

CHAPTER I

INTRODUCTION

In this chapter, the writer would like to present the background of the study, statement of the problem, the objective of the study, the significance of the study, scope, and limitation of the study and definition of terms. Those are talked specifically in the following discussion.

1.1 Background of the Study

Human being as a social creature could not live by him/herself. They need other people to live by their side. In daily life, they always communicate with each other. Communication itself is processed in which people exchange information, ideas, or thoughts through speech, body language, writing, or behavior. Commonly, there are four types of communication which are used by people to convey the message or information to the receiver. The first is verbal communication. This kind of communication includes sounds, words, language, and speech. The second is nonverbal communication. Symbol, expressions, and sign language are categorized in nonverbal communication. The third is written communication. It is the medium in which the sender delivers his/her message through written words. The forth is visual communication. This form of communication uses a visual display of information, where the information or message is understood or expressed by the help of visual aids such as

photography, signs, symbols, maps, colors, posters, banners and designs. In this research, the writer focused on written communication.

In verbal communication, the sender of information or message can deliver his/her idea directly but in written communication, the sender (writer) needs a medium to do it. The writer has to put his/her ideas into words on paper. Therefore, the writer must be able to organize his/her words clearly to avoid confusion of the reader. Written communication is not new for us since its form can be found in our life every day. The product of written communication is a letter, magazine, memos, report, email, proposal, brochures, advertisement, etc. We can see how good the writers are in delivering his/her idea so we do not find any difficulty to understand what they write about.

Talking about writing, it is a complex skill to be learned and taught. In writing, it does not need only ideas but vocabulary, grammar, punctuation and the ability to integrate all the ideas into good writing. To master writing, a writer needs to master all the features related to it including a rich vocabulary, knowledge of grammar, and the mechanics of writing (Bitchener, 2008). We could not write once and hope to be master on it. Since writing is a skill, it needs practice regularly. The more we write the more our writing skills develop.

Nowadays, many students find it difficult to start writing. They say that they do not have the idea to do it. Besides that, lack of vocabulary makes them feel confused to pour their ideas into a piece of writing. The writer has seen this situation when she made an unstructured interview with an English teacher in a junior high school. When the teacher gave her students a writing task, many of

them only wrote 3 until 4 sentences. In the middle of correcting their task, the teacher found out how poor their grammar and vocabulary were. The writer then concluded that the students need more guidance in writing skill. One solution which is proposed by the writer is diary because in the diary the students can express their idea, interest, and feeling free. They will not find many difficulties since they are the one who experiences it.

In Junior High School the task of writing is presented on the teaching of text types. For eighth grade students the texts that they have to study area recount, descriptive and narrative. Therefore, in order to make this research useful for the students then the writer is going to do the study on the using of the diary in writing recount text.

Based on the explanation and the reason above, the writer would like to conduct a study under the following title: “The Use of Diary Writing to Improve Recount Text Writing Ability of The Eighth Grade Students of SMPK Sint Aloysius Niki-Niki in the school year 2018/2019 “.

1.2 Statement of the Problems

Based on the background above, the problems of this research can be formulated as follow:

1. Are the eighth-grade students of SMPK Sint Aloysius Niki-Niki in the School Year 2018/2019 able to use of diary writing improve recount text writing ability?

2. What is the ability level to improve recount text writing ability of the eighth-grade students of SMPK Sint Aloysius Niki-Niki in the School Year 2018/2019?

1.3 Objective of the Study

The objective of this study are stated as follow:

1. To find out the eighth-grade students in the School Year 2018/2019 able to write recount text by using diary writing.
2. To find out the level of ability of the eighth-grade students of SMPK Sint Aloysius Niki-Niki in the School Year 2018/2019.

1.4 Significance of the Study

This study is hoped to bring benefit for everyone who reads this research and find it relates to the field they are in now. It gives them another option for teaching writing to their students.

The writer hopes this research does not only benefit for herself alone but also other sides such as English teacher and students.

1. English Teacher

This study can give a reference for the English teacher about other technique for teaching writing. It can be an option to make a writing lesson lively since the way in teaching is not monotonic.

2. Students

Students especially those who are involved in this study will get new information about the way to improve their writing. It will help to increase their writing in an unstressed way.

3. The writer

As a future English teacher, this study will give real proof to the writer about the benefit of diary writing in teaching writing. Therefore with some necessary adjustment, she can apply it in her own classroom later on.

4. For another researcher

This study can be used as one reference for other researchers who are going to take the same study.

1.5 Scope and Limitation of the Study

As the writer has stated in the background, teaching writing for Junior High School students does not stand alone. It is presented in teaching text type such as narrative, report, recount, etc. In this research, the writer limits it only in recount text.

In teaching writing, teachers use some strategies such as picture series, demonstrating, describing a picture, diary writing, etc. In order to make this study is not general to be discussed then the writer only chooses diary writing as a strategy in teaching writing skill. Writing aspect covers grammar, vocabulary, and mechanic.

1.6 Definition of Terms

In order to avoid confusion from the reader when reading this research, the writer provides some definition of terms to help them get the point of this writing and understand it better.

1. Ability

Ability is the mental physical capacity , power skill required to do something (Oxford Advanced Learning's Dictionary, 1995:2) so in this study ability means able be able to write English in normal way.

2. Writing

Writing is the activity of creating pieces of written work, such as stories, poems, or article (Cambridge Dictionary).

The term "writing" in this study is not different from the definition from the Cambridge dictionary. In this study, writing is defined as an activity in which the students are asked to pour their ideas and feeling into a paper to produce a written work in recount text form.

3. Diary Writing

Bolton (as cited by Guy, 2004) says that dairy is one of the oldest forms of literature in the west. These diaries contain stories of happenings, hopes, and fears of what might happen, memories, thoughts and ideas, and all the attendant feelings.

The term “Diary Writing” in this study refers to the writing activity in which the students write down their experience or feeling that happened in the past time.

4. Recount Text

Mark and Kathy (1997: 48) said that " A recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of the recount is to give the audience a description of what has happened.

5. SMPK Sint Aloysius Niki-Niki

SMPK Sint Aloysius Niki-Niki is a Catholic junior high school that is located in Niki-Niki, TTS regency East Nusa Tenggara Province, Indonesia. Its formal address is on Jln. Ratu Pencinta Damai, Eusleu, Niki-Niki.