

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the statement of the problem, the objective of the research, the significance of the research, the scope of the problem, and the operational definition.

1.1 Background of The Research

In this era, mastering English is a crucial thing because English is an international language. Everyone tries their best to master or learn English, especially in Indonesia. In Indonesia, English is one of the foreign languages that is taught starting from elementary school until senior high school. All students should be able to master four fundamental skills in English. Listening, speaking, reading, and writing are the skills that we should master when we are learning English. In learning English, some students in senior high school find some difficulties, especially in writing. They feel confused when they should tell their idea through writing. Some students get problems with their vocabulary and grammar.

Writing is one of the crucial things in English, that must be taught by the teacher optimally. According to Etty Pratiwi (2017), one of the fourth abilities or skill that must be taught by a teacher at school in order for students to develop their writing skills when studying the English language is writing. In addition, writing skill is basic for academic success and takes a crucial part in the field of education (Burns & Siegel, 2018). In the field of education, it is intended that students can write various types of writing. Writing should be used in the student's daily life, as writing is a medium for conducting different tasks in daily life. Writing is a difficult skill in English. The students are forced to think hard to find out their ideas and then express them in written form with the correct procedures.

Besides that, there were many types of texts to be taught in upper secondary school, such as descriptive, narrative, procedure, recount, hortatory exposition, report,

analytical exposition, and so on. Recount text is one of the popular and basic texts in Indonesia to tell the past event. Recount text uses simple past tense or past perfect tense in its phrase. Recount text retell about past events and use adverbs of time. It's very easy to differentiate recount text from another text because we can make recount text from our story. The purpose of a recount is to give the audience a description of what occurred and when it occurred.

The use of diary writing in teaching writing recount text is still infrequent. It is because many teachers consider that teaching recount text is enough only through the use of the textbook. Diary writing is recommended as a medium in teaching writing recount text because it is assumed that students will be easier to understand how to write a recount text. Writing a diary becomes a part of people's life. It is usually done every day which makes students more familiar with writing a story. Students usually write down on paper when they experience an unusual event, such as a funny, happy, or sad story. The researcher uses a diary as a medium to express their ideas in written form because a diary can make them more motivated and easier to express their feelings by writing a diary. They can write about their feelings, experiences, and wishes. The researcher thinks that writing a diary can make students freely write their ideas in written form.

The previous studies on the effectiveness of using English diary to teach recount text is from Agustina & Harahap (2022) with the title *The Effect of Students Diary on Students' Recount Text Writing Skill of Class X MAS PP. Raudlatul Hasanah*. According to the finding of this research, there is a significant effect on students' scores in each writing text and it can be concluded that diary writing affected students' recount text writing skills. This previous study employed a quantitative method by using an experimental design because there were pre-test and post-test. Two classes were involved in this research, the experimental class and the control class. The experimental class consisted of the students who received treatment, and the control class only received a pre-test and post-test without the treatment.

Another research was conducted by Suryaman (2019) with the title *Improving Students' Ability in Writing Recount Text Using Diary at One of Junior High School in Cempaka – Cianjur*. This study used classroom action research and showed that there was an increase in students motivated students to improve their ability in writing recount text, from 20 % in the preliminary study to 86.7% in the second cycle. Teaching writing recount text is recommended because writing starting from their everyday life is actually an example of recount text.

The next previous study was conducted by Hermawan et al., (2020) with the title *The Use of Diary Writing to Improve Students Recount Text*. According to the findings of the research, the student's writing recount text was improved by implementing a diary as a technique. Diary succeeded in helping students in organizing the content in chronological order and using language features properly and appropriately. This study employed a classroom action research design with two cycles.

However, this research will be conducted for tenth grade students of SMA N 1 Jekulo. This study will employ a quantitative method using pre-experimental design. Another distinction of this research is the researcher will use different theories from the previous studies.

1.2 Statement of The Problem

Based on the background of the research above, the researcher is conducting the statement of the problem: “Is there a significant difference of the students' writing skills in recount text before and that after being taught by using English diary technique?”

1.3 Objective of The Research

Based on the statement of the research above, the objective of conducting this research is to find out if there is a significant difference of the students writing skills in recount text before and that after being taught by using English diary technique.

1.4 Significance of The Research

By conducting this research, the researcher hopes that this research will be beneficial theoretically and practically as follows:

1. Theoretically

This research gives a solution to find out the appropriate method in teaching writing recount text and also can be used as a reference for someone who wants to do research in writing text, especially using the English diary technique.

2. Practically

- a. For teacher

Hopefully, this research can help the teacher to increase their knowledge about using English diary to teach writing recount text in an enjoyable atmosphere, so the teacher and the researcher can help students to convey their ideas and increase their writing skills by using the English diary technique.

- b. For students

Hopefully, this research will be useful for students who will learn to recount text, so they can improve their writing recount text skills by using the English diary technique.

- c. For readers

The researcher hopes that this research will be useful for the readers in their learning to write recount text and applying the English diary technique to teach writing recount text.

1.5 Operational Definition

The researcher is dividing the operational definition of this research into three, they are:

1. English diary technique is a fun way to support the teaching and learning process in writing recount text, and it has similar content with recount text to tell past experiences.
2. Recount text is a kind of text that tells the readers about an experience, story, action, or activity in the past. Its goal is to entertain or inform the reader.
3. The tenth-grade students of SMA N 1 Jekulo are the first-year students who are currently registered as students of SMA N 1 Jekulo.