

CHAPTER I

INTRODUCTION

Chapter I discusses the background of the research, statement of the problem, the objective of the research, the significance of the research, scope of the problem, and operational definition.

A. Background of The Research

English is a universal language. It is utilized on a global scale. To be able to communicate and interact with the global society, it is crucial for people to be fluent in both spoken and written English. English is used as a foreign language in Indonesia because it is a developed nation. Every level, from primary to university, offers instruction in it. There are four language skills that students should develop while they learn and are taught English as a foreign language: listening, speaking, reading, and writing. Writing skills will be the one of four skills on which the researcher will concentrate in this study.

According to Harmer (2006:79-80), writing is the basic skill of English that is emphasized and become the important skill which be taught to the students of foreign language. However, writing is believed to be the most challenging because it requires careful consideration of a number of elements, including letter, punctuation, grammatical aspect, the use of proper language, and so forth. Writing is a difficult skill since it requires the generation, organization, and translation of ideas into a readable document, according to Richards and Renandya (2002: 303). Their claims demonstrate that writing involves a variety of procedures. When students struggle to put their thoughts into words, or even when they are unsure of what to write first, it becomes a difficulty. In reality, a lot of English language learners struggle to develop writing skills. They struggle to write about their ideas or topics because they lack the information to support

it. On the other hand, their grammar is not good enough and their vocabulary is limited.

The ability to write well is crucial for English language learners, especially those who are in junior secondary school because the goal of writing is to create specific type of text. Students in junior secondary school will learn different types of texts as part of their writing skills, with recount texts being one of them. According to Anderson, it is a text about past events usually in the order which they happened. Recount text means the form of the text telling about someone experienced in the past, such the experience of the readers themselves like adventure and their daily activities. According to the writer's observation and interview with English teacher in SMP Negeri 2 Mejobo Kudus, the writer found a fact that there were many students find the difficulty to write texts or even they were confused to arrange words into good sentence and develop their ideas into readable texts. They still have difficulties to find a topic and develop it into written form. Various factors that cause it is difficulty finding topics, difficulty developing ideas, limited vocabulary, and so on.

Because of those problems, teacher needs suitable, fun, and effective technique to teach writing and to motivate students to write so that students can achieve their achievements in the field of writing, so the objectives of teaching learning will be reached optimally. In this case, the writer use diary to improve writing skill in recount text. Based on Sugiran (2008:53) diary is a personal document or note of event or incident that someone's experience for a day. Daily notes (diaries) are a way for people to keep track of their thoughts, feelings, and actions as well as how they are interpreted and explained. Consequently, it may be said that a diary is a record, a person's journal that may also include an illustration of the event or incident being discussed. One form of media that can be used to increase students' interest in and enjoy of writing is the diary. They can write and share their thoughts, feelings, and experiences in their diaries without feeling under any pressures.

Retelling past events and using the past tense to tell a story are common features of both writing recount texts and writing diary. This similarity that makes the diary a recommended medium for learning recount text. A diary can make it easier for students to find topics to write about because diaries are part of someone's life. Students also feel more enjoy when writing something that they experience in their daily lives. In addition, the diary will also improve students' writing skills because they will be more confident when composing words, sentences, and using vocabulary or forming grammar because a diary is a private book, so they will be comfortable and continue to practice expressing whatever they experience in written form through diaries. So, the writer hopes that through the media diary, the eighth grade students of SMP Negeri 2 Mejobo Kudus understand the recount text well and there will be an increase in achievement in writing skills.

From the explanation above, the writer would like to do a research with the title “The Effectiveness of Writing Diary Toward Students’ Achievement in Writing Recount Text at the Eighth Grade of SMPN 2 Mejobo Kudus”.

B. Statement of the Research

According explanation the background of the research above, the writer conducted the statement of the problem which is:

Is there a significant difference of students’ achievement in writing recount text before and after writing diary at the eighth grade of SMPN 2 Mejobo Kudus in academic year 2022/2023?

C. Objective of the Research

From the statement of the problem, the objective of this research is:

To describe if there is a significant difference of students’ achievement in writing recount text before and after writing diary at the eighth grade of SMPN 2 Mejobo Kudus in academic year 2022/2023.

D. Significance of the Research

By conducting this research, the writer hopes this research can be useful theoretically and practically as follows:

1. Theoretically

This research provides a solution to describe the effectiveness of writing diary on student achievement in writing recount texts and can also be used as the references for someone who wants to do a research in writing texts, especially using diary.

2. Practically

a. For the Teacher

The writer hopes this research can be used by the teachers to increase the students' achievement in writing recount text using diary.

b. For the Students

The writer hopes this research can give benefit for students to encourage them to increase their writing skill, especially in recount text.

c. For the Readers

Hopefully this research can give benefit for the readers in learning writing and also can use diary to develop their writing ability.

E. Scope of the Research

Focused of this research is on using diary to teach recount text for the eighth grade students of SMPN 2 Mejobo Kudus. The subjects of this research are the eighth grade students of SMPN 2 Mejobo Kudus. The writer gives pre-test and post-test to collect data before and after being taught by using diary.

F. Operational Definition

The researcher explains two definitions of each topic in this study, as follows:

1. Diary is a private book that contains daily activities, experiences, or events as a form of expression of one's feelings, written naturally and honestly. Diary usually written in a book, there is a date of incident, and has a sequence of events experienced by the author.
2. Recount text is a kind of text that focuses on telling the past events or experience. There are several types of recount text namely personal, factual, procedural, imaginative, and literary recount. In this study the writer will focus on personal recount that retelling of an event in which the author or speaker has experienced personally.
3. The Eighth Grade Students of SMP Negeri 2 Mejobo are the second grade students who are currently enrolled as students of SMPN 2 Mejobo.