CHAPTER I
INTRODUCTION

For the purpose to provide clear understanding in conducting this study, the researcher discusses several topics such as background of the study, statement of problem, purpose of study, hypothesis, significance of study, scope and limitation as well as definition of key terms. Each section is presented as follows.

1.1 Background of Study

In teaching English, it compiles four skills such as writing, speaking, reading and listening. Writing and speaking are well-known as productive skills. Meanwhile, the rests of them are called receptive skills. Those four skills are related to each other and they work together encouraging students to communicate in their daily life with a correct structure of English.

Writing is considered as an essential skill in teaching and learning English. It involves students’ creativity and confidence in expressing their ideas, feelings and thoughts into a written form. Crème and Lea (2003, p. 5) have stated, “Writing consists of words and these words are put together in particular formations to make sentences”. It means that students only need to write down a group of words that appear in their brain. The problems are students do not have enough self-confidence to express their idea. Other than that, to have a good writing product, they are afraid of making mistakes.
Making a mistake could be a factor that hampers students in expressing their ideas. According to Leki (2010, p. 9), “It does not have to be perfect so don’t worry about grammar, spelling, punctuation, or other details yet”. Thus, whenever students have an idea, they should write it down without wasting too much time.

In writing, especially diary, students do not need to be worry that their work is wrong in the grammatical context so automatically their confidence in writing academic will increase. Besides, the researcher believes that pouring what students feel into a diary is very fun since commonly people feel shy to share their problem to the others. Yliopisto (2014) stated that if students write diary, they could replicate their understanding to the material given by the teacher in the class and become more conscious of the teaching and learning process. Hence, students might write what they feel freely without any doubts.

In the previous research which has been done by Mahanani (2005) shows that diaries could be used to improve students’ writing skill and effective to be used to improve the students’ skill in writing. However, her study did not give the clear correlation yet between students’ habit in writing diary and students’ achievement. She did not prove yet about that correlation. Thus, the researcher would like to investigate deeper on that study.

Finally, for the purpose to investigate more about the correlation between students’ habit in writing diary and students’ writing achievement, the researcher is attracted to conduct a study entitled “The Correlational Study between Students’ Habit in Writing Diary and Students’ Writing Achievement”.

1.2 Statement of the Problem

Based on the background of study above, the problem is formulated as follow:

1. Is there any correlation between students’ habit in writing diary and students’ writing achievement on the second year students of SMP N 1 Belik, Pemalang, Central Java?

1.3 Hypothesis

The researcher provides a tentative answer in the norm of hypothesis in order to answer the statement of the problem above:

1. Null hypothesis (Ho): there is no positive correlation between students’ habit in writing diary and students’ writing achievement on the second year students of SMP N 1 Belik, Pemalang, Central Java.

2. Alternative hypothesis (Hi): there is positive correlation between students’ habit in writing diary and students’ writing achievement on the second year students of SMP N 1 Belik, Pemalang, Central Java.

1.4 Purpose of Study

In relation with the problem stated above, the purpose of study is:

1. To investigate the correlation between students’ habit in writing diary and students’ writing achievement on the second year students of SMP N 1 Belik, Pemalang, Central Java.
1.5 Significance of Study

Theoretically, the result of this study is expected to give information for the teachers about variation in teaching writing. They would know what they should do to conduct the best way to increase their students’ writing achievement. Meanwhile, students might understand about how to construct a simple sentence, complex sentence or even compound sentence so their writing skill could be improved.

Other than that, practically, this study could help the teachers to organize the teaching and learning activity especially in writing and hopefully the students’ achievement could increase significantly by asking them to write diary at home. For students, the researcher hopes the result of this study could give an encouragement to fill their time by writing diary that help them improve their writing skill in the classroom. Also, the result of this study is expected to give contribution for the next researchers who want to conduct a similar research with different topic.

1.6 Scope and Limitation

Dealing with the scope of the study, the researcher focuses on the correlation between students’ habit in writing diary and students’ writing achievement. Meanwhile, the researcher limits his study on the second year students (seven classes that consist of 266 students) of SMP N 1 Belik, Pemalang, Central Java.
1.7 Definition of Key Terms

The researcher gives the definition of key terms in order to avoid the ambiguity and misunderstanding of terms used in this study. Those operational definitions are as follows.

Correlational study: It is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently (Creswell 2012). In this study, correlational study is a study providing a numerical estimate the correlation coefficient about the relationship between two variables.

Habit: It is person’s usual behaviour (Longman 2000). In this context, habit means students’ daily activity that they do in particular time regularly.

Writing: It is a skill that is required in many contexts throughout life (Bowker 2007). In this case, writing is an activity of visualize the ideas into written form. It could be academic term as well as the daily one.

Diary: Diary is a book for daily record of events in one’s life (Longman 2000). Usually it is produced by students everyday at the end of the day.

Achievement: Achievement is the status of the subject-matter knowledge, understanding and skills at one point in
time (Linn 2009). In this study, achievement means school grade or score that given by the teacher to measure the result of students’ learning activity.

Following this section, chapter two would like to review some related literatures which are needed to expand researcher’s understanding and support the theoretical views of this topic. In the chapter two, the researcher discusses about teaching English in junior high school, teaching writing, diary, type of diary, the effectiveness of diary to improve writing skill and related study.