

CHAPTER I

INTRODUCTION

This study is aimed to improve students' writing skill using diary writing. In this chapter, there are some sub chapters presented. They are background of the study, statement of the study, objective of the study, significance of the study, scope and limitation of the study, and definition of the key terms.

A. Background of the Study

Writing is one of important skill in English. Sometimes, writing is considered as the hardest language skill that the other skill because it is a productive skill in learning language. Furthermore, Heaton (1974:138) argues that "writing skill is more complex and difficult to teach, requiring mastery not only grammatical devices but also concept and judgment". So, in order to be able to write, the students need to learn writing in the classroom. In the teaching writing class, some activities can be done such as discussing about how to write the sentences, studying about grammar and structure, vocabulary, etc.

The teaching of writing in senior high school is important as the teaching of other skills as basic language skills. Students should master writing skill since this skill gives contribution to improve students' competence in communication. Teaching writing in senior high school is a good way to prepare students in this globalization era. Based on the 2004 Senior High School Curriculum, students need to know how to write letters, short message, advertisement, news, electronic mail, etc. Moreover, students should be able to

master the new genres of text which required the students' writing skill. In conclusion, good writing skills are required to get both academic purpose and communicative purpose of the students.

Talking about writing, there are many problems faced by both students and teacher. In Senior High School, we could find some of the problems, such as teacher did not give enough writing practices and still used traditional technique in teaching writing. Traditional technique demands the students to produce writing product, but the teacher only gives less of portion for them to write. As we know from Yulianti (2014), the more students practice to write, the better their writing might be. On the other hand, students also have their own problems. Another problem faced by the students was students' low motivation to write. They thought that they had nothing to write and when they had already got the ideas, they lacked of vocabulary, grammar, and knowledge of sentence organization. These made their ideas could not be properly conveyed.

In order to solve those problems, the teacher needs to find alternative teaching techniques and media to encourage and improve the students' writing skills. Since the main problems are that the students lacked of practices and had low motivation, therefore diary writing could be an alternative way to solve the problems.

Previous studies related to the use of diary writing technique has been conducted by Yulianti (2014), Aprillia, Jamilludin, and Waris (2015), and Taqi, Akbar, Al-Nouh, and Dashtil (2015). The findings of the studies

indicated that diary writing is effective to improve students' writing skill. Through diary writing students can use their daily life as the ideas of their writing and keep a record of their opinions and stories of daily life. Moreover, through diary writing, students got more writing practices, which they rarely did in the classroom (Yulianti, 2014). It may also encourage the students to become involved and interested in writing. Furthermore, writing diary would make the students feel free to express their ideas, feelings, or anything happening in their life in written form (Aprillia, Jamilludin, & Abdul, 2015). Another results of the study, it pinpointed the fact that diary writing may well be one of the efficient strategies instructors may employ to improve not only students' writing skills, but also their level of achievement in other language areas such as vocabulary and grammar, especially when they are allowed to work in a free, unmonitored environment. (Taqi, Rahima, Nowreyah, & Abdulmohsen, 2015)

In other words, the researcher believes that diary writing technique is a good method to improve the students' writing skill. Therefore, the researcher will conduct a research entitled "Using Diary Writing to Improve The Students' Writing Skill of The Tenth Grade OF SMAN 1 Papar"

B. Statement of the Study

Based on the background of the study, the problem of study that will be discussed is :

"How can diary writing improve the students' ability in writing recount text?"

C. Objective of the Study

The objective of the study is to improve the students' ability in writing recount text at students of X-IIS2 at SMAN 1 Papar.

D. Significance of the Study

The result of this study hopefully can give some benefits and valuable for several people. The significances of study are:

1. For the writer

This study gives understanding to the writer toward the implementation of diary writing technique directly. Not only understand the meaning of diary writing, the writer can also know that this writing technique is useful to improve the students' writing skill. By implementing this technique, the result will provide useful practical experience for the writer herself.

2. For students

The result of this study hopefully can make students' learning and practicing writing in better way. By implementing diary writing technique according to the stages suggested, their writing might be much better than before. It means that this technique is appropriate to improve students' writing, especially in writing recount text. Researcher also expected that the result of this study will make the students' are motivated to practice writing.

3. For English teachers

This study enables to provide information for the teacher to apply the technique dealing with the teaching-learning process, especially in

teaching writing. Teacher also can use the result of this study to conduct further studies related to English teaching learning process.

4. For readers and other researchers

The result of this study would be used for reader and members of society to continue this research and participate actively in improving the national education, especially in learning English. This study also can be reference for further studies.

E. Scope and Limitation of the Study

English is one of a compulsory subject in Indonesia. One of the aims of teaching English is developing the ability to communicate with other people. The ability involves four skills: listening, speaking, reading, and writing. Writing is one of skills that is learned in teaching English, especially in Senior High School.

This study is conducted to increase the students' writing skill of the students in SMAN 1 Papar through diary writing technique in the second semester of academic year 2017/2018. This study also limited to writing in recount text because it is very important to be learnt by the students in senior high school. Diary writing technique can built the students' interest and motivation in learning English. Moreover, the students can use their daily life as the ideas of their writing and keep a record of their opinions and stories of daily life as their own writing.

F. Definition of The Key Terms

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

1. Writing is one of integrated skills that involve many language elements such as diction, grammar, spelling, punctuation, etc. Writing skill is often perceived as the most difficult skill since it requires a higher level of productive language control than skills. (Murcia and Elite, 2000: 161)
2. Diary writing is a record, often kept daily, of one's life, a kind of personal account book according to Stanley, Shimkin, and Lanner (1988:3). Though writing a diary seems a simple thing, it can be an effective way to develop and enhance a great understanding and help the students to their experiences in everyday life routine.
3. Recount is a piece of text that retells pas events, usually in order in which they happened. The purpose of recount text is to give the reader a description of what occurred and when it was occurred.