

CHAPTER I

INTRODUCTION

In this chapter, the writer discusses some topics, they are background of the research, formulation of research problem, objectives of the research, significance of the research, scope and limitation of the research, definition of key terms, hypothesis and organization of the study.

A. Research Background

There are two types of communication; spoken and written communication. Language is one tool of communication. Every people use language to communicate to each other either written or spoken. They use language to exchange the information or message. In this globalization era, English is one of the international language. Some of the country in the world use English as a Nation Language. Jack C. Richard and Theodore S. Rodgers (1986) in their books, “Latin was most widely studied as foreign language five hundred years ago. However, English has become the most widely studied foreign language today.”

Furthermore, in the real life communication, being able to speak in English is not enough. It is because not all communication activities can be held in the form of spoken language, but they sometimes need written form, as stated by Langan, (2005) that writing can be used as a means of communication. In the global era, many aspects of life need writing skill as a part of the requirements. One of the examples which writing takes an important role is in the educational setting. In the educational setting,

students are expected to be able to write a kind of academic writing. Therefore, schools or institutions should provide their students with sufficient skills which are needed to face the real world situation with the real language use.

Learning English in Indonesia, there are four basic skills that need to be mastered by the students. To be acknowledged as having mastery in English, the students should master those four language skills which are divided into receptive skills, such as listening and reading, and productive skills, such as speaking and writing. In order to learn English well, one of the language skill that has play important part of each language skill is writing. According to Graham et.al. , (2007: 11) state that along with reading comprehension, writing skill is a predictor of academic success and basic requirement for participation in civic life and the global economy. So, it is better for the students to master this skill. However, According to Nation (2009:112) states that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading. It means that, when we are learning about writing, we have to mastery the other language skills and components too, such as grammar, vocabulary, mechanic, structure, and organization.

Although writing skill is important to learn, writing is one of language skill that difficult to learn. According to David Nunan (1999:271) in terms of skills, producing a coherent, fluent, extended piece of writing is the most difficult thing there is to do in language. It is something most native speakers never master. It means that, when we are

learning about writing, we have to mastery the other language skills and components too such as: grammar, spelling, vocabulary, word choice and punctuation are often given priority over content.

According the curriculum of Senior High School that recommended by the government there are some text which have to master by the students at Senior High School. One of the text is Recount Text. In the first grade of Senior high school, the basic competency that should be achieved by students in the writing English subject is the ability to develop and produce written simple functional text in the form of recount text. Recount text is a text which retells events or experiences in the past which the purpose is informing or entertaining the reader. Actually, recount text not only can be found in the school, but also in the real activity. So, the students can write their experience in the past even sad or happy experience.

In learning recount text, Senior High School students may face difficulties in learning it. Many students feel confused what to write although they know the topic which have been given by the teacher. They are confused to write their idea about the topic. Based on the observation result in the class, the teachers only use the conventional method. They also emphasize on the learners to keep silent in the class while listening to their teacher's explanation without discussion. In fact, it is hard for them to master their skills in writing. The learners need to aware of the writing more. The conventional teaching method makes the students bored and have low motivation. The learners of Senior High School get

difficulties in writing, they make some errors in both organization of ideas and in language use. If this condition continuous, it's possible that the students' ability in writing remains low. Therefor it is very important for the student to start learning English writing as early as possible. The question is how to improve student's writing skill in interest and enjoyable way. They should make the students comfort, relax and meaningful during teaching and learning process.

To increase learners' motivation for Senior High School learners in mastering writing especially in recount Text, teacher have to play the important role. Teaching for the teachers is not only the job. But, they also have to choose good media. One types of classroom writing performance is diary. According to Brown (2001: 344), diary is the students' record thoughts, feeling, and reactions which an instructor reads and responds to, while ostensibly written for one self, has two audiences. Diary is a book used for a daily record of events, future appointment (Martin, 2000:119). It means that the diary appropriate to teach recount text in Senior High School, because recount text also retell the past experience. Harmer (2007: 128) states that there are some benefits of diary writing. The first is the value of reflection. A diary provides an opportunity for students to think about what they are learning and also how they are learning. The second is freedom of expression. Diary writing allows students to express feelings more freely. For example, in their writing they can write about their daily life, love story, or anything they want to write to. The next is developing writing skills. Diary writing contributes to the students' general

improvement such as their writing fluency. Through the diary, their writing fluency will improve since they write regularly and become more familiar with.

Based on the previous study by Tutut Sundari (2012), she said that the use of diary strategy was successful to influence students' writing abilities in recount text which is significantly improved. In other words, diary strategy as treatment worked very well to improve student's ability in writing recount text. The result of the questionnaires shows that the most students have positive responses or interested in the usage of diary strategy in writing recount text. By using diary strategy they can improve their comprehension toward recount text, they feel happy and eager to write recount text, it can motivate them to do writing exercise especially recount text and lastly writing recount text become easy by using diary strategy. Another research was done by Ika Yuhana (2013), the result of her research also shows that diary is good strategy to improve the students writing recount text.

Based on the fact above, the researcher try to find out the effectiveness of using diary to improve the students writing recount text in Senior High School level. By using diary, the researcher hope the students can improve their writing skill especially in recount text. In this study, the teacher giving instruction to the students to write paragraph (recount text) based on their experience in the past. The teacher ask the students to write recount text about their experiences in the piece of paper, after that the students collect it to the teacher to give comment and revise (evaluation).

It will be conducted more than one time until the students able to write correctly based on the comment of the teacher. Through the recount text, the students have a chance to write their experiences in the past in their diary book.

Based on the explanation above, the researcher is interested conducting the research dealing with the student learning writing recount text entitled “THE EFFECTIVENESS OF USING DIARY TOWARD THE STUDENTS’ ACHIEVEMENT IN WRITING RECOUNT TEXT AT MAN TRENGGALEK”.

B. Research Question

Based on the background of the research, the researcher has formulated the following research question:

1. How is the effectiveness of using diary toward the students’ achievement in writing recount text at MAN Trenggalek?

C. Research Objectives

This research was conducted with the following objective:

1. To find out the effectiveness of using diary toward the students’ achievement in writing recount text at MAN Trenggalek.

D. Significance of the Study

1. For the teacher

The finding of this study may be helpful for the English teacher to be employed in his/her teaching practice. It can give information for the English teacher who teach writing recount text by using diary can be applied to students as well

2. For the students

This study may be helpful to the students, because using diary In learning writing recount text will make their understanding clear and improve the students' competence that is the ability to communicate each other in understanding the material in English teaching learning focusing on writing understanding and make students more active and creative.

3. The writer

It will get new knowledge and experience in teaching writing recount text using diary, beside fulfill of the requirement for the degree of Bachelor of Education.

4. The Other Researchers

This research can give general knowledge how to improve students' writing ability in writing recount texts.

E. Scope and Limitation

Scope in this research is on studying writing recount text. In addition, this study is only focussing on the effectiveness of using diary

towards the students achievement in writing recount text at the first grade of MAN Trenggalek in academic year 2015/2016.

F. Hypothesis

According to Arikunto (2006:78), hypothesis means tentative statement about the outcomes of the research. It indicates that question must be answered by doing experimental. Two hypotheses are formulated as follow:

H₀: There is no any significant difference between students' score before and after being taught by using diary.

H₁: There is any significant difference between students' score before and being taught by using diary.

G. Definition of key Terms

The writer gave the definition of the terms in order to avoid misunderstanding and ambiguity, as follows:

1. Writing is an activity of arranging words into sentences to communicate or to express the idea or experience in written form. According to Brown (2001:336) states that writing is a thinking process. Furthermore, he states that writing can be planned and given with unlimited number of revisions before release.
2. Recount text is a text which retells events or experiences in the past which the purpose is informing or entertaining the reader. Each of them begins with a brief introduction usually providing some background information to the writing (orientation stage). This is

followed by a writing about recounting of different event, one after the other (recount stages). The events are organized based on chronological or time order.

3. Diary is a book used for a daily record of events, future appointment (Martin, 2000:119). According to Brown (2001: 344), diary is the students' record thoughts, feeling, and reactions which an instructor reads and responds to, while ostensibly written for one self, has two audiences.
4. Writing ability is the students' capability in writing about how to make and arrange the correct and good structure (grammatical, quotation mark, etc)