

**WRITING DIARY AS AN ALTERNATIVE ACTIVITY IN IMPROVING
STUDENTS' WRITING RECOUNT TEXT
AT SENIOR HIGH SCHOOL**

PAPER

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ABSTRAK

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Salah satu bahasa asing yang dipelajari di Sekolah Menengah Atas di Indonesia adalah Bahasa Inggris. Para siswa di ajarkan empat macam kemampuan dalam Bahasa Inggris, salah satu diantaranya yaitu kemampuan menulis. Tujuan pembelajaran menulis adalah untuk membuat siswa mampu menulis dengan baik dan benar dalam bentuk paragraph ataupun dalam bentuk esai. Salah satu cara alternatif agar siswa mampu menulis dengan baik dan benar adalah dengan teknik menulis diari. Oleh karena itu makalah ini ditujukan untuk pembahasan teknik menulis diari dalam proses belajar mengajar menulis di sekolah.

Dalam menulis diari, siswa dapat meningkatkan tata bahasa baik dan benar dan juga dapat menambah pembendaharaan kosa kata nya. Siswa dapat menulis diari berdasarkan rentetan kegiatan yang mereka lakukan mulai dari pagi hari sampai malam hari. Hal pertama yang di lakukan siswa dalam menulis diari yaitu, membuat urutan kegiatan mereka dari pagi sampai malam hari lalu menggabungkannya dengan menggunakan kalimat dan tata bahasa yang benar. Penggunaan tata bahasa tergantung pada saat mereka melakukan kegiatan tersebut.

Menulis diari adalah salah satu alternatif kegiatan menulis yang dapat membantu meningkatkan kemampuan menulis para siswa. Dengan menulis diari, siswa dapat mengembangkan ide mereka dengan mudah, dan pemahaman mereka terhadap salah satu jenis teks yaitu Recount teks dapat dipahami dengan mudah. Menulis diari juga dapat mempermudah para siswa dalam mengembangkan tulisan mereka. Hal ini karena, topik yang digunakan dekat dengan kehidupan sehari-hari para siswa. Siswa pun dapat menuangkan perasaan dan pengalaman pribadi mereka ke dalam diari. Oleh karena itu, menulis diari dapat menjadi salah satu alternatif kegiatan dalam meningkatkan kemampuan menulis para siswa. Dengan adanya kegiatan menulis diari, kegiatan menulis akan menjadi menyenangkan. Selanjutnya, kreatifitas para siswa dalam menulis akan meningkat karena apa yang mereka tulis dekat dengan kehidupan mereka sehari-hari.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the foreign languages that are taught in schools, especially at Senior High School in Indonesia. The purpose of teaching English is to require students to know and able to use English in their daily life. Practically, Senior High School students are taught four skills in English. They are speaking, listening, writing, and reading. Among these four skills, it can not be denied that writing is indeed a very difficult skill to master even on one's language.

Taylor (1980) states that there are two things which make writing becomes difficult. The first one, writing is a language skill that requires sufficient linguistic knowledge such as spelling, diction, and word order. The other difficulty is writing depends on non-linguistic organizational skills that encompass various kinds of knowledge like knowledge of topic, supporting sentence, chronological order, and etc. Meanwhile, Barret and Stubbs (1990) view that writing is a physical act. It requires continues and extensive practice because not all people are born to be a good writer. It clears that people need any effort to learn how to write if she or he wants to be able to write any paragraph or passage.

In teaching and learning English for writing skill, students are taught to compose and writing paragraph or essay. Students are hoped to be able in organizing a paragraph or essay in good sentences with appropriate contexts and correct grammar. Unfortunately, students often tend to have some difficulties

when they do writing. One of them is the difficulties in transferring their ideas into a paragraph or essay. They may face psychological problems which require them to write their own words without possibility of interaction. They also may have linguistic problems. They are difficult in organizing the sentences and combining each sentence to other. Cognitive problems may also happen to them. It occurs at the time when they should pay attention to the process of interaction and learn certain structures in writing.

That is why an alternative activity is needed to attract students' desire to write. According to Ilona (1991:9) "Writing means having students write about what they are interested in and know about, but the most especially, is about what they are really want a reader to know". An alternative activity that is needed is the activity of writing diary. Writing diary may make students encourage writing since the topic and idea are close to their daily life and related to what they are interested in. It will help them to transfer ideas and link each sentence to another since what they are going to write is related to their own activity and experience.

On the other hand, the activity of writing diary can also improve students' vocabulary and grammar. They will be able to use correct tense and grammar. They also pay more attention in their word dictions which naturally can improve their vocabularies. Writing diary can also be useful in improving students' text comprehension, especially for recount text. Students' writing will consist of last activities which become a part of recount text. It means that in writing diary students will also learn about recount text. Besides that, the topic and supporting idea that are going to tell may drive naturally then. It is because the activity of

writing diary refers to students' own activity and experience that they get involved in and feel it. In short, students may feel desire to start writing.

This paper discusses the activity of writing diary as an alternative activity in improving students' writing recount text. The goal of activity of writing diary for students is to make learning writing effectively. It is also intended to make students have desire to write, and finally students' writing skill significant improved. Finally, students' comprehension in understanding recount text will be better during doing writing diary activity.

B. Formulation of the Problem

The problem is formulated as follows: "How can writing diary be an alternative activity in improving students' writing recount text?"

C. Purpose of the Paper

This paper is aimed at discussing the activity of writing diary in learning writing, especially for recount text comprehension.

D. Significance of the Study

This paper can be useful for English teachers who have some problems in encouraging students' desire in writing. Using this activity of writing diary will help the teachers in improving students' writing skill at Senior High School, especially for recount text comprehension. In short, the writing teaching learning process may go effectively.