

CHAPTER 1

INTRODUCTION

1.1 Background of the Research

Writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves interlocutor, so there are collocations among them in conversation. On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students. In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. It is an important skill because it will be applied in many aspect of life. Through writing, people are supposed to able to express their ideas in writing form. There are many ways to express writing and one of them is through a text.

There are many types teach in junior high school. Each text has different social function, schematic structures, and language features. One of the texts teach for the eighth grade students of junior high school is recount text.

Means and Lindner (1998) states that “starting points and writing ideas notebook” for writing assignments and personal journal entries. Elbow (1978) states that “if you are serious about wanting to improve your writing, the most thing you can do is keep a free writing diary”. Langan (2008) states that “writing is a skill, it

makes sense that the more they practice to write, the better their writing". He also proposes that keeping a daily or almost daily journal/diary can be an excellent way to get practice in writing.

In teaching and learning English, there are many strategies to teach students according to the materials or potencies of the students. The students who learn English will be successful if the learning sources or strategies are relevant with the students need. Before asking the students to write, the teacher has to apply several processes of writing. Thus, most teachers have to pay attention with the steps of writing. But, most teachers do not apply all of the processes, because of that many students do not understand how to make a simple paragraph.

In fact, based on the writer's preliminary at MTS Azzakkiah Sumber Baru revealed that most of the students had low ability in writing, especially in writing recount text. It could be seen, when the writer wanted to know the students' first ability in writing recount text. The result of preliminary study showed that 43% score of students achieve the minimum standard score requirement that is 73 and the writer did an interview to the English teacher of MTS Azzakkiah Sumber Baru, she said that the students had many problems in learning writing. They could not construct their idea into a sentence and arranged it into a good paragraph. They also had problem in tenses and they did not have enough vocabulary to construct the paragraph.

One of strategies that is suitable in teaching writing is Diary strategy, diary strategy can build up the students' motivation and improving skill as writing. Curtis and Bailey (2007) use the terms diary and journal interchangeably. According to

bailey and Ochsner (1983) states that “ a diary study in second language learning, acquisition or teaching is an account of a second language experience as recorded in a first person journal “. That mean a journal or diary is a record, often kept daily, of one’s life, a kind of personal account book. 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. Based on the explanation above, the researcher want to conduct a research entitled improving student’s writing ability using Diary strategy in MTS Azzakkiah Sumber Baru.

1.2 Problem of the research

Based on the background of the research, the problem could be formulated as follow.

1. How can diary strategy improve student’s writing ability?
2. How can diary strategy improve students’ active participation?

1.3 Objective of the Research

The objectives of the research are:

1. To find out how to improve student’s writing ability using Diary strategy.
2. To find out how to improve students’ active participation using diary strategy.

1.4 Operational Definition of the Term

The operational definition of the terms is to avoid misunderstanding of the concept used in this research. They are as follows.

1.4.1 Diary Strategy

Diary is a learning strategy which is implemented by demonstrating of material and giving motivating, supporting and responding to students and then evaluating of the written of the recount text in learning process.

1.4.2 Writing Ability

Writing Ability is the student's ability to generate ideas to compose recount text with correct grammar and appropriate of contexts in recount text.

1.5 Significance of the Research

The result of this research is expected to give contribution to the English teacher, students and the future researchers.

For the English teacher, the result of the research may be useful as input or consideration to apply to improve student's ability in writing skills.

For the students, the actions given to the students are useful to improve writing skills to practice of communication with other people.

For future researchers, the result of the research is expected to be useful as a reference to conduct the same research design to improve the student's writing ability.

1.6 Scope of the Research

The research is conducted for student to improving student's writing ability of the second grade of MTS Azzakkiah Sumber Baru in the 2015/2016 academic year.