

CHAPTER II

REVIEW OF RELATED TO LITERATURE

In this chapter, the researcher applied some of related theories which are needed to support the researcher's idea namely writing, teaching writing, grammar, tenses, diary, and review of previous study.

2.1 Writing

2.1.1 The Definition of Writing

Writing is an activity that record someone's feeling or idea into written text. Harmer (2007:112) stated that writing is an aidememoire to help students to practice the language that they have been studying. This statement means that writing is essential role in enhancing students ability by practicing in organizing their ideas in writen text. In organizing ideas, the students need to create many sentences so that the stdudents can developpe their ideas in writen text. Therefore, writing is necessary in completing parts of english skills.

2.1.2 The Elements of Writing

The elements of writing are things that the writer should be consentrated with before starting writing. Heaton (1998:135) argued that there are five elements to produce a good written, as following:

1. Language use

Language use means the ability to write correct and appropriate sentences and grammar.

2. Mechanical

Mechanical is the ability to use correctly those convention peculiar to the

written language. eg. Punctuation, spelling.

3. Treatment of content

Treatment of content is the ability to think creatively and develop thoughts.

4. Stylistic

Stylistic is the ability to manipulate sentences and paragraphs, and use language effectively.

5. Judgement

Judgement is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organise and order relevant information.

2.2 Teaching Writing

Writing is one of skills that students should be mastered. This skill is productive skill besides speaking. According to the researcher, writing is different with speaking although those skills are the same productive skill, because when speaker wants to explain their idea to the listener, the speaker does not need to use the right grammar well as long as the speaker and listener has the same universe of discourse or the same understanding about what they are talking about. But this is different with writing skill, the writer have to explain their idea into writing uses the right grammar well in order all of the reader understand what the writer means because sometimes one reader and other has not the same understanding in reading written text. Heaton (1998:135) stated that writing skills are complex and sometimes difficult to teach, because students should be

mastered not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

Based on the phenomenon above teacher should teach and improve students writing skill in learning english. According to Harmer (2007:113) In order to help students write successfully and enthusiastically in different styles, we need to consider three separate issues:

1. Genre

One of our decisions about what to get students to write will depend on what genres we think they need to write in (or which will be useful to them). A genre is a type of writing which members of a discourse community would instantly recognise for what it was.

2. The writing process

When students are writing-for-writing, teacher will wants to involve them in the process of writing. In the 'real world', this typically involves planning what students are going to write, drafting it, reviewing and editing what they have written and then producing a final (and satisfactory) version. Teacher will need to encourage students to plan, draft and edit in this way, even though this may be time-consuming and may meet, initially, with some resistance on their part. By doing so, teacher will helps students to be better writers both in exams, for example, and in their post-class English lives.

3. Building the writing habit

Many students either think or say that they cannot, or do not want to write. This may be because they lack confidence, think it's boring or believe they have 'nothing to say'. We need to engage them, from early levels, with activities which

are easy and enjoyable to take part in, so that writing activities not only become a normal part of classroom life but also present opportunities for students to achieve almost instant success. It is when students have acquired this writing habit that they are able to look at written genres and involve themselves in the writing process with enthusiasm.

2.3 Grammar

Grammar is one of the most important things that the students have to mastered. Because the function of grammar is to make good and understandable sentences or paragraph. Wilcox (2004:23) stated that in a simple sentence, grammar is how a language works. More specifically grammar is the study of system and pattern which operate in language to give meaning to an utterance or sentences.

2.4 Tenses

2.4.1 Present Tense

Present tense is used to indicate an activity that people often do or habitual actions. Murphy (2004:12) stated that people use the present simple to talk about things in general, not thinking only about now. people use it to say that something happens all the time or repeatedly, or that something is true in general.

2.4.2 Past Tense

Past tense is one of tenses that show past even. People have to write their own past experience or activity use this tense. Murphy (2004:20) Very often the past simple ends in -ed (regular verbs) but many verbs are irregular, does not end

in -ed.

2.4.3 Present Continuous Tense

Tense which indicate an activity and time that is doing now called present continuous tense. Murphy (2004:14) stated that people use the continuous for something that is happening at or around the time of speaking. And the action is not finished. people use continuous tenses only for actions and happenings (they are eating/it is raining etc.).

2.4.4 Future Tense

Tense which shows an activity and time that we will do in the future called future tense. Murphy (2004:620) stated that generally we use “will” to talk about the future, we use I'll (= I will) when we decide to do something at the time of speaking.

2.5 Diary

2.5.1 Definiton of Diary

Diary is one a device that its function is to record people's habitual actions, and diary applied in written language to express people ideas. According to Kawaura (1998:235) diary is utilized as a composition written about day by day of hisself or herself as the central character.

In writing english diary people need to use at least four tenses to express their feeling or ideas. People use past tense to write their past experience, use present tense to write their habitual actions or activities, use present continuous tense to write what they are doing now, and use future tense to write their plans or what they hope tomorrow.

2.5.2 Diary as Media

Now days there are some medias that can help people in learning another language. One of media that usually people use is electronic media such as internet. It is easy for foreign language learner to get information or knowledge from this media, they only need internet connection and they can access any websites that deals with the language they want to learn.

Some people use social media to practice their foreign language with their friend even with the native speaker of that language. For example when people learn english they can send message or chat with their friend using english, sometimes they look for the english native speaker in social media for practice their english. It will be easy for foreign language leraner to practice and get more knowledge from social media.

Generally, the theory stated that Internet is a good media to support students write their own writing. According to Harmer (2007:122) now that so much writing is done with electronic media, it may seem perverse to worry about handwriting. Nevertheless, many people around the world still write with pens and pencils, and so we will need to help any students who have problems of legibility. Teachers cannot ask students to change their handwriting style, but they can encourage neatness and legibility. Especially when students are intending to take pen-and-paper exams, such things are crucial.

In this case researcher fasilitates students use a very simple media namely writing in their own books because the researcher wants to avoids the difficulties of using internet. And there are some negative possibilities when the researcher

ask the students using internet, the students attempt to doing some dishonest activities such as cheating each other, copy from another sources even students will be a plagiarism. It makes students become lazier because students will think that it is easy when students copy from any sources. Therefore, the simple way to support the students writing achievement is the resercher use diary in writing their activities. In line with the research questions namely The effectiveness of writing diary in taching grammar, So diary is a suitable media for this research

2.6 How to Teach Grammar Using Diary

To hold the diary writing in the classroom, the teacher should apply pre-writing, writing and post-writing activities.

1. Pre-writing activity

In Pre-writing activity the teacher reviews four tenses(past, present, present sontinuous and future tense) that students have been studying and let the students ask questions which related to the material that teacher explained. After that teacher guides students to gather their ideas included remembering what they did on the day before and what they want to do tomorrow.

2. Writing activity

In this step, the teacher asks the students to make a scratch on a papers about their activities namely pretest, treatment (for experimental group) and posttest. After that students can exchange their work with their tablemate to check the sentences, grammar and spelling whether their work is undertandable or not. As Harmer (2007:113) stated that we will want to involve students in the process of writing involves planning what they are going to write, drafting it, reviewing

and editing what they have written and then producing a final (and satisfactory) version. Thus students may plan, draft, re-plan, draft, edit, re-edit, re-plan, etc before they produce their final version. If students think their work is good, they can copy it to another paper to collect to the teacher.

3. Post-writing activity

In this activity, the students submit their work to the teacher. Then, the teacher check and correct it using the valid writing rubric scoring. Things that teacher should check are format, mechanics, content, organization and grammar and sentence structure.

2.7 Review of Previous Study

In this section, the researcher showed three previous studies to avoid any plagiarism. The first previous study is written by Dhamar Wisdhawan (2014) whose title is “Using Diary to Help Students of Eight Grade to Write a Recount Text”. In his thesis he tries to teach recount text by using Diary as a media to the eight grade students. The result showed there is an improvement of students' score after teaching recount text by using diary implemented. Although the previous study is in line with this study namely using diary as a media but both of them are different, because this study is concern to know whether writing diary is effective or not in teaching grammar and the previous one is concern in teaching recount text.

The second previous study is written by Suci Prihati (2014) whose title is “Teaching Descriptive Paragraph Writing Through Semantic Mapping Strategy at SMP Institut Indonesia”. In her thesis she tries to know the implementation of

semantic mapping strategy at SMP Institut Indonesia and what are the strenght and weakness of that method. Although her thesis is in line with this research namely using writing skill, but the different is the previous one is concern to the implementation of semantic mapping strategy and this research is concern to know the effectiveness of writing diary in teaching grammar. And the previous one uses qualitative method to describe the result while this research uses quantitative to count the result.

The third previous study is written by Mega Desi Ambarwati (2014) whose title is “The Effectiveness of Socio-drama Method in Teaching Reading”. In her thesis she taught reading by using Socio-drama method for Senior High School. Although her thesis is not in line with this research namely teaching grammar, but both of them use the same research design namely experimental design to collect the data and quantitative method to count the result of the research.