

**USING DIARY IN TEACHING WRITING RECOUNT
TEXT AT JUNIOR HIGH SCHOOLS**

Paper

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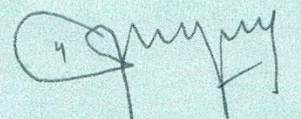
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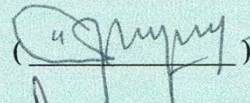
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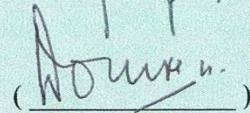
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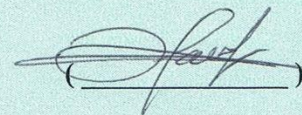
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ABSTRAK

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Teks recount merupakan salah satu keterampilan yang harus diajarkan pada mata pelajaran bahasa Inggris di SMP. Pengajaran keterampilan menulis ini bertujuan agar para siswa mampu mengembangkan ide, pendapat, pemikiran dan perasaannya secara logis dan berstruktur dalam bahasa yang baik. Namun kenyataannya, banyak siswa mengalami kesulitan dalam menulis sebuah teks berbahasa Inggris. Hal ini disebabkan oleh beberapa faktor yaitu: siswa memiliki kesulitan dalam mengembangkan ide, siswa masih ragu dalam menentukan struktur dari teks, dan sedikitnya kosa kata yg di miliki oleh siswa.

Untuk mengatasi permasalahan tersebut, guru sebaiknya menggunakan media yg menarik yang bisa mempengaruhi proses belajar siswa lebih efektif dan efisien. Tidak hanya itu, media ini akan membuat siswa termotivasi dalam menulis teks recount. Media yang dapat digunakan dalam pengajaran menulis teks recount adalah *diary*. *Diary* merupakan salah satu media alternatif bagi siswa dalam menuliskan kegiatan mereka sehari-hari atau pengalaman yang pernah mereka alami yang sesungguhnya adalah sebuah teks recount. Ada tiga tahap pengajaran dalam menggunakan media *diary* ini yaitu: *pre activity*, *whilst activity*, dan *post activity*. *Pre activity* merupakan tahap awal yang difokuskan pada pengenalan teknik yang akan digunakan. *Whilst activity* merupakan tahap dimana siswa bekerja dalam kelompok untuk mengaplikasikan media *diary* dalam menulis teks recount. *Post activity* merupakan tahap akhir bagi siswa dalam menghasilkan karangan recount dan juga penilaian terhadap karangan yang dihasilkan siswa.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is an essential subject to be taught in every grade of school in Indonesia. It is the international language that has to be mastered by the students. By mastering English, they will get some advantages, such as: they can communicate to the people all around the world, and it will be easy for them to get a job. Nowadays, English becomes a compulsory subject in junior high schools, senior high schools and university. It has become a compulsory subject for a long time.

Moreover, English has been taught at some Elementary schools. In some elementary school English become subject that is taught from first to sixth grade, in elementary school speaking and reading become the most skill of English which taught. At junior high schools writing, speaking and reading become the most skills of English that is taught in the class, the students need to master kinds of text which are given to the students. All skill including listening, speaking, reading and writing taught to the students in senior high school, and at the university the student would learn English in specific purposes, it depends on field of major that is taken by the students.

Thus, it is very important for students to master English both in oral and written forms. The students are expected to master the four language skills namely listening, speaking, reading and writing in order to prepare them to face any change and challenge in the global era. Those skills are interrelated from one to the others and should be learned communicatively and integratively.

In Junior High School, based on School Based Curriculum (KTSP) the students are expected to be able to communicate in English. In making the students enable to communicate in English there are four skills that have to be mastered. They are speaking, reading, listening and writing. The students have to know and master each skill. Among the four skills, writing is one of the skills to be learned by the students. By writing, the students can express their thoughts, ideas and feelings to the readers. It is a recording process or to put a message into word (Bryne, 1993: 138). For this purpose, the students need to know how to write well and effectively.

However, most of the Junior High school students are not interested in writing, because writing seems difficult for them. The ability to write is still poor. Writing is difficult because of some problem, such as organizing ideas, vocabulary, spelling, cohesion, punctuation or coherence of the essay/paragraph.

According to Brown (2001), writing is the most difficult subject because in writing there are several rules that have to be mastered by the student, such as they have to consider the choice of words, spelling, grammar, and also punctuation.

Because writing is one of the most complicated and difficult skills for the students, junior high school places the writing skill becomes one of the skills that have to be stated in curriculum. Based on Curriculum 2007 that is known KTSP, junior high school students are expected to be able to communicate in English well both oral and written forms. The curriculum also implies that writing should be taught by using Genre-Based approach. The students are introduced to reading texts about social function, generic structures, and grammatical features explicitly. They are expected to be able to write their own texts with the right order of generic structure and the correct use of language features of the text.

Based on the writer teaching practice experience in SMPN 18 Padang, it was found that many students got difficulties in producing the texts including recount text. Mostly the difficulties faced by the students related to the generic structures and grammatical features of the text. They did not know which one is called orientation, events or re-orientation. Moreover, they did not know how to use the appropriate tense and conjunction.

The next problem is the students were lack of vocabulary. They do not really pay attention to the vocabulary. While the teaching and learning process is in progress the students were lazy to look for the meaning of a word in the dictionary. That's way they have a little vocabulary. So, when they had a writing chance they did not know what they were going to write

The third problem is the students were afraid of making mistake. It is usually happen because they were afraid of their teacher's anger about their fault while teaching and learning was in progress. Even though they had an opportunity to write, they did not want to take the chance to write something new, they would write something that they had seen in their book.

It was also difficult for student to explore their idea in writing, when the teacher asked them to write something new they will confuse about what they were going to write, this situation would make them stuck and the class become crowded because they would see what their friend write and starting cheat their friends' work.

The next problem is the students were lack of motivation. The lack of motivation could be seen from the student's attitude in teaching and learning process. The motivation is from inside the student's itself and also from their environmental. The students did not have motivation inside their self because they thought that English is a boring subject and they also did not realize how important English for them. From the environmental, the students were lack of motivation is influenced by their parents, their teachers and also their friends. In the situation where the students were ignored by their parents, the techniques that was applied by the teacher is monotone and also their friends who were not supporting them to study English, they would decrease the students motivation in learning English.

. Actually, in teaching writing the teacher can use variety techniques that make their students interested in learning writing. In teaching writing, the teachers can choose the technique that is appropriate to use in their classroom.

Junior high school students have been learning five kinds of texts namely *descriptive, recount, narrative, procedure, and report text*. These kinds of text are taught from the year seven up to year nine, but the kind of the text used are different based on the student's level. For year 7th, the texts are descriptive, procedure and recount, for year eight are descriptive, recount and narrative, and for year 9th are descriptive, narrative, recount, procedure and report (curriculum 2007).

A recount text is a kind of text, which is used to retell event for the purpose of informing or entertaining the audience. In other word, the purpose of recount is to list and describe past experiences by retelling them in chronological order. Moreover a recount text consists of generic structure and grammatical features. Generic structure is the structures or points which build the entire text and language features is the grammatical of the sentences. Generic structures of recount are orientation (background information about who, where and when), events and re-orientation (a closing statement). Beside, a recount text also has grammatical features such as focus on specific participants, use of material processes, circumstances of time and place, use past tense and focus on temporal sequences.

Based on the explanation of several English teachers, most of the students have problems in writing a recount text. They get problem or difficulties in writing this text because they have to consider the generic structure and grammatical features of the recount text, such as using appropriate tense, vocabulary, spelling, the time sequence of the text. In addition, the students sometime get difficulties in expressing ideas. These make their writing result too short and not as expected by their teacher. In vocabulary, they tend to use some word many times and translate them from Bahasa Indonesia into English. Moreover, they also get problem in using punctuation.

Based on the problems above that faced by students; the students got difficulties in producing the text because they confuse about the grammatical features of the text, the next one is the students were lack of vocabulary, the students did not have much vocabulay in producing a text, the third problem it was also difficult for the students to explore their idea, and next one is the students were lack of motivation, the last problem is the student are confusing about the tima sequence of the recount text;. The problem will be solved by using Diary in teaching recount text because the students are not the passive but also the active one. Diary will be easier and help students in getting idea, opinion, motivation, time and remain about vocabulary will be writtten. So it can be more interesting and enjoyable.

B. Limitation of the Problem

Based on the background of the problem in this paper is limited to the use *Diary* in teaching recount text at Junior High Schools.

C. Formulation of the Problem

The problem of this paper can be formulated as follow: “how does a teacher use *Diary* to teach Recount text”.

D. Purpose of the Paper

The purpose of this paper is to show the procedure of using diary in teaching recount text to junior high school students.