the teacher's role is very needed to motivate students in teaching learning process while students in a transition period. Therefore, they will have good discipline and responsibility, if a teacher encourages their students to learn to write in the target language.

Therefore, teens area period of change, new experiences learning, and instability life. Teacher should provide them with opportunities to explore and experiment in a stable and supportive atmosphere.

Teacher's job is to provoke intellectual activity by helping them be aware of constructing idea, then let them to resolve it by themselves even though still with the teacher's guidance.

Based on BadanStandarNasionalPendidikan (BSNP) (2006:117-125) English is a tool to communicate orally and in writing. In this research, the researcher discusses types of writing in Junior High School based on BSNP. The explanation is presented below:

**Table 2.1 Standar Kompetensi dan Kompetensi Dasar SMP/MTS**

| Class | Competency Standard | Basic Competence |
|---|---|---|
| VII / 1 | *Menulis* <br> 4. *Mengungkapkan pikiran dan pengalaman dalam buku harian dan surat pribadi* <br> 8.*Mengekspresikan pikiran,perasaan,dan pengalaman melalui pantun dan dongeng.* | *4.1 Menulis buku harian atau pengalaman pribadi dengan memperhatikan cara pengungkapan dan bahasa yang baik dan benar* <br> *4.2 Menulis surat pribadi dengan memperhatikan komposisi, isi dan bahasa* <br> *4.3 Menulis teks pengumuman* |

| | | |
|---|---|---|
| | | *dengan bahasa yang efektif, baik dan benar.*<br><br>*8.1 Menulis pantun yang sesuai dengan syarat pantun*<br><br>*8.2 Menulis kembali dengan bahasa sendiri dongeng yang pernah dibaca atau didengar.* |
| VII / 2 | *12. Mengungkapkan berbagai informasi dalam bentuk narasi dan pesan singkat.*<br><br>*16. Mengungkapkan keindahan alam dan pengalaman melalui kegiatan menulis kreatif puisi.* | *12.1 Mengubah teks wawancara menjadi narasi dengan memperhatikan cara penulisan kalimat langsung dan tak langsung*<br><br>*12.2 Menulis pesan singkat sesuai dengan isi menggunakan kalimat efektif dan bahasa yang santun*<br><br>*16.1 Menulis kreatif puisi berkenaan dengan keindahan alam*<br><br>*16.2 Menulis kreatif puisi berkenaan dengan peristiwa yang pernah dialami* |
| VIII / 1 | *4. Mengungkapkan informasi dalam bentuk laporan, surat dinas, dan petunjuk*<br><br>*8. Mengungkapkan pikiran dan perasaan melalui kegiatan menulis kreatif naskah drama* | *4.1 Menulis laporan dengan menggunakan bahasa yang baik dan benar*<br><br>*4.2 Menulis surat dinas berkenaan dengan kegiatan sekolah dengan sistematika yang tepat dan bahasa baku*<br><br>*4.3 Menulis petunjuk melakukan sesuatu dengan urutan yang tepat dan menggunakan bahasa yang efektif*<br><br>*8.1 Menulis kreatif naskah drama satu babak dengan memperhatikan keaslian ide*<br><br>*8.2 Menulis kreatif naskah drama satu babak dengan memperhatikan kaidah penulisan naskah drama* |
| VIII/ 2 | *12. Mengungkapkan informasi dalam bentuk rangkuman, teks berita, slogan/poster*<br><br>*16. Mengungkapkan pikiran, dan perasaan dalam puisi bebas* | *12.1 Menulis rangkuman isi buku ilmu pengetahuan popular*<br><br>*12.2 Menulis teks berita secara singkat, padat, dan jelas* |

| | | |
|---|---|---|
| | | *12.3 Menulis slogan/poster untuk berbagai keperluan dengan pilihan kata dan kalimat yang bervariasi serta persuasive* |
| | | *16.1 Menulis puisi bebas dengan menggunakan pilihan kata yang sesuai* |
| | | *16.2 Menulispuisibebasdenganmemperhatikanunsurpersajakan* |
| IX / 1 | *4. Mengungkapkanragamwacanatulisdengan membacaintensifdanmembacamemindai*<br>*8. Mengungkapkankembalipikiran, perasaan, danpengalamandalamceritapendek.* | *4.1 Menulis iklan baris dengan bahasa yang singkat, padat, dan jelas*<br>*4.2 Meresensi buku pengetahuan*<br>*4.3 Menyunting karangan dengan berpedoman pada ketepatan ejaan, tanda baca, pilihan kata, keefektifan kalimat, keterpaduan paragraph, dan kebulatan wacana.*<br>*8.1 Menuliskembalidengankalimatsendiriceritapendek yang pernahdibaca*<br>*8.2 Menulisceritapendekbertolak dariperisitiwa yang pernahdialami* |
| IX / 2 | *12. Mengungkapkanpikiran, perasaan, daninformasidalambentukkaryailmiahsederhana, tekspidato, suratpembaca*<br>*16. Menulisnaskah drama* | *12.1 Menulis karya ilmiah sederhana dengan mengguakan berbagai sumber*<br>*12.2 Menulis teks pidato/ceramah/khotbah dengan sistematika dan bahasa yang efektif*<br>*12.3 Menulis surat pembaca tentang lingkungan sekolah*<br>*16.1 Menulis naskah drama berdasarkan cerpen yang sudah dibaca*<br>*16.2 Menulis naskah drama berdasarkan peristiwa nyata* |

## C. Recount Text

### 1. The Definition of Recount Text

According to Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount text means the form of the text telling about someone experience in the past, there for the experience of the readers themselves, such as their adventure and their day's activities. Recount text means telling about oneself adventures or the day's activities.

### 2. The purpose of Recount Text

A recount has social function. Recount "tell what happened".The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

### 3. Types of Recount Text

In exploring how text work (Derewinka, 1990: 15-17) there are three types of recount. They are:

a. Personal Recount

      Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are:

1) Use of first pronoun (I, we).

2) Personal responses to the events can be included, particularly at the end.

3) Details are often chosen to add interest or humor.

b. Factual RecountText

      Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

1) Use of third person pronouns (he, she, it, they).

2) Details are usually selected to help the reader reconstruct the activity or incident accurately.

3) Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).

4) Mention of personal feelings in probably not appropriate.

5) Details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).

6) Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).

7) The passive voice may be used (e.g. the breaker was filled with water).

8) It may be appropriate to include explanations and satisfactions.

c. Imaginative recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

4. **Characteristic of Recount Text**

a. Social function

According to Hartono (2005:9), it has the social function to retell event for thepurpose ofinforming or entertaining.

b. Generic structures

According to Wardiman (2008:61), there are some steps for constructing a written recount. Theyare:

1) Orientation

It is introduced the main characters and possibly someminor characters. Some indication is generally given of where orwhen the action happens.

2) Event

Events are where the researcher tells how the characterreacts to the events. It includes his/her feeling and what he/shedoes. It can be chronological order (the order in which theyhappened).

3) Reorientation

Reorientation or personal comment is the evaluate remark,which are interspersed throughout the record of events, but it isoptional.

From the statement above, the researcher concludes that recount introduces orientation to lead the readers to the context. It is continued by sequence of events, which tell the context of the text. Then, it is concluded in re-orientation.

## D. Diary Writing

### 1. The Definition of Diary

According to Davino (2010) "Diary is kind of personal writing". The word diary comes from the Latin diarium ("daily allowance," from dies "day"), found more often in the plural form diaria. In Indonesia, diary in a private case is called bukuharian. Diary is usually made in order to make a reflection of personal purposes and sometimes can be made to be a more formal and public study.

"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. Moreover in Wikipedia, it is stated that:

> Diary 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. Diaries undertaken for institutional purpose play a role in many aspects of human civilization including government records, business ledgers and military records.

The statement above means that diary generally is the record of people's experience that happened periodically. In writing diary, someone can share what he or she has in mind after they showed or felt something. People usually write a particular moment in their life.

Diary will be means to communicate people's thoughts, ideas, feelings, and emotions. They need affection from their friends and need to be heard and respected. But sometimes, they also need to share with themselves through diary writing. Keeping diary is an excellent means of documenting experiences and ideas that will have meaning later in life or possibly be of importance to the next generation.

**2. The Advantages of Diary**

According to Harmer (2004: 12) Diary has some advantages. They are:

1) The value of reflection

Diary provides an opportunity for student to thinkbothabout how they are learning, and also about what they are learning.This kind of introspection may well lead them to insights which willgreatly enhance their progress.

2) Freedom of Expression

Diary allows student to express feelings more freely than they might do in public. It means that the students show their expression more released though in public.

3) Developing writing skill

Diary writing contributes to a student's general writing improvement in the same way as training enhances an athlete's performance: it makes them fit.

4) Student-teacher dialogue

Responsive diary writing provides an interface fortheteacher and student to communicate regardless of language level.When a teacher writes to a class and says, 'you canwrite to me onany subject and I will reply. But do not worry, I will not show it to anybody else', the student knows they have a channel ofcommunication that was not there before. When a student's writes ina diary, he or she knows that the teacher will readwhat is writtenwith, perhaps, a different eye from the normal evaluative one. A different kind of conversation therefore takes place.

3. **Steps in Diary Writing**

a. Free from a disruption.

Writing needed a concentration and must be focus in writing. So in writing a diary must be free from a disruption.

b. Must be consistent

Write a diary consist of daily activity, no reason to does not diary.

c. Format of diary

Choosing format that will to do write a diary, for example write a diary in computer, book or notebook.

4. **The Use of Writing Diary in Teaching Recount**

Teaching English as a foreign language sometimes make the teachers realize that transferring knowledge to the students is not easy. A good teacher will not give up he or she finds the students bored with the lesson. In the teaching and learning activities, using writing diary technique in teaching recount text put in the modeling of the stage step. Teacher give model of diary writing then explain about it. For the exercise the teacher asks students to write their past experiences in the diary form. They should keep in their mind to make writing as the part of their life. They should practice about how to write an English text starting from theirdaily life because what theywrite is actually anexample of recount text.Besides, they should consider somecriterion to make a good writingrecount text.

The writer uses writing diary as an alternative technique in teaching recount text and the topic was students' unforgettable experiences. It is a supporting point that unforgettable experiences are really close with teenager life because it tells the story that happened in the past. In their age, they really like to tell the others the story about themselves (Asti, 2009:19).

Writing diary is an alternative technique in teaching recount text. Hopefully it would make students easily digging their idea, freely writing their idea and would make students excited in the teaching learning process. This technique should be seen as a way of extending the students' experience for them to develop their recount text writing.

5. **The Implementation of Diary in Teaching Writing**

Classroom writing is an essential academic requirement. However, most studentsare reluctant and unconfident when they have to write about something in the classroom. It is because they think that they have nothing to say or write. In addition, the time pressure also makes them cannot write their ideas properly.

In relation to those cases, writing outside the classroom can be a useful tool to enhance writing skills. One of the tasks is to practice writing at home by keeping journals or diaries (Tuan, 2010: 82).Points out that writing a journal or a diary iskeeping a record of ideas, opinions, and descriptions of daily life which help the writers to develop their creativity.

In addition, diary writing is introduced to students to get them to be familiar with the writing process so that they would be encouraged to write frequently on their own. By keeping a diary, students will develop their writing skills or at least they will write better day by day because it gives them more opportunities to write freely whatever they want to write about.

Diary writing that is provides students with good opportunities to improve their writing skills and good chances to record their thoughts and feelings. Moreover, Langan (2011: 14) says that keeping a dairy is one of excellent ways to get practice in writing and it will help the students develop the habit of thinking on paper. Diary can also make writing as a familiar part of the students' life. Therefore, it can be summarized that diary writing can help the students to improve their writing skills and motivation towards writing.

6.  **Contributions of Using Diary in the Teaching of Writing Recount**

In teaching learning process, teachers are expected to make it more interesting through the medium used. Diary is one of the media that can be used in teaching writing, especially in writing recount text. "Significant proportion of classroom writing may be devoted to self-writing, or writing with only the self in mind as an audience. Diary or journal writing also falls into this category" (Brown, 2001: 344).

In addition, Nunan (1992) said that:

> Diaries, logs, and journals are important introspective tools in language research. They have been used in investigations of second language acquisition, teacher-learner experience, teacher education, and other aspects of language learning and use.

According to the statement above, we know that diary also can be used as a medium in language teaching and learning. Brown (2001:346) stated that in virtually any ESL class, diaries, letters, postcards, notes, personal message, and other informal writing can take place especially within the context of interactive classroom. Diary proposes to develop learners' skills in their performance of writing by reporting what they saw in their daily life.

Diary is actually an individual work that can be given to the learner in order to make the learner be motivated to hold practice continually in his or her daily activity without any pressure. Retelling their experiences through diary can be a good practice to teach recount text, especially in grammatical points. The frequency of practice in writing something in his or her daily life will improve their skills in writing and reduce making errors.

**E. Previous Study**

There is relevant previous research to prove the originality of this research. Here, the researcher summarizes some previous studies which can be the guidelines for the researcher in conducting the new one, and explaining the way this study is different from the previous ones. The following explanations are the highlights of some previous studies related teaching writing of recount text.

In DwiNur Indah (2010) research entitled "Improving writing recount text by using photographs of the eleventh year students of SMA Negeri 1 BatanganPati". The finding of research wasa photograph is effective to teach writing recount text in SMA Negeri 1 BatangPati. So, teacher can apply this media to teach writing recount text. It different with this research, the researcher used other strategy and focused on writing recount text.

In IntanWahyuSaputri (2014) research entitled "Improving the writing recount text by using picture series for the eighth grade students of SMP Muhammadiyah 2 Kalasan". This research had purpose to solve students' problem in writing lesson and to improve students skill in writing recount text. After getting the data, this research finds out that the use of picture series gave positive effect in students to writing recount text. Picture series increased fun writing teaching learning and motivated students to writing recount text.

In this case, the researcher wants to use diary as strategy in teaching writing, whether this strategy is effective or not in teaching writing and the researcher also focus on writing recount text at eight grade students in MTs AL Huda Bandung.