

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays in Indonesia, all of the students at school from primary school to university learn English as a foreign language. The purpose of learning English is that students can communicate in English both oral form and written one. Especially in senior high school level, the students learn all English language skills like speaking and writing. Writing is one of the four language skills.¹

Living in the world that has many different communities, human beings need something to communicate with each other. That is language. They use it to interact and cooperate with each other to complete their needs. By using language, they can express their ideas, feelings, thoughts, etc. So, without having language, people become isolated and helpless.²

English is awarded as an International language because it is used by most people in the world. It is used in most both oral and written communication in most countries in the world. People usually use English to communicate, interact and cooperate with other people in different countries. Furthermore, there are some countries where English does not belong to their mother language, get used to

¹ Vita Ningrum, Ferry Rita, and Hastini, 'Improving Writing Skill in Writing Recount Text Through Diary Writing', *E-Journal of English Language Teaching Society (ELTS)*, 2013, Volume 1, Number 1, p. 1.

² Susilo, *Improving Writing Recount Text Ability by Using Diary*, Unpublished Thesis, Semarang: Faculty of Language and Arts Education of IKIP PGRI Semarang, 2011, p. 15.

communicating English in their daily activities. Some other places, English is involved in the education, as a mother language/second language and one of subjects in institutions.³

In Indonesia, English has been considered as a foreign language. It means that English is a second language. Some people communicate it just in some particular events like in schools, companies, English clubs, etc. They are used to using their mother language than using English in their daily activity. Then, when they are supposed to communicate it, they will have problems in communication because languages they use are different. Although now days English has become popular in Indonesia, for example many schools has taken it for lessons, but in fact, some second language learners find difficulties in learning English.

In English, there are 4 basic skills involved: listening, speaking, reading and writing. Usually those skills are taught in integrated ways in school. English is taught in 2 cycles, spoken cycle and written cycle. Spoken cycle focuses on listening and speaking skills, while written cycle focuses on reading and writing skills. So, an English teacher should be able to find out appropriate ways to teach English to his students.

Writing is a channel of communication with the Global community. In the development of science and technology, the students can improve their English understanding. Writing English well is important, but sometimes the students do not know how to express their feeling or ideas in writing. Learning to write is different

³ *Ibid.*

from learning to speak. It should be learnt consciously and it is demanded to practice under guidance.⁴

Writing is a productive skill. It is very useful for students because it can convey their message through their minds in the written form. It is placed on the last stage among the four skills. Writing is the production of the written word in the form of text and it must be read and comprehended in order to communicate to take place.⁵

In English, there is something known as genre. The genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Genre, commonly, refers to text types. One of them is recount text. Recount text is one of materials taught in secondary schools. This text belongs to story text because this text itself is made in set of sentences forming like story.⁶

Based on preliminary study done on 10th February 2014, the writer found the techniques to teach English subject used by the teacher. One of the techniques is diary writing. In fact, the teacher had an inspiration to use diary writing in teaching writing by her experience study. she thought writing diary will be an easy way for her to teach students to make recount text because of the use of past tense. Anyway, students are familiar with diary because sometimes they do it in their daily activity.⁷ Therefore, the writer wanted to investigate more deeply how the implementation of diary writing in teaching writing, especially at the eleventh-grade students of MA Hidayatul Insan

⁴ *Ibid.*

⁵ Muhammad Luqman Hakim, *The Use of Picture Series to Improve Students' Ability in Writing Recount Texts*, Unpublished Thesis, Surakarta: Sebelas Maret University, 2010, p. 1.

⁶ Susilo, *Improving*, p. 16.

⁷ Observed, on 10th February 2014.

Palangka Raya. In addition, the writer wanted to prove that diary writing be an easy ways to teach students to make recount text.

Frequently, students, especially girls need to express what they experienced. Sometimes they talk to other person for expressing their feelings. And some express what they experienced by writing in a book. That's generally called diary.⁸

Writing diary is sometimes done in routine times, moreover, when students get unusual events on that day. They will write down many words and perhaps they draw some pictures to complete the view of their writing. A few students also write diary every day. They write what they experienced from morning until night. That becomes finally their habit.⁹

In this study, the writer chose MA Hidayatul Insan Palangka Raya as target location of the study. MA Hidayatul Insan is one of the Islamic Senior High School in Palangka Raya which was built in 1987. Based on the interviewed with English teacher in MA Hidayatul Insan Palangka Raya. Mrs. Susi Wulandari, S.PdI on 27th May 2014 conveyed that most of the students of this school have good capability in all subjects, including English. However, there were still many students who did not have good cavability in subjects, especially English. The students in this school thought that English is difficult subject, so they were difficult to comprehend the English lesson.¹⁰

⁸ Susilo, *Improving*, p. 16.

⁹ *Ibid.*

¹⁰ Susi Wulandari, *Personal Interview*, on 27th May 2014.

In this study, the writer was interested in conducting the study about the implementation of diary writing in teaching writing because there was some problems happened that were experienced by the teacher in implementing diary writing in learning. In addition, based on many studies state that diary writing can help students in writing. So, the writer wanted to prove that diary writing can help students in writing. It was motivated the writer to conduct this study.

Regarding of the facts above, the writer was interested to investigate more deeply in describing: **The Implementation of Diary Writing in Teaching Writing at the Eleventh-grade Students of MA Hidayatul Insan Palangka Raya.**

B. Previous Study

There were some previous studies which are related of this study. First, a study was conducted by I'in Ainatuz Zahiroh. The researcher found that there was a significant difference in writing recount text score between students taught by using diary and those who taught by using non-diary writing. It is showed the mean of experimental class is higher than control class.¹¹

Second, Lamia Deareni showed that the application of diary writing significantly improved students' achievement in writing recount text.¹² Third, Vita Ningrum, Ferry Rita, and Hastini Thesis's found the use of diary writing was

¹¹ I'in Ainatus Zahiroh, *The Use of Diary Writing in the Teaching of Writing Recount Text* (Semarang: Faculty of Tarbiyah Walisongo State Institute for Islamic Studies, 2010), unpublished thesis.

¹² Lamia Daerani, *Improving Students' Achievement in Writing Recount Text by Using Students' Diary*. Unpublished Thesis. Medan: Faculty of Languages and Arts. State University of Medan, 2012.

effective to improve the students' skill in writing recount text.¹³ In other hand, Taufiq Hidayat's Thesis found that the strategy by using Diary Writing Method is effective that the strategy helps the students solve their problems in writing recount.¹⁴

They was different from this study. In their study, they used quantitative experiment which took two classes, one to the treatment and one again to control group. In this study the writer used descriptive qualitative to conduct the research and only took one class in natural situation without any manipulation. In contrast, they chose the subject about diary while in this study the writer researched the implementation of diary writing.

C. Research Fokus

This study belongs to descriptive study. It focused on implementing of diary writing in teaching writing. In a more specific focus, this study is concerned to describe the implementation of diary writing, especially the implementation of using diary writing in teaching writing. The type of writing in this study is limited to the recount text. The study is conducted at the eleventh-grade students of MA Hidayatul Insan Palangka Raya. The subject of the study are English teacher and the students at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.

¹³ Vita Ningrum, Ferry Rita, And Hastini, 'Improving Writing Skill In Writing Recount Text Through Diary Writing', *E-Journal Of English Language Teaching Society (ELTS)*, 2013, Volume 1, Number 1, p. 1.

¹⁴ Taufiq Hidayat, *The Use of Diary Writing Method to Improve Students' Writing Recount Text Ability*, Unpublished Thesis, Semarang: Semarang State University, 2011.

D. Research Problem

Based on the background above, a problem that observed that:

1. How is the implementation of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya?
2. What are the strengths of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya?
3. What are the weaknesses of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya?
4. How is the students' response in the implementation of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya?

E. Objective of the Study

The objectives of the study related to the problems whether:

1. To describe the implementation of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.
2. To know the strengths of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.
3. To know the weaknesses of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.
4. To know the students' response in the implementation of diary writing in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.

F. Theoretical Framework

In this study, the writer was found that diary writing has been used by the teacher in English teaching. Therefore, the writer wanted to investigate more deeply how the implementation of diary writing in teaching writing, especially at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.

Implementation is defined as a specified set of activities designed to put into practice an activity or program of known dimensions. According this, the implementation is the activity or program being implemented is described in sufficient detail so that independent observers can detect its presence and strength.¹⁵

Diary writing is a free writing where students can write freely without fear of being evaluated.¹⁶

Descriptive qualitative research is the research that asks questions about the nature, incidence, or distribution of variables. It involves describing but not manipulating variables.¹⁷

G. Significance of the Study

This study was aimed at the implementation of diary writing in teaching writing. This study had two significances. The first was theoretical significance and the second was practical significance.

¹⁵ Margaret Rouse, *Implementation* (Online), 2007, p.1. URL: <http://htarget.com/definition/implementation>. (Accessed 2014, 24 September).

¹⁶ Roger Hiemstra, *Uses and Benefits of Journal Writing*, San Francisco: Jossey-Bass, 2002, p. 1.

¹⁷ Donald Ary, Lucy Cheser Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education*, Canada: Wadsworth, 2010, p. 640.

Theoretically, the results of this study could give contribution to support the theories on teaching-learning English as a foreign language, especially for students at Senior High School. Therefore, it was expected to help students in writing using diary writing.

Practically, it was expected to describe the process of using diary writing in teaching writing. It gave contribution and enrich the teaching of English as foreign language especially the implementation of diary writing in teaching writing.

H. Operational Definition

1. Descriptive qualitative research is the research that asks questions about the nature, incidence, or distribution of variables. It involves describing but not manipulating variables.¹⁸ It refers to the research method of the study in the implementation of diary writing teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.
2. Diary writing is a free writing where students can write freely without fear of being evaluated.¹⁹ It means the technique using in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.
3. Implementation is the activity or program being implemented is described in sufficient detail so that independent observers can detect its presence and strength.²⁰

Related to the study, it is using to describe in the implementation of diary writing

¹⁸ Donald Ary, Lucy Cheser jacobson, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education*, Canada: Wadsworth, 2010, p. 640.

¹⁹ Roger Hiemstra, *Uses and Benefits of Journal Writing*, San Francisco: Jossey-Bass, 2002, p. 1.

²⁰ Margaret Rouse, *Implementation* (Online), 2007, p.1. URL: <http://htarget.com/definition/implementation>. (Accessed 2014, 24 September).

in teaching writing at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.

4. Writing is the activity or occupation of writing e.g. books, stories or articles. The term of ability is defined as skill or power.²¹ So, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make readers understand the ideas. It refers to the ability of the students at the eleventh-grade students of MA Hidayatul Insan Palangka Raya.

I. Frame of Discussion

- Chapter I : Introduction which consists of background of the study, previous study, research fokus, research problems, objectives of the study, theoretical framework, significance of the study, operational definition, and frame of discussion
- Chapter II : Review of related literature which included the nature of writing, the nature of teaching, teaching English at SMA level, the nature of diary, and qualitative research.
- Chapter III : Research method included in research type, research design, role of the researchers in the study, research site, source of the data, data collection procedure, data analysis, method for verification of the research findings.
- Chapter IV : Result of the study included the implementation of diary

²¹ Susilo, *Improving Writing Recount Text Ability by Using Diary*, Unpublished Thesis, Semarang: Faculty of Language and Arts Education of IKIP PGRI Semarang, 2011, p. 1.

writing in teaching writing, the strengths of diary writing in teaching writing, the weaknesses of diary writing in teaching writing, and the students' response in the implementation of diary writing in teaching writing.

Chapter V : Discussion which included in the important activities in teaching writing using diary writing, the implementation of diary writing in teaching writing, the strengths of diary writing in teaching writing, the weaknesses of diary writing in teaching writing, and the students' response in the implementation of diary writing in teaching writing.

Chapter VI : Conclusion and Suggestion which included in conclusion and suggestion