

CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language that is important for our lives. That is why many people want to learn. In Indonesia now, English is taught in senior high school, junior high school, elementary school and kindergarten. This shows that English becomes an important subject in Indonesian schools.

Based on the English Curriculum 2004 for senior high school by the end of the program, the students are supposed to master four language skills namely: reading, speaking, listening and writing. The successful result in learning English becomes an important goal that must be achieved by educational system.

Then, if we follow the development of technology recently, it is very clear that written language blows up very quickly. Its application is very widespread in many fields. Many sophisticated devices use written English on their guidance system. In the modern world, written language has a number of functions in daily life, including the following functions: first, action; the signs in public places, traffic symbols, production labels, instructions, etc., second, information; newspaper, magazine, non-fiction story, advertisement, politic pamphlets, scientific paper etc., third, entertainment; fiction story, poetry, plays, film scenario, newspaper feature, etc.

Many kinds of writing are needed in business administration, secretarial work, business letter, journalism, literature, etc. which demand people to master writing skill, but there are few people who are able to fulfil. Although basically writing is a way to express idea or opinion it needs regular practice and special treatment as the most important way to develop writing skill. Ferguson and Nickerson (1992:4) said that writing is not acquired

through study but practice. Byrne (1979) also said that writing is regarded as the most difficult activity, the teacher has to teach writing in such a way that the students can see the great goal of it and make measurable progress through the performance of realistic and relevant task.

At senior high school, there is a specific time to teach writing. Many English teachers always presents writing activity by asking the students to write a text without giving a technique how to write it easily. Consequently, most of the students become passive and afraid of making mistakes while writing the text. This is because there are many words that the students do not know how to translate the words in English in order to encourage them to have strong motivation in writing.

However most of the students still have difficulty in understanding English, Even they have got the English lesson in the previous level (Elementary school and Junior High School). It is too difficult for them to communicate in oral or written form by using English. It can be many factors. One of the factors is in teaching-learning process especially for writing. In learning process in the classroom, the previous problem is the actual causes of student's difficulties in the Senior High School to develop a topic, where they are often influenced by fear to make mistake in grammar, limitation of vocabulary not be able to develop a coherent composition, etc. besides the teacher himself who is not able to give various techniques in teaching writing skill.

The ways of teaching writing are usually monotonous and still in traditional way. The teacher is not able to give the techniques that make the student's interest in writing. Writing skill carried out at school still have the weakness. One of the weaknesses is the way of teaching because the teacher usually has no variation, cannot stimulate the students and has less frequency of writing. The teacher usually ask the students to make paragraph when they

are not interested the topics and also lets them doing their task even they cannot start or finish their writing.

According to the writer, students are not interested in the topics and also let them doing their task even they cannot starting or finishing their writing. Here teacher are challenged to be more creative to make learning process more fun and motivated.

One of other techniques that enables student to encourage a writing habit and to develop fluency as well as to improve student's motivation and attitude toward writing is diary writing.

Diary writing is also called as journal writing. Journal writing is another innovation in writing classrooms has probably been the most widely used and successful activity during the last decade. It has grown from an adjunct activity to a fully integrated part of the writing class. Journal is note book that someone keeps to record daily thoughts. Usually it contents of one's personal writing of feelings, activities and experiences that he/ she writes everyday.

Ken Autrey (1986) suggests, journals are a valid genre in themselves and should not be marginalized as simply diaries. Journal can be used as opportunities for students teacher dialogs; as places to record notes, gather materials, and plan writing; and for write to learn activities that stress metacognition (that is, writing to discover what the student has learned, and reflecting on the processes of learning to learn). Moreover, a journal is that they engage students in non threatening exploration and development of ideas: they are" the most consistently effective tool for establishing fluency".

Journal are typically of two types: '*personal journal* in which learners write diary like accounts of day to day experience and thoughts and '*intellectual journal*', in which students reflect on readings, lectures, class discussion, their own ideas, or their ongoing writing process. In this technique the teacher will give theme to the students' writing, the theme is "*unforgettable experience*" so, the students can practice (do their work) and develop the topic

and also composition of their writing without, ignore the grammatical errors for a while mainly to build the students courageous of writing with thirty to forty five minutes based on material individually.

The writer choose this technique because of an assumption that Diary writing can improve student's writing skill as well as such other outcomes, such as improved students' creativity so, make them to be more courage and expressive to their ideas.

B. Problem of Study

Based on the above background, the writer formulates the research questions as follows:

1. How does the teacher use the diary in teaching writing on the tenth year student of SMKN 9 Surabaya?
2. What is the advantages of teaching writing by using diary on the tenth year student of SMKN 9 Surabaya?
3. What are the difficulties in teaching writing by using diary for students of SMKN 9 Surabaya?

C. Objectives of the study

Based on the research question above, the objectives of this study are to investigate:

1. How the teacher uses diary in teaching writing on the tenth year students of SMKN 9 Surabaya
2. The advantages of teaching writing by using diary on the tenth year students of SMKN 9 Surabaya

3. The difficulties by the teacher in teaching writing on uses diary on the tenth year students of SMKN 9 Surabaya

D. Significance of the Study

This study is conducted in order to find out that using diary will be an alternative teaching approach to achieve the successful learning. It will give benefit, for both teachers and students. For teacher, it will be information that using diary can make the teaching learning process meaningful and motivating. Teacher will find the solutions to overcome many problems, which are probable arisen. For students, it will be more courage and expressive to their ideas and to get the way in learning especially in learning writing.

E. Scope and Limitation of the Study

The scope of this observation will be focused on implementing “Using Diary to teach students’ writing ability. The limitation of this research is the students in nine graders of Senior High School with the assumption that they need more exercises and expected to be able to make a paragraph in narrative, and also to develop their writing ability.

F. The Definition of the Key Term

To make this study more understanding, this study the following definitions are as follow.

1. Writing

Writing is one of the four language skills that are taught in senior high school. According to Byrne (1979), Writing is a production of graphic symbols that have to be arranged according to certain convention to from words have to be arranged to from the sentence.

2. Writing skill

According to Byrne (1979), Writing skill is the ability on writing that is not only the ability in writing of symbols of printed, but it also the ability in writing the composition in a good order and so to act of stating ideas, thought, feeling, experiences, and even imagination in written form or paragraph.

3. Diary

According to Ken Autrey (1986), Diary is private book which contents of one's personal writing of feelings, experiences, activities and ideas that writes orderly about naturalness and honesty that written in order.