

# **CHAPTER I**

## **INTRODUCTION**

This chapter comprises background of the study, Formulation of the Research Problem, the Purpose of the Study, Significance of the Study, Definition of Key Terms and Organization of the Study.

### **A. Background of the Study**

Teaching writing is important because writing always related to language ability which is students use the language creatively and product their writing. Through writing, students can inform others, make a transaction, persuade the readers, and tell what they feel. Also, writing is primary basic upon with work in future, learning, and students' intellect will be judge in school, workplace, and in the community. Therefore, to develop students' writing ability they have to write often and repeatedly. Students need more exercise in writing in order to be a capable writer.

In fact, teaching writing in school is still marked to be the most complex and difficult compared to the three other skills, i.e, listening, speaking, and reading. Teacher views that in the writing class students' activity cannot be measure because they should write and conducting their own idea, sometimes they were very crowded and during the teaching process they tended to become passive. It is different when speaking class that students are mostly actively involved. Many writing teachers may also just place writing in the end of the instruction or to students' homework. So that

students have no opportunity to get the feedback from the teacher of their writing task.

Teaching writing should be improved to the causes of judgment that writing was one of the things placed to the end of the teaching unit or to homework. It needs some new activities implemented in order to make teaching writing more attractive for students. Teaching writing can be settled up to be communicative activity that is of course in a written form. It is suggested to be more relaxed mode in teaching writing, besides usually students are tended to become worried to speak orally. So writing can be enjoyable while the students express their feeling, what they want to write through writing.

The writer found the same problem as explained above and she decided to conduct a study at MAN 1 Tulungagung. The study was conducted to improve the students' achievement in writing and of course to reduce the students' difficulties in the teaching writing. Based on the result of the students' pre-test in the preliminary study accompanied with the teacher's interview, the problem was found in X-Language class at MAN 1 Tulungagung. The problems are: (1) in terms of the students' comprehension in teaching writing, they have a problem in vocabulary mastery. This problem caused the students' score of writing were mostly under the Minimum Mastery Level of learning. (2) And in terms of the students' attitude during the teaching and learning process, the problems were come from the students' attention that they were not interested in teaching writing activity and they tended to

become passive. The students tended to keep silent when the teacher explained in front of the class, although they did not understand too much concerning the subject, they did not want to ask questions to the teacher.

Based on those problems, some improvements are needed. In other words, a new strategy in teaching writing needs to be introduced and implemented in the writing class. There are some strategies in teaching writing according to Icy Lee (2008), they are: dialogue journals, response journals, teaching journals, and collaborative or interactive group journals. This study proposed a dialogue journal because it has some advantages: (1) It was easier for students to write since they are free to write so they can choose the vocabulary that they want to use, (2) Dialogue journal provide students with a real reader that is the student's pair work and the teacher, (3) Motivates the students to write continually as they may have the problem solved from the teacher's comment, so the students can involve actively during the teaching writing process.

According to Jerry G. Gebhard (2006: 233), dialogue journal writing is a written conversation between two or more people through the use of book, computers or notebooks (notes). The teacher can write to the students and they will write back and forth to each other. The DJW strategy let the students free to write their interests topic, idea, and their feeling. The students are also communicate with the teacher through the DJW about their problems in writing, the teacher will receive it and share them what should they do for better in writing. By this DJW strategy, students have

more occasion to write enjoy also improve their writing ability because DJW is one kind of enjoyable teaching activities students can do. DJW contribute to the students' writing competence that is while practice DJW students learn about the usual things associated with writing, they are: word choice, the use of appropriate grammar, syntax, mechanics, and organization of ideas into a cohesive and coherence form. By practicing DJW, the students have more opportunity to write and it would impact to the students' writing fluency. They learnt based on their missuses on writing their previous work.

In order to reach the goal to improve the students' achievement of writing, the teacher also must create the subject so that the students can study the subject easily. It means that the teacher should set the class using more relaxed mode and prepared the material well. The kinds of the text can also be important in teaching English in order to make the teaching writing successful. To select the appropriate texts, the teacher must consider the characteristics of the students, which directly related to the learning process. By using recount text as a genre for teaching writing, the students will be more interested and easy to study it because recount text tells us about a personal story that happened and it can make students enjoy so that it can attract their attention. They can conduct various writing based on what they felt and happened at that time.

There has been a study done to know the utilization of dialogue journal. The successful story of dialogue journal had done by Gundah Basiswi and Anik Nunuk

Wulyani who conduct their study at SMAN 4 Malang. The result of the study showed that dialogue journal had a good influence in the students' skill in writing narrative. Writing through a dialogue journal make the students open their thoughts freely so that they have a freedom to write.

Relying on the benefits and the successful story of the implementation of Dialogue Journal Writing strategy, the writer decides to conduct the research about "The Use of Dialogue Journal Writing (DJW) in Improving the Students' Achievement in Writing Recount Text at the Tenth Grade Students of MAN 1 Tulungagung."

#### **B. Formulation of the Research Question**

On the basis of the background, the research question is formulated as follows:

1. How does dialogue journal improve the students' achievement in writing recount text at tenth grade students of MAN 1 Tulungagung?

#### **C. The Purpose of the Study**

Based on the research question, the research objective are:

1. To investigate whether teaching using dialogue journal writing can improve students' achievement in writing recount text at the tenth grade students of MAN 1 Tulungagung.

#### **D. Significance of the Study**

From the research, the researcher believes that the study has benefit for readers, thus the significance of this research may include:

a. The English teacher

This research can become information source to improve the quality teacher in teaching writing to his/her students. English teachers are suggested to use dialogue journal as an additional activity in the teaching of writing without leaving the process of writing. A dialogue journal can increase students' motivation in writing as they feel free to express their ideas without any pressure and it helps fluency in writing.

b. The students

The researcher believes that this research may useful for students to improve the students' achievement in writing a recount text by using dialogue journal writing strategy. It's very helpful for them especially in getting a better achievement in writing a text.

c. The next researcher

The next researcher is recommended to explore the more about the dialogue journal in the teaching of writing other text types. Besides, this study also can be used as a reference for the next researcher who will conduct a similar study with a different subject of the study.

## **E. Definition of Key Terms**

The researcher will give the key terms of this research as follow:

### 1. Achievement

Achievement is the measurement of individual learning successfulness.

### 2. Dialogue journal

Dialogue journal is a written conversation that purposed to the teacher or our friend through the use of books. The written conversation makes us easier to share what we thinking about without worrying of grammatical errors.

### 3. Recount text

Recount is a type of writing that tells about the author's past experience.

## **F. Organization of the Study**

The thesis is divided into five chapters that can be presented as follows.

Chapter 1 gives the introduction that contains:

- a. The background of the study
- b. Formulation of the research problem
- c. The purpose of the study
- d. The significance of the study
- e. Definition of key terms, and
- f. Organization of the study.

Chapter II presents review of related literature which discusses:

- a. Teaching Writing
- b. Dialogue Journal Writing
- c. Recount Text

d. Previous Studies Related to The Study

Chapter III deals with research method which will discuss:

- a. Research design
- b. Subject and setting of the study
- c. Procedures of the study

Chapter IV gives interpretation of the result of the study which will discuss the findings of the research.

- a. Finding
- b. Discussion

Chapter V presents:

- a. Conclusions
- b. Suggestions