

# **CHAPTER 1**

## **INTRODUCTION**

This chapter covers the general preview of the research. It consists of the Background of the Research, Reason for Choosing the Topic , Research Questions, The Objective of the Research, Hypothesis, Definition of the Study, The Significance of the Research, Limitation of the Study, and Outline of the Study,

### **1.1 Background of the Research**

English in Indonesia has been widely taught and learned as a foreign language. The English curriculum in Indonesia itself is designed by the Ministry of Education and Culture. Furthermore, the curriculum covers the topics and the skills taught and learned at schools. In both junior and senior high school levels for instance, English topics are ranging from English expressions to English text types.

There are four skills which should be mastered when learning English. They are listening, speaking, reading, and writing. Writing is considered to be the most difficult skill to be mastered since it requires prior knowledge in order to reach a certain level of writing. Saskatchewan (2007) states that writing is process in the language through the symbol or written. Writing is a media that can be used

to give information for the reader. According to Hamp and Heasley (2006), diary writing gives learners the opportunity to practice free writing about what they want and whenever they want to. Another advantage is that the writer might explore experience which they might be reluctant to discuss with others, assuming that it is insignificant.

In another word, basically writing is one way or form of communication made by an individual to another in the form of handwriting. Students make communication in writing to give informations to each other as what has been described. According to Meyers (2005) writing is a way to communicate with people through paper. It is a way performs an action of producing, organizing, and expressing ideas in a way that is understanding for the reader or the audience.

Writing is important to be learnt because of several reasons. First, writing is communicative activity where the students are able to communicate their opinions, feelings, ideas. Second, writing skill is one of the skills measure in the english curriculum in Indonesia. Writing text is done in the classroom and the texts are assessed by teacher. It is real, therefore that students need to write well to achieve their full potential and achievement. In addition, writing can also increase students' thinking skills. It will influence students' thinking skills such as the abilities to question, evaluate, analyze, and make decisions. In short, writing is important for students to learn because it will add their academic ability.

In fact, the mastery of writing skills is greatly needed for students, ranging from elementary school to university level. According to Graham, Charles,

MacArthur and Fitzgerald (2007), teaching writing skills in schools has two important benefits. First, writing is a skills that can demonstrate the ability to use strategy such as planning, evaluation, and revision in order to achieve the purpose of writing with variety of opinions and supporting evidences they have. Second, writing means to expand and deepen the student's knowledge. Writing is a way to learn a lesson. By writing skills, a student can write what is on his mind and issued his opinion in accordance with what he wants to say in learning.

Unfortunately many problems happen in the teaching and learning process of writing. First of all, students lack of understanding in grammar particularly in simple past. Grammatical accuracy is needed when they want to write, but they get difficulties to know about it especially in simple past tense. Second, students lack of vocabulary. They get many problems of vocabulary which makes them difficult to write. The last, students lack of writing practice. Many of them feel lazy to practice writing. Therefore, they will get difficulties to write well. In short, students need appropriate technique to improve students writing skill, one of them is diary writing.

One of the way to practice writing frequently is by using diary writing. According to Fitzpatrick (2005), diary writing is a record (originally in handwritten format with discrete entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, and or thoughts or feelings, including comment or current events outside the writer's direct experience. M. Sadeq (2015) states that diary

writing is a technique that the writer allows to record what they have in mind. Many writers find this kind of writing to be highly satisfying.

Diary writing is kind of writing in a recount text type. According to Knapp (2005: 224) recount text is basically written out to make a report about an experience of a series of related event. A recount has a purpose to inform an event or to entertain people. Recount text is a text function as for telling an incident in the past.

Frequently someone writes diary in daily life just for pouring what was in mind and also the feelings that aims to self entertain and therefore has a result of happiness to do it. The pleasure that felt by someone gives positive impact and good habits so that someone will writes a diary. From this technique and the meaning of diary writing, the research will focus on the application of this technique toward the students as the objects of research.

Based on the background above, this study emphasizes in the use of diary writing by giving an assignment at home for students as their pleasant habit. It will helps students to understand and applying the recount text easily.

## **1.2 Reason for Choosing the Topic**

There are some reasons as the basic ground in choosing this topic as follows:

1. Students lack of ideas to write. They would feel difficult to have ideas when they wanted to write something

2. When I was teaching practice in SMA 1 Sultan Agung Semarang there were some problems in students writing skill.
3. The students were seldom to write, so they felt difficult to start to write. Through diary writing template the students were trained to write, so it made the students improve their writing skill.

### **1.3 Research Question**

This research tries to answer a question is diary writing template effective to improve the tenth graders' writing skill on recount text at SMA 1 Sultan Agung Semarang in academic year 2018/2019

### **1.4 The Objective of the Research**

The objective of the study is to find out diary writing template is effective to improve the tenth graders' writing skill on recount text at SMA 1 Sultan Agung Semarang in academic year 2018/2019.

### **1.5 Hypothesis**

According to Arikunto (2006), hypothesis is a temporary answer to the problem of the research until it is shown by the data collector.

Therefore 2 hypothesis in this research are as follows :

Ho : there is no significant difference in mean score of the tenth graders' writing test who were taught by using diary writing template and those who were taught without using diary writing.

H1 : there is a significant difference in the mean score of the tenth graders' writing test who were taught by using diary writing and those who were taught without using diary writing template.

### **1.6 Limitation of the Study**

The research is limited on diary writing to improve students writing skill at SMA 1 Sultan Agung Semarang in the academic year 2018/2019.

### **1.7 The Significance of the Research**

The result of this research is expected to give contributing for the teacher and students. The significance are:

1. Pedagogical significance

The research hopefully help the English teacher to know about a various technique in teaching and learning process

2. Practical significance

1. For English teacher

The result of this research is expected to give input for the teacher to improve their technique on how to be creative in teaching learning process.

## 2. For the students

This research hopefully gives new thing in learning writing especially by using diary writing in which the students can learn and improve their writing independently.

### **1.8 Definition of Key Term**

To avoid misunderstanding about similar terms, certain explanation dealing with this research are presented as follows:

#### 1. Diary writing

According to Fitzpatrick (2005), diary writing is a record (originally in handwritten format with discrete entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, and or thoughts or feelings, including comment or current events outside the writer's direct experience.

#### 2. Recount

According to Knapp (2005), recount text is basically written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.

### **1.9 Outline of the Study**

This study is divided into five chapters to facilitate the readers to understand the sequence of academic writing process.

Chapter 1 consists of The Background of the Study, The Reason for Choosing the Topic, The Research Question, The Objective of the Study, The Hypothesis, The Limitation of the Study, The Significance of the Study, The Definition of the key terms and The Outline of the Study.

Chapter II consists of Review of Related Literature to this study. It covers The Teaching English as a Foreign Language, The General Concept of Writing, The Teaching Writing, Diary Writing Template, Recount Text, The Review of Previous Study.

Chapter III consists of The Research Design, The Subject of The Study, The Variables of The Study, The Instrument of The Study, The Procedure of The Study, and The Procedure of Data Analysis.

Chapter IV consists of Research Description, Instrument Validity and Reliability, Research Activities, Pretest Data Analysis, Posttest Data Analysis, and Discussion.

Chapter V is the epilogue. It consists of Conclusion and Suggestion of the study