

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Writing belongs to an important activity in an English class. School-Based Curriculum explains that students not only study about grammar and vocabulary but also study about discourse level (Rini: 2017:1). It means that they have to construct a new text or arrange words correctly in a writing subject.

Writing is a means of communicating our idea. Al-Jawi in Aprilia (2015:1) points out that people often communicate through writing. Writing can be a communication equipment when someone can not express through spoken or body language. For example, memo, letter, etc. Al-Jawi argues “We acquire the ability to speak at home without systematic instruction. However, in writing we need to think how to write first.” In school, students learn how to write well. The teacher will teach how to write a good structure and how to write in a good organization.

Writing is a skill in exclusive domain of scribes and scholars in educational or religious institutions. Almost every aspect of everyday life for “common” people is carried out orally. Business transactions, records, legal documents, political and military agreements all are written by specialists whose

vocation is to render language into the written word (Brown : 218). When we want to get a job, we need a letter to be sent to the accompany which we will work on it. Writing is permanent. When the teacher teach something in front of the class, students need to write the teacher's explanation because they can read it at other time.

Based on the interview with the English teacher in the preliminary study, it was found that there wes 40 percent of the students who got the target score. The English teacher said that the students were less excited when attending English class especially in writing class. They felt lazy and sleepy when the teacher began writing practise. The English teacher stated that the students had less in vocabulary that made them feel confused in writing activity. They did not know how to start their writing. It means that writing is not an interesting subject. Because writing get less attention from the students, so the researcher wanted to improve their writing skill through diary.

Diary is one way to write experience and someone's behavior from day to day. States by Hyers (2018: 61) that diaries are an excellent way to explore situations of concern; to design policy, programs, and products; and to evaluate the effectiveness of interventions. In addition, the everyday and personal nature of diary writing, logging one's experiences and behaviours day by day, can increase awareness. It can be concluded that write everyday experience can increase the awareness.

Asking students to start their writing by expressing their feeling, experiences or anything happening in their daily life in written form can facilitate

them to write. It can interest students to learn English because they assume to write freely and fun for them (Aprilia P:2015). Students actually get bored when they listen the explanation from the teacher monotonously. But, they will write anything that they do not catch from the teacher's explanation. They will write it freely which is written in their mind.

The researcher tried to use diary as the effective technique to improve student's writing ability. The use of diary in this research was including experience in a life. Besides, the students can be more attractive and focus on it.

1.2 Problem of the Research

The problem of the research was "How can writing diary improve the students' writing ability at SMK Muhammadiyah 5 Cakru Jember in the 2018/2019 academic year?"

1.3 Purpose of the Research

The purpose of this research was to find out how writing diary can improve the writing ability of the students at SMK Muhammadiyah 5 Cakru Jember in the 2018/2019 academic year.

1.4 Significance of the Research

This research result is expected to give contribution to the followings :

1.4.1 The English Teacher

This research result is expected to become useful information for the teacher in teaching English to motivate the students in making a recount text especially using diary as a technique.

1.4.2 The Student

The result of this research is expected to motivate the students to be interested in writing activity using diary writing at SMK Muhammadiyah 5 Cakru Jember in the academic year 2018/2019.

1.4.3 Other Researcher

The result of this research is also expected to add an information about the technique and get new experience in teaching English using diary for the researcher and also become beneficial inputs to conduct a further research, especially in the similar topic that is writing.

1.5 The Operational Definitions

There are two kinds of variable in this research. They are independent and dependent variable. Diary as independent variable and writing ability as dependent variable.

1.5.1 Writing Diary

Writing diary is the ability of students to write their past experiences. The students' experiences are including their daily activities and their holidays.

1.5.2 Writing Ability

In this research writing ability deals with the ability of students to write a recount text which included their daily activities and their holidays. There are five components of writing include grammar, vocabulary, mechanic, organization and content.

1.6 Scope of the Research

The research was focused on the classroom action research. The researcher used diary as the technique for teaching writing. The subject was the students at SMK Muhammadiyah 5 Cakru Jember in the 2018/2019 academic year.

