

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is the final product that can be preserved eternally. 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 devices but also the conceptual and judgment. According to Meyers (2005) writing is similar to producing speech. Through writing, everybody is not only able to express feeling and idea, but also to communicate with others. People need to learn English writing because it is a process of transforming thoughts and ideas into written form.

Based on Indonesian syllabus of curriculum in junior high school, students are required to be able to write various types of genres. They are narrative, recount, procedure, hortatory, descriptive, report, and exposition. This research will concern with the writing ability of the eighth year students by personal diary, especially in writing recount text.

Recount text is a text that tells the readers about something that happened or retells past events or activities and has purpose to give detail information about what and when of that events (Anderson, 2003). It is in line with Gerot and Wignell (2004) who explain that recount is a kind of text which has function to

retell past events for the purpose of informing or entertaining. In addition, Pardiyono (2007) proposes the social function of recount text is to share a story of what happened in the past.

Even though most of students have learnt English from primary school, most of them cannot write well. Based on the writer's observation in SMP Swasta Nasrani HKBP Belawan grade VIII, the students' achievement of writing recount text is still low. There are 2 students (7.14%) got score 80-89; 4 students (14.29%) got score 70-79; 9 students (32.15%) got 60-69; 10 students (35.71%) got score 50-59; and 3 students (10.71%) got score 0-49. The students' average score was 61.25 (sixty one point twenty five), it doesn't reach the minimum standard value (KKM) of English in SMP Swasta Nasrani HKBP Belawan for grade VIII which is 75.

There are several problems done by the students in writing activities. The first problem is the students' writing is not comprehensible, because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. The second problem is that there are many errors in vocabulary, grammar, and spelling. Another problem is students have low motivation and are not interested in doing the task since the writing activities are not interesting. The problems also done by the teacher, the teacher is not able to create interesting media in teaching and learning process so the students do not enjoy their lesson. The teacher just explains the material and asks the students to write recount text without using media so the students difficult to write what they have done in the past. The students commonly get bored in writing activity as they

must spend many times to write their ideas into writing product. This condition affects the students' achievement in writing recount text. In order to solve this problem, it is needed a teaching strategy to make teaching writing more effective and interesting.

According to Sudjana and Rivai (2009) media can be defined as a tool that can help the teacher in teaching. Media is useful in teaching and learning process, it can help teacher to convey the material clearly and help the students in receiving the material. By using media during the teaching learning process, the students may obtain their experiences and support them to understand the material.

There are many media to make teaching writing more effective and interesting, but in this research, the writer proposes one of the media to make teaching more effective and interesting. That is using diary.

Based on previous research, there are many researchers had used diary as a media in different field of their researcher. They proved the application of writing on diary has good effect in learning process especially in teaching writing. A journal of language teaching and research made by Hanan (2015) shows that from the analysis done, teaching and learning English by diary writing is more effective and efficient to improve students' communicative ability than the conventional one. Rahma (2012) the Effect of Diary Writing on EFL Students' Writing and Language Abilities shows that the students had a progress in learning guided writing. And also Hidayat (2011) wanted to find out the effectiveness of diary writing in improving the students' mastery of narrative text with a focus on

mastering the use of the past tense. He found that there were significant differences between the results of experimental and control group.

According to Bailey in Richards (2011) diary is a first personal account of a language learning or teacher experience, documented through regular, candid entries in a personal journal and then analyzed for recurring patterns or salient events. By writing on personal diary, the students are free to express their ideas, experiences, activities that have happened in their life. The students can start their writing by using something done as a habit. Habitual activity means something done as a way of life of someone. If someone can make writing as a habit, writing activity can be involved in his or her real life. The point is, if teacher can develop writing as students' habitual activity, the students can find many interesting things inside their writing. The writer believes if the students do writing activity as their habit, they will feel easy to write something. The more students write the more their writing skills develop.

Mac (2010) states that personal diary is related to students' real life. They do not need to think about others beyond their life. They make it based on their own life, their own experiences, and their own habit. The teacher's role in this process is supervision and encouragement only, standing far from judgment and correcting.

Therefore, using personal diary is a media to make teaching writing, especially recount text more effective and interesting.

B. The Problem of the Study

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

“Does the writing personal diary significantly affect the students’ achievement in writing recount text?”

C. The Objective of the Study

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

D. The Scope of the Study

Media is device that can assist an instructor to transmit to a learner the facts, skills, attitudes, knowledge, appreciation or additional materials used when using a particular teaching method to make learning easy. There are several media that can be used to improve students’ achievement in writing recount text.

There are many genres of writing. They are, narrative, descriptive, recount, persuasive, procedure, anecdote, expository, and many types other. This study is basically limited to writing recount text. This study focuses on identifying the effect of writing personal on students’ achievement in writing recount text.

E. The Significance of the Study

Theoretically the findings are for:

1. The teachers to improve their theoretical knowledge on teaching writing.
2. Other researchers to conduct for the research in using personal diary.

Practically the findings are for:

1. English teachers to use personal diary in their teaching and learning process to improve the students' writing achievement.
2. Other researchers to know the importance of personal diary to improve their writing skill.