

## CHAPTER I

### INTRODUCTION

This chapter contains the general preview of the present research. It consists of the background of the research, statement of the research, objective of the study, research significance, definition key of terms and previous study.

#### A. Research Background

English is an international language of communication and knowledge Used for communication in many countries. According to Ramelan (1992:2-3). English as a world language is used for conversation, strengthening and maintaining relations between all countries. For example, in education, Tourism, business, science, technology, etc. Because of the importance of this, many people Learn English from countries that don't speak English like Indonesia as a second or foreign language (EFL).

According to Gebhard (2006), EFL can be defined as study of English by people who live in places in which English is not used as a means of first language communication: He further indicated that in such a setting. the students have few chances to be exposed to English for communication outside the classroom. A similar definition is expressed by Harmer (2007) who defined EFL as the teaching of English where the students are studying English in their own country or are engaged in short courses conducted in English. Speaking countries such as the United State, Britain, Australia, Canada, Ireland or New Zealand. A third definition is suggested by Camenson (2007) who indicated that

EFL students may live in a country where their own language is primarily spoken for communication and that these students may be required to learn English for their academic studies, for travelling activities to an English-speaking country or for business purposes. He also further stated that EFL students only spend a few an hours per week studying. English, have little exposure to English outside the classroom, have little opportunity to practice their newly-acquired language skills and have a native back ground in the classroom Camenson (2007).

In EFL class learning, writing is one of the mandatory skills that must be possessed by students because, writing is an important skill in English. Furthermore, because writing is an activity carried out to express emotions, thoughts, and feelings. According to Fegerson and Nickerson “writing is an interest which calls for the functionality to understand grammar, vocabulary, and accuracy within the usage of the language”. To improve writing properly, Students talk the ideas in writing as a means of communication explicitly to specific the ideas. Writing is a talent this is taught integratedly. However, many students nevertheless have issues with vocabulary, with limited of vocabulary, broadened mind, and absence of grammar Hanif, M. S (2019:98). The purpose of writing is to direct thoughts or convey ideas; for this reason, those thoughts are taken into consideration to be as the most significant aspect of writing.

However, most English learners might agree that writing is the most difficult skill to master Harsyaf et al. (2009, as cited in Jumadilah, 2013). For example, some students find the difficulties to write the first sentence when writing an essay. Morgan (2016) argued that the students will be stuck when

they begin writing the first idea or topic. They are confused about writing the thesis statement in the first or last sentence of the paragraph. In addition, they are confused about making coherence between paragraphs to paragraphs. Based on the explanation, this is one of the problems with the difficulty of students in writing. Several studies have been conducted to explore students' problems with writing assignments, including essays. The students' writing skills are fragile and below standard. Most of the problems are caused by incompetence in grammar, coherence, choice of thematic sentence development ideas content, rhetorical conventions, mechanical organization, lack of vocabulary, and improper use of vocabulary (Fareed, Ashraf, & Bilal, 2016). Other researchers, Ariyanti and Fitriani (2017), said that students have great grammar, cohesion, and coherence difficulties. The research revealed minor aspects that had become difficult for students related to student writing, namely paragraph organization, dictionaries, and vocabulary misspellings.

The teacher tries to use the diary writing method in English as a Foreign Language Class. because writing a diary is an easy individual job so it is suitable to be given to students by writing diary writing students can freely tell stories and write down their daily lives without thinking about grammar. By practicing writing every day by working individually outside of the EFL class, students will enjoy writing more. Imane (2015) argued that writing activities are better outside the classroom because activities are fun and a relaxed atmosphere can affect the mood of students to produce better writing for students. This is what many

teachers need to consider in order to establish a fun atmosphere in writing. The teacher thought writing a diary can be a good exercise to educate writing skills.

In line with the previous study from Lukman Bhakti Hudaya (2018) “The Use of Diary Writing in Teaching Writing Recount Text” from that research, with diary writing the students who do not like in writing activity become enjoy in writing activity. It is support by Supiani (2016) “The Use of Diary Writing in Teaching Writing Recount Text”. Diary writing can help the English teacher to guide the students more easily in writing activity. It also in line with Fina Yunita (2018) “Students’ Challenges in Using Diary Writing Practice for Writing Recount Text” the researcher said the students more enthusiastic about writing activity by diary writing method.

Based on explanation above, this research focused on developing students' writing ability by diary writing in EFL Class. In additionally the researcher want to know the student’s and teacher’s perception towards the Implementation of Diary Writing in EFL Class to Improve Students' Abilities at the XI Grade of MAN 5 Jakarta, the practice of Diary Writing in EFL Class at the XI Grade of MAN 5 Jakarta and the effect of the Implementation of Diary Writing at the XI Grade of MAN 5 Jakarta. Then the researcher interested in conducting research entitled “The Implementation of Diary Writing in English Foreign Language (EFL) Class at the Eleventh Grade of MAN 5 Jakarta.”

## **B. Statement of the Study**

Based on the background of the research and the focus of the research the researcher wanted to know more indepth information from the implementation of diary writing in EFL Class, such as:

1. What are the student's and teacher's perception towards the implementation of diary Writing in EFL class to improve students' abilities at the XI grade of MAN 5 Jakarta?
2. How is the practice of diary writing in EFL class at the XI grade of MAN 5 Jakarta?
3. How are the effect of the implementation of diary writing at the XI grade of MAN 5 Jakarta?

## **C. Objective of the Study**

The result of this studies are:

1. To know the student's and teacher's perception towards the Implementation of Diary Writing in EFL class to improve students' abilities at the XI grade of MAN 5 Jakarta
2. To know the practice of diary writing in EFL Class at the XI Grade of MAN 5 Jakarta
3. To know the effect of the Implementation of diary writing at the XI grade of MAN 5 Jakarta

## **D. Research Significance**

The significance of this research are divided into two aspect, they are theoretical and practical benefits.

1. Theoretical

Theoretically, the benefits of this study are follows:

- a. This research giving a description about the effectiveness of Diary Writing in English Foreign Language Class at the XI grade of MAN 5 Jakarta
- b. The result of this research can be useful in English Foreign Language class activity, especially for practical teaching English in writing skill.
- c. The result of the research as the information to show the way to improve practical writing skill to the students.

2. Practical

- a. For the researcher, this research is expected to provide benefits for researcher who will be a teacher.
- b. For the teacher, this study is anticipated to help English teachers in implementing diary writing in English Foreign Language, specifically in writing.
- c. For students, this research also can assist the students to use diary writing in study towards their writing skills and this research will increase their motivation in writing practice learning.

## **E. Definition Key of Terms**

1. EFL Class

EFL can be defined as study of English by people who live in places in which English is not used as a means of first language communication: He

further indicated that in such a setting. the students have few chances to be exposed to English for communication outside the classroom.

2. Writing is a process of discovering, organizing, and placing thoughts on paper, reshaping, and revising it. within the concept, writing is described as a method of doing something handling problem and trouble in discovering exciting ideas, organizing and setting them on paper that is suitable with the writing assignment.
3. Diary writing is an individual work that may be given to the learner so one can make the learner be excited to practice continually in their daily hobby without any strain. Retelling their reports through diary can be a very good exercise to educate, mainly in grammatical, vocabulary factors. The frequency of practice in writing something in his or hers each day life will improve their talents in writing and lessen making errors. And additionally with the aid of retaining a diary, it'll develop writing abilities or at the least will write better daily because it offers greater opportunities to write down freely whatever want to write. Oktaviani, Hastuti Retno Kuspiyah, & Muhammad Muklas (2018:84).