

CHAPTER K

INTRODUCTION

A. Background of the Research

English as an international language is taught in Indonesia from Junior High School to the University. Recently, English also is taught in Elementary School level. There are four basic skills to be mastered, those are; speaking, writing, reading and listening.

Tarigan (1994: 3-4) states that writing means to try to produce written messages. There are two reasons why someone writes. Firstly, someone writes to communicate with others. Secondly, it is important for him/ her that he/ she writes, for her/ himself, to clear and to stimulate mind.

. Some of the difficulties associated with the teaching of writing in foreign language classes come from the nature of writing itself. Because writing is an extremely complex activity that requires the writer to demonstrate control of several variable at once at the sentence level include of control format, sentence structure, vocabulary, ides, spelling, pronunciation and formation. Besides that, students also often see writing as a hard work, boring and perhaps because writing is often given out as home work activity, not lot of fun.

Writing can be the form of sentences, text, paragraph, etc. based on the curriculum that is used in that school, there are some kinds of text is

learned by the students in the second grade of Junior High School, they are: descriptive, recount and narrative. But the writer only focuses on recount text.

Based on the writer's pre interview with the English teacher of MTs Negeri Bobotsari, the writer got the information that writing was a difficult skill for the students. It could be seen from the unsatisfactory writing score and some problems that students confront in writing. First, they got difficulties in getting ideas. Second, they could not write smoothly because they did not know what should they write to develop the topic, and they got stuck in the middle of writing. Third, they had difficulties in composing sentence, so the students had no motivation in writing. Besides that, they also still did mistakes in grammar and sentence structure. And the last, they felt bored and find it a hard activity.

Based on the explanation above, the writer will use English diary for teaching writing of recount text. Diary is a record of events, transactions or observations kept diary or a frequent interval especially a daily record of personal activities, reflections or feelings (Peace, 2007: 1).

By using English diary the students can share their ideas and they will not confuse to conduct their paragraph anymore. Besides that, by writing English diary the students can explore their feeling, thoughts and their idea freely without any difficulties because it is their activities what they did in their life.

It seems a good for them use the diary in English to improve their writing ability especially in writing past events. Based on this fact the writer is interested to conduct a thesis entitle “The Effectiveness of English Diary for Teaching Writing of Recount Text”, that hoped it can improve the students’ ability in writing especially in writing of recount text.

B. Reasons for Choosing the Topic

There were reasons why the writer was interested in conducting a research with the topic above;

1. The students got difficulties in getting ideas.
2. The students could not write smoothly
3. The students had difficulties in composing sentences.
2. The writer wanted to know whether or not the use of English diary is effective for teaching writing of recount text.

C. Problem of the Research

Based on the background of the study, the problem of the research can be formulated as follows:

Is English diary effective for teaching writing of recount text for second grade students of MTs Negeri Bobotsari?

D. Aims of the Research

The aim of the research is to find out whether or not the use of English diary for teaching writing at the second grade students of MTs Negeri Bobotsari is effective.