

CHAPTER I

INTRODUCTION

A. Background

Teaching writing is the process of interaction between students and a teacher in the classroom that results in written production. Writing stands as an act of interaction that present in a written form and it could be read by a reader (Chan, 1986). The primary objective of teaching writing is to achieve linguistic, communicative, and cultural competences (Malyuga, Litvinov, & Panicheva, 2016). Firstly, linguistic competence shows the fact that in writing class, a foreign language is used to write, it is aimed to make students could compete with today's requirements, students are aware that English is an international language. Second, communicative competence reveals when students organize their ideas into a written form, they express their view toward things and express their attitude in written form. Last, cultural competence requires students could express their ideas in a good manner, analysis, comparison, and evaluation of the facts and events that they revealed. Those three competences can be acquired by EFL students through the activity of journal writing.

A piece of writing transfer the intended information and build a succesfull communication to the reader. Students' writing has to convey a message wich could be catched by the reader. In indonesian context, EFL students are not confident to express their ideas to others, moreover they tell it in English (Aininna, 2014). Moreover, in this study the researcher found the problems that the students were difficult to express their ideas in written form and organize the ideas in one genre text.

Journal writing method has been investigated in many empirical studies in Indonesian EFL context. There are a reserach by Hapsari, Santosa, & Asib (2018) the implementation of dialogue journal writing provides a successful result to writing activity in the aspects of interaction, attitude, and motivation. Next, a research by Aininna (2014) she found dialogue journal writing improves students' writing of personal letter in terms of sentence variety and the quality of the expressions. In other EFL context, DJW becomes a method that makes learning writing process constantly focused on students centered orientation (Auerbach,

1999; Isserlis, 1996, Mehrdad, 2008), students are allowed to express their thought based on their experience (Myers, 2000 cited in Dabbagh, 2017), and to improve students reflection toward language (Hashemi & Mirzaei, 2015 cited in Dabbagh, 2017).

Unfortunately, in writing class at Senior High School, where the present research was carried out mainly in writing recount text class. DJW has not been implemented in any context of teaching. Dialogue Journal Writing has been used in Indonesian context, such as at one Indonesian school in Cianjur, Hapsari et al, (2018) used the method of dialogue journal in their study. The study tried to explore how DJW effectively become a method that allows student freely express their ideas and doing a reflection on their learning activity. On the other hand, this study revealed how the challenges faced by the teacher in the process of applying Dialogue Journal Writing in recount text writing classroom. Another research by Dabbagh (2017) in Iranian EFL students, the study investigating the effect of Dialogue Journal Writing on writing performance as well as its sub-component which are content, organization, vocabulary, language use and mechanics. In the conclusion, he conclude there were an improvement in sub-components content, organization, and vocabulary. However, on language use and mechanics of writing performance did not show a significant effect by using Dialogue Journal Writing. In addition a research by Peng (2007) mentioned that dialogue journal writing can be used to practice and transfer learners' lexical knowledge into real and purposeful language use. The study, revealing dialogue journal writing significantly affected the vocabulary of students writing performance.

Because Dialogue Journal Writing is a journaling activity that can express the writer's experience, writer's reflection toward things, and practice and transfer writers' lexical knowledge. Those aspects are similar to the characteristics of recount text such as telling writer experience in the past, giving personal comment to the event that has happened. In addition, Dialogue Journal Writing effected to students' writing performance as well as its sub-component. The difference of the previous research with this researcher is that; this research focuses on the implementation of Dialogue Journal Writing to students' writing of recount text. This research will try to investigate the process of Dialogue Journal Writing in

teaching recount text writing and find out in what aspects of students' writing that improved.

Therefore, this present study tries to investigate how does the process of using Dialogue Journal Writing in writing recount text classroom? And what aspects of students' writing that improve by using Dialogue Journal Writing. The researcher will do the research in Senior High School Al-Ashdariyah Garut. This study explores how DJW enhances students' writing ability.

B. Research Questions

Based on the background above, research questions are formulated as follows:

1. How is the process of using Dialogue Journal Writing to improve EFL students' recount texts?
2. How is the improvement of students' writing ability in recount text by using Dialogue Journal Writing?

C. Research Purposes

The purposes of the research are formulated:

1. To observe the process of using Dialogue Journal Writing on EFL students' writing recount text, and
2. to find out the improvement of students writing ability in recount text writing by using DJW

D. Research Significances

This study is expected to become one of the alternatives and the information about a teaching technique to improve student's writing ability by using dialogue journal writing that provides a close approach to language learning. This research gives significances:

Practically, this research could contribute to the teacher to consider a student's writing ability and determine the best strategy in teaching writing. This dialogue journal writing can be used in teaching writing, in which the teacher make conversation with student in writing forms.

Theoretically, this research could be a piece beneficial information by using Dialogue Journal Writing as a method to improve students' writing ability.

E. Rationale

For many English learners, learning to make good writing in English is much more challenging than learning to speak fluently (Beare, 1997 cited in Wibowo, 2013). Students have difficulties in revealing their ideas in their writing. The students' confusion about writing is due to several reasons. Firstly, it may be caused by several aspects of writing which need to be considered by writers, such as the system of genre, which requires writers to employ different structures and features according to the purpose of their writing and other systems of language which demand writers to perform the correct grammar, linking words, vocabulary usage, and many other systems. Secondly, writing is not an easy task for it brings along some vexatious characteristics, which include permanence, production time, complexity, vocabulary, and formality (Brown, 2004).

Recently, the journal takes place in a pedagogical model that stresses the importance of self-reflection in students' taking control of their own. According to Payton (2000) dialogue journal writing is written communication between learners and a teacher (or other writing partners) who communicate regularly daily or weekly at educational settings (Aininna, 2014). The type of this method is relaxing, informal, and intimate student-teacher's interaction. Several advantages using dialogue journal for a learning process are:

- Learners have a chance of using writing as a “thinking” process.
- Teachers are better equipped to meet students' individual needs.
- Teachers are acquainted with students' learning progress.
- Teachers are acquainted with students' affective states

According to Brown (2004), Journal Writing has important pedagogical purposes, such as allowing the system of writing, doing writing as a process in the brain, individualization, and interaction with the teacher. Auerbach, 1999 cited in Rana (2018) in ESL or EFL writing class Dialogue Journal Writing has a main purpose in which students are able to write something for communication as well as students allowed to deliver their thoughts, experiences, reaction to texts, or giving their point of view for issues that importance in their age. Then, the teacher responses to the content of students' writing by providing teachers' ideas, experiences, reactions, and correction for incorrect usage. The topic of this

journaling activity is depends on students and teacher decision based on the purpose, students' interests, and school syllabus. Based on the theoretically explanation above, the writer would like to use Dialogue Journal Writing to improve students' writing ability.

In the process of writing, the writer has to decide what kind of genre text that he or she want to write. According to Harmer (2004), " Different kinds of writing have their norms that present in a genre text". In various genre text in writing, each genre text has different content structure and language use. Several kinds of text have to be mastered by EFL students, in terms of producing and distinguish of each type of text. In Senior High School, students taught several kinds of text such as descriptive, announcement, recount, procedural text, and exposition analysis. Based on the writer observation and interview with the English Teacher of the reserach site, this study will focus on the recount text genre. Recount text writing must teach based on the syllabus in the school, by means Curriculum 2013 in eleven grade of Senior High School. According to Anderson and Anderson (2002:3) cited in Yusnita, Sada, & Novita, (2012), Recount text is a text which describes past activity by revealing events in chronological order. The purpose of recount text is to retell the writer or the other events to inform and entertain the reader. The generic structure of recount consists of three parts; (a) the setting or orientation – base information telling who? when? where? why? (b) Events which describe and identify the past experience in chronological order (c) Re-orientation, conclusion by giving personal comments regarding the events. A recount has language features such as; (a) use nouns and pronouns to identify people, animals, or things (b) use past action verbs, (c) use past tense, (d) use conjunctions and time connectives, (e) use adverb and adverbial phrase assign a place and time (f) use adjectives (Saragi, n.d. 2014). Furthermore, Recount text can be formed as a personal recount (such as biography), factual recount, or imaginative recount (Yusnita et al., 2012).

F. Previous research

There are types research regarding dialogue journal have been conducted by researchers:

First, the research completed by Hapsari, Santosa, & Asib, (2018), they conducted the analysis of Dialogue Journal Writing in writing class for the teacher

activity and students' reflection toward writing. The students also tested to express their ideas freely in a good atmosphere. From the research, it was found that DJW allows a teacher easily observe students' writing progress and their background, although the teacher needs more spending time to reply and respond to students' journal. The implementation of DJW provides a successful result in the aspects of interaction, attitude, and motivation.

Second, the research completed by Aininna (2014). The research indicates that student's writing performance through personal letter by e-mailing on Facebook. The researcher uses dialogue journal as a method of the learning process for students' writing improvement. As the result, dialogue journal improves students' writing of personal letter in terms of sentence variety and the quality of the expressions.

The third is, the research was completed by Dabbagh (2017) in Iran. The experimental and the control group have significant differences in learning writing after Dialogue Journal Writing. The sub-components that improves students' writing are content of writing, organization, and vocabulary. Dialogue journal writing contributes to develop the content of students' writing, performance of grammar and improve students' mastery of punctuation, spelling, and mechanics of writing.

The next previous research is the research by (Thevasigamoney, Yunus. 2014) used e-mail a medium of dialogue journaling between the teacher and students. EDJW (E-mail Dialogue Journal Writing) in this research provided to gifted students with the risk of learning is tolerated, their ideas are cherished and the environment should encourage them. The result showed writing anxiety among gifted learners have reduced after the treatment of EDJW.

In other research, dialogue journaling used to promote writer reflection. The research showed journal writing moves into the realm of critical reflection with some characteristic such as 'perplexity, hesitation and doubt' (Dewes, 1933 cited in Boud. D, 2001). The researcher conclude that journal writing in assessed work has a powerful influence and the extent to which writers can engage critical reflection.

The difference of the research above with this researcher is that; its focuses on the implementation of Dialogue Journal Writing to students' writing of recount text. This research will try to investigate the process of Dialogue Journal Writing in teaching writing to improving students writing ability and this research try to find out in what aspects of students' writing that improved. Therefore, the conclusion of this research is either Dialogue Journal Writing could improve students writing ability of recount, or not.

