

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

English is an international language which is used by people all over the world. It becomes important to master, not only passively, but also actively. This is due to the global competitiveness which gets higher from day to day and requires the ability of communicating with people from various countries.

Learning a language means learning the four basic skills. They are receptive skills: reading and listening, and productive skills: speaking and writing. One of the hardest skills to master is writing. Writing is an activity putting thoughts, ideas, and feelings into written symbols, which mean something that can be seen. By writing, students can share their knowledge and feelings. Besides, they can apply their cognitive knowledge about grammar, vocabulary, and other important aspects of language and make it into good writing. Sadeq (2015:54) stated that writing is a task that involves the connection of many techniques and skills of language. It is stated by Patel & Jain (2008:125) that writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.

However, most students still face difficulties in writing in English. The observation that was conducted in MTs Al-Abraar, grade VIII, showed that there were still many students who were not able to write well. Feeling confused how to start and express feelings and ideas, then change it into written form was still often faced by most of the students. In order to be able to write, the students must

know about the concept of writing. For instance, how to get idea, make it into good writing, and also about the spelling and punctuation. Besides, the teacher just directly explained about the material and used a textbook as the media without using appropriate method. This made the students did not have a high motivation in learning and they easily got bored. As a result, most of the students got the score under Minimal Completeness Criteria (KKM). The score of English test from the students can be seen in the Table 1.1.

**Table 1.1**  
**Students' English Score of Grade VIII in MTs Al-Abraar**

Semester	Score	Students	Percentage	Mean
1 <sup>th</sup> Semester 2014/2015	<70	20	67%	68
	≥70	10	33%	
2 <sup>nd</sup> Semester 2014/2015	<70	18	60%	67
	≥70	12	40%	

The facts above show that writing still becomes something difficult for students. The Minimal Completeness Criteria (KKM) applied for Grade VIII was 70. From the data above, it could be concluded that the students' ability in writing was still low. It could be seen from the mean of the students' score where the mean was still under the Minimal Completeness Criteria (KKM) and it was needed to be enhanced.

So it could be concluded that the writing skill of the students of grade VIII in MTs Al-Abraar was still low. One of the causes of that problem was the

students felt difficult in organizing a good text and wrote it by using their own words for a certain types of writing such as recount text. This was because the students did not make writing as a habit, while having a habit to write is a good way to improve writing skill. If the teacher does not want to start to make the students get used to writing as soon as possible, then the students will never try to write. As what Wafa (2009:2) stated that actually problems encountered in writing can be faced by adding more occasions to the students to get practice in writing.

Writing cannot be taught instantly. Effective teaching of writing takes time: time for practice, time to share writing, time to complete pieces of writing, and time to respond to and evaluate all of that writing, Kirby and Crovit (2013:9). This means that the students should not be directly assigned to write. Teachers cannot expect students to be able to write coherently and correctly in a short time. On the other hand, Taqi (2015:74) stated that writing skill is a development process that demands experiences, times, opportunities, training, and ideas that expressed clearly and organized attractively. One way of improving writing skills is through constant writing. The more students write the more their writing skills develop. Thus, writing requires a regular exercise so that it will be a habit which makes students more engaged and easier in expressing their ideas, feelings, or thoughts into good writing. Teacher must be able to find an interesting method to be applied in encouraging students to write in English. An interesting method can make students more motivated to write. The students finally can find the value and advantages of writing by themselves. It can be started by asking students to write their own experiences in their lives on a journal or diary. They will feel free

to write anything that really happens to them without feeling forced or pressured. By doing so, writing will no more become something confusing or frightening. On the other hand, it will be students' habitual activity and hopefully they can find it enjoyable to write.

In this case, one of the teaching methods that can be chosen is diary writing method. Diary is not something strange to everybody, including students. They love writing about their experiences in a diary. If they keep writing a diary, then they will get used to writing. This can make students feel free to start to write without being afraid of making mistakes. Besides, writing diary is one of the good ways to evoke someone's creativity. This is as what has been stated by Moon (2010:5), that one of the purposes of writing diary is to enhance creativity. When someone tries to write diary, he/she will try to recall what they have experienced in the past and start to think how to write it well. Furthermore, as they themselves get the experiences, it, of course, is not a hard thing to write it down. This is what makes diary is very familiar to everybody. People will not have to think so hard about what to write. This, of course, can motivate students to eager to write. They will be easier to write something they have ever experienced before in their real life. This is as what has ever been stated before by Ningrum (2013:3) that by diary writing, the students are free to express their ideas, experiences, activities that have happened in their life. Furthermore, Tuan (2010:2)claimed that the fact that the students are given more chances to write about what is relevant to them is an active learning method.

As diary tells about someone's experience that happened in the past, it, of course, uses past tense in writing it. This is similar to recount text. Recount text is a text that retells events or experiences that happened in the past, Wafa (2010:10). Besides, everybody loves writing diary. It touches their own personal experiences. That was why diary writing could be a very suitable teaching method to teach about writing recount text, as what Ningrum (2013:3) stated that the advantage of diary writing is teaching recount text is the students can apply the use of simple past tense and rich vocabularies.

#### **B. The Problem of the Study**

Based on the background of the study, the research problem was formulated as "Is students' achievement in writing recount text taught by using Diary Writing Method higher than taught by using Lecturing Method?"

#### **C. The Scope of the Study**

Based on curriculum KTSP, there are some genres of texts taught for Junior High School students. They are descriptive, recount, narrative, report, and procedure. One of the genres taught for second graders of Junior High School is recount text. The scope of the study was limited on effectiveness of diary writing method on students' achievement in writing recount text.

#### **D. The Objective of the Study**

The objective of the study was to find out which has more significant effect on students' achievement in writing recount text: teaching writing recount

text by Diary Writing Method or teaching writing recount text by Lecturing Method.

#### **E. The Significance of the Study**

##### 1. Theoretically

It was hoped this study would be useful for those who were interested in conducting research with the same topic.

##### 2. Practically

- a. For teachers, hopefully this study could be one of the supplementary materials to teach about writing recount text.
- b. For students, the writer expects the students could be motivated to write recount text without feeling afraid of making mistakes.