

CHAPTER I

INTRODUCTION

This chapter covers the general preview of the present study. It consists of the background of the study, research problem, objective of the study, significance of the study, limitation, hypothesis, and definition of key term.

A. Background of the Study

Among the four language skills, writing is the most difficult skill for second or foreign learners to be mastered (Richards & Renandya, 2002: 303). It is caused writing is considered as a complex process of putting ideas down on paper to transform thoughts into words (Brown, 2001: 336). As mentioned earlier, Indonesian students not only learn English expressions, but they also learn English texts such as descriptive text, narrative text, procedure text, recount text, etc. There are a few competencies and learning objectives related to these texts. Students, therefore, need to be able to achieve the objectives by the end of their study.

Writing can sharpen students' thinking skills. It will affect students' thinking skills such as the abilities to question, analyze, evaluate, and make decisions (Dietsch, 2006: 5). Writing is the productive skill besides speaking, that is important for the students to be mastered in order to make the students able to express anything when they have difficulties to express things orally.

Writing or producing a text in foreign language such as English, however, is not an easy task. Students clearly had some problems in crafting their written work. Such as, students have a problem in finding ideas quickly, therefore, they will typically begin to write after five or ten minutes after they are being assigned. They will say that they do not know what to write, etc. (Supriyanto as cited in Adi Suyanto, 2015: 103). This problem is caused by students' inability to generate ideas and teachers' inability to provide writing themes that will stimulate them (Soedjatmiko and Widiati, 2002: 83). Furthermore, students also have a problem in using the right tense or grammar structure in a text well. Having a good understanding of grammar is important in writing to ensure the writer's intended meaning and to avoid communicative misunderstanding (Lush and Larsen-Freeman, 2009: 91).

To solve the problem, English teachers should be more creative in choosing the materials and techniques which can make the students are interested, excited, and enjoyable. This is important because teachers play an important role in forming the primary source of student learning in the classroom (Mutslihah, 2013: 35). Ali (2009) argues that to boost the students' writing ability, the students have to be creative, create the environment, know themselves deeply, intimately with the process of writing, feel free, enjoy the process, have compassion, no doubt, no fear, try many times, do an experiment and be unique.

Diary is one of the techniques in teaching writing. Diary itself can be defined as a daily log that records the events that happen during the day. It is updated on a daily basis, private and written for an audience of one (Taqi, 2015: 76). By writing a diary, students can hopefully find their writing ideas more quickly as they can write about their daily experiences, feelings and help them practice their writing inside and outside the class (Yulianti, 2014). That is a great way to express emotions and experiences. What the students write is their activity that done in every day. It is good for students to practice their writing by diary writing. Beside, having practice in writing everyday will help the students write English text appropriately. This method tries not only to address students' lack of experience in writing formal English language but also to approach writing itself in a new way. The students collect the assignment to the teacher for clarifying the mistakes they made in it.

B. Research Problem

Based on the background and identification of the problems, it necessary to do study on this field. The research problem can be formulated as follows:

“Is diary writing method effective to teach writing recount text at SMK Negeri 1 Ngasem?”

C. Objective of the Study

Based on the formulation above, this particular study aimed at finding out whether diary writing is effective to teach writing recount text at SMK Negeri 1 Ngasem or not.

D. Significance of the Study

The result of the study is expected to be used theoretically and practically.

1. Theoretically

- a. The result of this study is expected to be able to widen the skill of teachers in using diary writing method in order to improve student's writing ability in recount text.
- b. As a reference to other researchers who want to study diary writing method more intensively in teaching writing.

2. Practically

- a. The result of this study is suggested to apply the diary writing method to increase student's writing ability in recount text.
- b. The use of diary writing method in writing can make the students are more interested, excited, and enjoyable in doing their tasks associated with the writing materials (recount text).

E. Scope and Limitation of the Study

This study is focused on the students' writing ability achievement in recount text. This study is for students of SMK Negeri 1 Ngasem. The scopes of the study are limited to the subject and object investigated. The

subject of this study is students of SMK Negeri 1 Ngasem. The object of this study is the implementation of diary writing method towards students writing ability in recount text.

F. Hypothesis

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plans to test within the framework of the researcher study (Kumar, 1993: 9).

The hypothesis of this study was prepared as a tentative answer for the research problem stated previously. In this case the alternative hypothesis as follow, “There is difference between students’ writing ability who are taught by diary writing method and those who are not taught by diary writing method.”

Because of statistical computation the alternative hypothesis needs to be change into null hypothesis (H₀) as follow, “There is no difference between students’ writing ability who are taught by diary writing method and those who are not taught by using diary writing method.”

G. Definition of Key Terms

In this study, the researcher gives definition about some terms in order to avoid misunderstanding. The definition is as follow:

1. Based on McDonald & McDonald (2002: 7), he points out that writing is usefully described as a process of putting thoughts into words and words into papers.

2. Diary writing method is like writing the reflection about what happened in anyone's daily routine. They may write freedom about their experiences, feelings, though and their own daily. Based on Alice D, Domar, writing a diary is one of the ways to express emotions, feelings that can make the writer feels better.
3. Anderson and Anderson define a recount text as a piece of text that retells past events, usually in the order in which they happened. Recount text tells the reader about one story, action or activity. It tells event or experiences in the past. Its goal is to entertaining or informing the reader.