

CHAPTER I INTRODUCTION

A. The Background of The Study

English is considered as a very important language to be taught in Indonesia. All of students from High School to University learn English as a foreign language. The ultimate goal of teaching it is to set high school graduates, Junior or Senior High School, to be ready to communicate both in oral and writing English. Writing is one of the languages skills that have to be had by most of students in Indonesia. Based on Educational Unit Oriented Curriculum (KTSP) syllabus is designed to control the language skills which containing the Writing skill as the dominant. It is one of the four language skills that has a very important role in learning. As stated by Finocchiaro and Brumfit (2003), "writing should reinforce and help extends the listening, speaking, and reading skills". Writing skill is more complex and difficult, requiring the mastery not only the grammatical and theoretically devise but also the conceptual and judgment.

Among four language skills, *listening, speaking, reading, and writing*, students think that writing is the most difficult skill to be mastered. As productive skill, several aspects are needed to produce a written text. This is a complex and difficult activity to be taught and learned. In this situation, the teachers have to be more creative in managing classroom activity. It can be from the way how teacher explains

the material through the appropriate of teaching method and using media in writing activity.

Based on Educational Unit Oriented Curriculum 2006 (KTSP'06) and Curriculum 2013, which focused on writing activity, the grade eight students in Junior High School should be able to learn and master several basic genres of text, such as narrative, descriptive, and recount text. As one of the basic genre of text, recount text was chose to be one variable in this study. It is the easier basic genres which write by using the experience happened in the past. As stated by Dirgayasa (2012), recount is a text which retells the past event chronologically. It means that recount is a text to inform or retells the readers about past activities in several list of events. Pardiyono (2007) also state that recount text is a text that tells the readers about something that happened or retells past events or activities which purpose to give detail information about what and when of the events.

Furthermore, the observation was done by the researcher while doing Teaching Practice at SMP Negeri 1 Babalan that focus on students of grade VIII. Based on this observation, it was revealed that the students faced difficulties in writing recount text. First, students usually have difficulties in transferring their thought into words. They were forced to convey the ideas, thought, and feelings into a written form. The contents in their minds and the topic that they wrote is not clearly stated well and the sentences are not well organized. Then, their motivation in learning and writing English is low. They sometimes do not do their task since writing

activities is not their interest. This problem caused by the teacher that is not be able to create interesting media in teaching and learning activities. The teacher used to use the conventional teaching process by explaining the material in the whiteboard without using any single media and not explaining the communication purpose of each text well. It makes them cannot distinguish one kind of texts to the others texts. So Students commonly get bored in writing activities. Therefore they do not enjoy the writing activities and have difficult to explore their ideas into appropriate written form.

Furthermore, based on the observation, the researcher found that the average of grade VIII students' achievement in writing personal recount is still low. For example, the students' score in VIII-3 of SMP N 1 Babalan, there are 3 students (8.33%) got score 80-89; 4 students (11.1%) got score 70-79; 10 students (27.7%) got score 60-69; 13 students (36.1%) got score 50-59; and 6 students (16.6%) got score 40-50. The mean of students' score in VIII-3 (1965/36) was 54.58 (fifty four point five eight), it did not reach the minimum standard value (KKM) of English subject in SMP Negeri 1 Babalan for grade VIII which is 78. In addition, another mean of students' score in writing personal recount text can be seen in this table above:

Table 1.1
The Score of the Students' Achievement in Writing Personal Recount Text

Class	Number of Students	Mean of the Students' Score
VIII-3	36	54.58
VIII-2	36	60.53

Source: SMP N 1 Babalan Kabupaten Langkat class VIII-3 and VIII-2 on Thursday September 7th 2015.

As it is explained before, English teacher in this school did not use any one single media during teaching- learning process. Like issue during this time that writing process is a bored activity in teaching-learning process. It realizes that an inappropriate media is one of source problem that faced by students in doing learning process, because through a regular practice by using an appropriate media is needed to generate the students' motivation and stimulation to improve the students' writing achievement. A way to develop fluency in writing is having a regular practice every day. Teachers need to use appropriate media that can help the students develop their writing achievement. Therefore the researcher has an interest to solve the problem by observe a media that can be use in teaching and learning process. There are many kinds of media that could be used in teaching and learning process. Samalindo and Russel (2005) stated that the most commonly used in teaching and learning is *text, audio, visual, motion media, manipulative media, and people*. Furthermore it is essential to use a suitable and an effective media to help students to solve their writing problem. The media which was used in this study is by using one kind of diary.

In addition, the researcher has used an experimental research to use *Workout Diary* as a media for the students to practice more in writing recounts text in English. The researcher used *Workout Diary* and asked the students to write their personal recount text about their own daily activities, exercises or experiences, in writing a workout diary, students are doing much more than fulfilling an assignment. By practicing more, it helped the student developing their writing achievement.

Mac (2010) stated that workout diary is one of the type of diaries where write the exercise activities, explain the exercise he has recently done, including the duration of the workout, and possibly other information, such as how many calories he believes he has burned, or how he felt after the workout.

Based on the previous research, the effective and interesting media in teaching and learning writing recount text is by using kind of diaries. There are many researchers had used diary as media in different field of their research. They proved that applying writing on diary has good effect in learning process of writing activity. According to Hanan (2010) analyzed that teaching and learning English by diary writing is more fun and effective to improve students' communicative ability than the conventional one. That is also stated by Panjaitan (2015) which find the effectiveness of writing genre by using a personal diary to improve the students' achievement in writing a text between the result of experimental and control group.

In the other study, Mac (2010) states that a diary is related to someone real life. They do need to think about others beyond their life. They wrote it based on their own life, their experience, and based on their own hobby or habit. That is really related to the students of junior high school who have many things to explore to the other. Most of them is interest to fill their daily activities, their extracurricular activities, and what happened have done in their life, is always wanted to be seen by another. Some of students also explore their activities on social media, writing in a book, telling their experience to their friends. But some of them also get ashamed to show it to another. This condition is actually able to be references to the teachers to make students get an interest to what they learned in the class. Teachers actually are able to use this media to make teaching and learning process getting more affective an efficient. So the students expected to be able to convert their experiences and ideas form into a written text form. This media really helpful for students because students can explore their mind based on their experiences or exercises.

In line with background above, this study designed and conducted to prove that using workout diary affected students' achievement in writing recount text than without any one media. Therefore the title of this study is the effect of writing workout diary on students' achievement in writing recount text.

B. The Problem of Study

Based on the background of the study, the problem of this study is formulated as the following: “Is there any significant effect of using workout diary on students’ achievement in writing recount text?”

C. The Scope of Study

There are many types of writing texts namely narrative, descriptive, recount, procedure, explanation, spoof, report, news item, anecdote, exposition, and review. But this study limited on the effect of students’ achievement in writing recount text through workout diary and focused on implementing this media in writing personal recount.

D. The Objective of Study

The objective of this study is to find out the significant effect of using writing workout diary on students’ achievement in writing recount text.

E. The Significance of The Study

The significance of this study is expected to have both theoretical and practical importance in writing as a process and product especially the framework of writing. Theoretically, the result of this study is to enhance the knowledge of information about implementation of writing workout diary media in writing recount text.

Practical perspective, the findings of the study was viewed for three points of view:

1. For students points of view.

This research is to affect students' achievement in writing recount text through workout diary.

2. For teachers point of view.

This research provides information for the English teacher about writing workout diary in teaching and learning process.

3. For other researchers point of view.

This research can be used an initial experience in conducting a similar widely.