

CHAPTER I

INTRODUCTION

A. Background of the Research

The use of diary writing in teaching writing recount text is still infrequent. It is because of the fact that many teachers consider that teaching recount text is enough only through the use of textbook. Beside that, teacher usually uses same techniques in teaching writing for all genres, whereas each genre has different structure and characteristic. Techniques that are relatively same in teaching writing can be difficult for students to achieve learning target, especially in writing genre. It also makes the students feel bored.

It often can be seen that many teachers use the same technique in teaching recount and narrative text because they consider both genres almost have the same characteristics, whereas they are different in generic structure. If the teacher does not apply a suitable technique to teach those genres, the students will be confused to distinguish the genres. Then, it can be difficult for them to practice writing well.

Diary is considered as one of suitable media that can be applied in teaching recount text because it has the same characteristics as recount text. Writing recount text and writing diary are similar in their generic structures, retelling past events, and using past tense in making a story.

Teaching English in Indonesia concerns with communicative based acquisition. It contains four basic skills that are usually taught in an integrated way. The basic skills are listening, speaking, reading, and writing. Writing is the skill that involves communicating a message by making sign on a page.

In Islam, writing also considered as one of important skills. Angel Gabriel conveyed a revelation from Allah SWT to Prophet Muhammad SAW related to writing skill. It was stated in the holy Qur'an sura al-'Alaq verse 4-5:



“Who taught by the pen. Taught man what he did not know”.¹

The word “*Qalam*” in verse 4 of sura al-‘Alaq has meaning of the tool to write (pen). It means that pen is used to write, and the result of using pen is written text.²

Based on those verses, Allah SWT explained that He taught human being by pen (*qalam*). Discovery of pen and writing are the greatest gifts from God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of writing and writing itself have important roles.³

In the curriculum of Junior High School, teaching and learning English use *genre*. The term “*genre*” is used to refer to particular text-types, not to traditional varieties of literature. It is type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose.⁴ Diary is one of mediums that can be used to help the students more interested and enjoy in learning writing. By writing diary, they can write and express their feeling, idea, and experience into written form without any pressure.

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 diary becomes a part of people’s life. It is usually done everyday that makes students more familiar in writing a story. Students usually write down on a paper when they experienced an unusual event, such as a funny, happy, or sad story.

According to Keith Johnson and Helen Johnson that were cited on Anny Martya’s thesis, “language learning is a question of habit formation. It believes that habits are formed by practice which is why the repetitive element

¹Mahmud Y Zayid, *An English Translation of the Meaning of the Qur’an*, (Beirut: Dar al-Choura, 1980) p. 459.

²M. Quraish Shihab, *Tafsir al-Qur’an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, (Bandung: Pustaka Hidayah, 1997), p. 98.

³*Ibid*, p. 99.

⁴Rudi Hartono, *Genres of Text*, (Semarang: English Department Faculty of Language and Art Semarang State University, 2005), p. 4.

of drilling is important. By practicing small elements at a time, error would be reduced”.⁵

Writing diary which is usually done everyday becomes a habit for students. By writing diary, they will become more fluent in writing something and reduce in making some errors in writing.

Diary is actually an individual work that is given to students to make them motivated to practice writing continually based on their daily activities. The frequency of practice reporting in writing something in their daily life will improve their ability in writing skill.

The object of the research is the eighth grade students of SMP. They are still in what is called as puberty period. In this period, they have a tendency to be critical and emotional. Sometimes, students need to share their feelings with themselves personally through writing diary. Moreover, what they will tell in diary has the same form with recount text. So they can understand recount text by practicing writing diary.

Based on the statements above, the researcher wants to use diary writing to teach student in writing recount text with the 8th grade students of SMP Nurul Islami Wonolopo Mijen Semarang in the academic year of 2009/2010.

B. Reasons for Choosing the Topic

The researcher chooses the topic because of the following reasons:

1. Writing skill is considered as a difficult skill in learning English for the students of SMP
2. Recount text is chosen as topic because the researcher is interested to know how the student's mastery of write its text
3. Learning writing recount text through the use of diary writing may improve the student's skill in writing its text.

⁵Anny Martya Hapsari, “Diary Writing as a Medium to Improve Writing Recount Text Ability: (An Experimental Research of the Tenth Years Class of SMA 1 Sragen in the academic Year of 2007/2008)”, Thesis of UNNES, (Semarang: Library of UNNES, 2008), p. 3-4, unpublished.

C. Research Question

The research question of the research is to what extent the teaching of writing recount text is effective with the use of diary writing in the 8th grade students of SMP Nurul Islami Wonolopo Mijen Semarang in the Academic Year of 2009/2010.

D. Objectives of the Research

The objective of the research is to find out the extent to which the teaching of writing recount text is effective with the use of diary writing in the 8th grade students of SMP Nurul Islami Wonolopo Mijen Semarang in the Academic Year of 2009/2010.

E. Pedagogical Significance

The result of the research hopefully will give contribution to English teaching and learning, they are:

1. Theoritically

The research will enrich teacher's conception of English teaching and learning technique.

2. Practically

a. For the teacher

It may show the teacher that using diary writing can be an alternative method in teaching writing.

b. For the students

By practicing diary writing, students are able to maximize their ability in writing recount text.

F. Clarification of Keyterms

To avoid misunderstanding, the researcher makes keyterms with specific meaning. They are can be defined in the following:

1. Writing

It is one of the four language skills. It has been characterized as written language. It means that writing is a way to produce language that comes from our thought. It can be written on a paper, computer or other electronic media.

2. Diary writing

Diary is manuscript or typescript kept on a more or less regular basis by individual recording daily events, thoughts and opinion, the weather or almost anything else. In this research, diary writing is a process of writing student's daily activities and experiences in a diary. During the treatment of the research, the students will be asked to write their daily experiences in English through diary. It will be conducted as long as a month as homework.

3. Recount text

When someone writing recount text, means he/she retells his/her experience and what has happened in lives in written form. It is a kind of genre which has social function to retell past events for the purpose of informing or entertaining.⁶ For example is story about holiday.

⁶Rudi Hartono, *op.cit.*, p. 6