

CHAPTER II

REVIEW OF RELATED LITERATURE

This research aims to study the use of dialogue journal writing strategy to improve students' achievement in writing narrative text. This chapter presents the theories that suit to this research: definition of teaching writing, journal writing, dialogue journal writing with its example and explanation of its benefit, teaching writing using dialogue journal writing, explanation of narrative text, and some previous studies related to this study.

A. Teaching Writing

Harmer (2004: 57) describes that teaching means to give (someone knowledge) or to instruct or train (someone). It is undertaking certain ethical task or activities the intension of which is to induce learning. Therefore, English language teaching means that the teacher gives some knowledge about English so that they can use English well anywhere.

1. Definition of Writing

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

Meyers (2005: 2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. In other words, Palmer (1994: 5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether.

Boardman (2002: 11) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

To sum up, writing has many purposes that important for students' future job also. Because of that reason, students need to improve their writing skill often in the classroom and they have to have a good expectation from writing which writing is not very difficult as they think. (Bambang and Utami: 2011)

From the definitions above I can conclude that writing is a process to produce language that comes in our mind and we form it in order (organized well) to make it understandable.

2. Types of Writing

Raimes (1987:36) explains that there are six purposes of teaching writing, they are:

- a. Writing for reinforcement type, students are asked to write in order to demonstrate their accuracy in using English sentences. As it emphasizes accuracy over fluency, this type of writing is criticized as inhibiting production of ideas.
- b. In the writing for training type, students are given model texts longer than sentences and asked to write according the rhetorical patterns of the texts. Thus, similar to the writing for reinforcement type which emphasize accuracy of grammatical structures, this type of writing operates at a discourse level.
- c. In the writing for imitation type, students are asked to write according to the linear and various types of texts as produced by native speakers of English. Through this type of writing, students are made familiar with typical formats of English writing which may different from those in their native languages.
- d. In the writing for communication type, students are made aware of the purpose of writing and the audience they are writing to. Thus, in this type of writing, students write with a reader in mind and they can also have feedback from the teacher as the reader of their written texts.
- e. In terms of the writing for fluency type, writing is considered to be a means to generate and explore ideas. Students are given freedom to develop their ideas

and continue writing, without taking into account grammatical accuracy as they are eventually given time for revisions of their drafts.

- f. The last type, writing for learning, is meant to encompass the other five purposes in the teaching of writing which overrides the principles of the five other purposes of teaching writing, students may be given various writing tasks either of any of the five types or through combination of some of them.

3. Strategies in Teaching Writing

Tarigan (2008), states that journal is the personal note like diary, but the difference is that on journal we let other people to read our journal while on the diary we usually keep our privacy. Lewis (2009) adds that journal is one of the effective ways in helping students to organize and in inspiring the students to their writing. Therefore, teacher can use journal writing as one of the strategies in the teaching of writing. The benefits of journal writing in term of improving learning and professional development should be considered by the educators or the teachers. This research studied about implementation of one kind of journal writing strategy that is dialogue journal writing (DJW).

There are four kinds of journals writing that can be used as a strategy in teaching writing. There are dialog journals, response journals, teaching journals, and collaborative or interactive group journals. (Icy Lee, 2008)

Dialogue journals involve the students' and the teacher's writing. They exchange their writing to give comments to each other like conversation, but in form of writing. Response journal writing is a personal note which is used by students to keep record of their personal reaction to, question about and reflection on what they read, see and listen. Teaching journals almost have similar purpose with the response journals but they are based on teaching experiences that teacher candidate record during the practicum. Collaborative or interactive group journals involve the teacher in writing and exchange the journals.

B. Dialogue Journal Writing

According to Jerry Gebhard (2006: 233), A dialogue journal is a written conversation between two or more people. Through the use of computers or notebooks, and book these people write back and forth to each other on a regular basis, on topics of their choice. Quite often the teacher and each students in the class write back and forth, and there are benefits to such a one-to-one exchange. It is possible to get to know the students, better understand their language problems, and create a personal way to motivate each students. It can also teach the reader as we write. If it is impossible for the teacher to write to each student, an alternative is to respond to close-knit groups. Each students still write to the teacher, but the teacher's response is in a single entry to the entire group.

1. Example of Dialogue Journal Writing

As explained above, there were two kinds dialogue journal which is purposed to the teacher and the student's pair (friend). Here is the example of dialogue journal purposed for the teacher (student-teacher):

(Smokey and Elaine: pg. 112)

Picture 2.1 Example of dialogue journal purposed for the teacher (student-teacher)

Dear Mrs. Beauchamp,

I love this story because it is like a life cycle and life cycle is where it goes like a generation.

Andrea

Dear Andrea,

That is so true and I am so proud of you for making that connection. Kind of like I am in another generation than you, but I still like to dance and have fun.

Mrs B

Dear Mrs. Beauchamp,

Verdi was a very good story to read and conect to and maybe this will help me reading better cause it helps on reading, writing, and thinking.

Andrea

Dear Andrea,

You are going to make me cry! I am so proud of you for realizing that this lesson can help us all be better readers, writers, and thinkers.

Mrs. B

Dear Mrs. Beauchamp,

I loved it and I think we need to do this on everything we read. The story I loved it and it also means never give up—in case your age but if you want to change it is your decision not theirs! And I think you're doing a good job! You are the greatest teacher in the world! You are pretty or cute in your own way.

Andrea

Picture 2.2 Example of dialogue journal between student-student:

(Smokey and Elaine: pg. 123)

Ria: Macho: A Man who thinks he is powerful/strong mentally and physically. A man who thinks he has the upper hand in anything or anyone.

Cody: I think your description of macho is a good one. I agree because a macho man would want everything done his way. They want control of everyone around them. If someone has control, then the macho man sees that as a threat. I think you are a very strong woman for leaving a situation like that. I can't even begin to imagine what you went through, but you got through it. And I'm happy you have. I love you!

Ria: I'm not sorry I told you.

Preconceived notions of what "macho" means surfaced here. A word prevalent in American culture comes into focus in this conversation)

Dialogue Journals allow students to engage with the text on their own terms. When students are given the opportunity to interact with the text and to make meaning from the text, their analytical skills, reading ability and enjoyment are enhanced.

2. Advantages of Dialogue Journal Writing

According to Gundah Basiswi's study about dialogue journal, it found that dialogue journal was easier for students to write since they are free to write. The students will have thoughts so that they have a freedom to write. The students are free to choose the topic they like and they should not feel afraid to write because the teacher will only give concern on the content of students' entry, not grammatical and mechanical errors in writing. It is similar to Peyton (1993) as cited in Gundah Basiswi, who states that freedom to write anything of their interest is very important as the students are easy to explore and expressing their ideas.

Second, a dialogue journal is to provide students with a real reader. Therefore, the students will write as clear as possible since they think about the readers. This idea goes with Gebhard (2000) who said that a dialogue journal can teach the students to write to an audience.

Third, a dialogue journal motivates the students to write continually as they may have the problem solved from the teacher's comment. The comments are related to the students' writing, just like a real conversation.

Overall, the previous studies of dialogue journal further proved that a 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.

3. Teaching Writing Using Dialogue Journal

The procedure of dialogue journal writing in general can be conducted as follows:

Preparation

- Decide the journal parameters ahead of time
- Determine the reader's tasks and role (critic or coach?), and establish how and when partners will exchange journal
- Select the medium (for example, a computer file, a lined tablet, or a formal bound booklet), and decide whether you will supply students with this or they will need to purchase it
- Consider creating a handout that include directions, clarifies your expectations, and provide examples.

Procedures

- On a fresh page in the journal, students draw a vertical line about one-third of the page from the right margin. The writer writes in the left, the responder writes in the right
- The writers enters comments or questions after reading an assignment, hearing a lecture, performing a task, engaging in an activity, or listening to a discussion, and dates and signs the entry

- The writer gives the journal to the responder, who reads the entries and respond with comments, suggestions, answers, questions, and so forth, also dating and signing the entry. (Elizabeth, 2009)

The instructor may read the journals to clarify points, answer questions, and comment on or evaluate the quality of observations and responses

C. Recount Text

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning writing, teachers must select interesting writing text to teach writing. The researcher chooses “Recount Text”, as the writing material because of consideration that recount text material is the most appropriate to teach Dialogue Journal Writing strategy. Therefore it helps the students’ in comprehend the text and achieve their target.

1. The Definition of Recount Text

According to Anderson (1997: 48) a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. David Butt (2000: 218) stated that recount is a story genre which is used to tell what happened. Recount text means the form of the text telling about someone's experience in the past that used in 2013 curriculum, there for the experience of the readers themselves, such as their adventure and their day's activities. Nurul Chojimah (2015: 23) stated that recount is a type of discourse functioning to retell about past happenings.

2. The Purpose of Recount Text

Dwi Nur Indah (2010: 17) states that a recount has social function. Recount "tell what happened". The purpose of a social recount is to document a series of events and evaluate their significance in some way. It is also to give the audience a descriptions of what occurred and when it occurred. The purpose of the literary / story recount is to tell a sequence of events so that it entertains. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

3. The Structure of Recount Text

David Butt (2000: 218)

Structural elements	Example of structural elements
Orientation ➔ Provides information about <i>who</i>	There is the girl in my class ...
Event ➔ In the order in which they occurred	she tried to do a backward roll and she um like her neck clicked or something and um she was taken to hospital in and ambulance
Reorientation ➔ Rounds of the sequence of events	and I had to write down what happened because I was in her group

D. Previous Study

The first was research by Gundah Basiswi and Anik Nunuk Wulyani entitled "The Effectiveness of Dialogue Journal in Improving Students' Writing Skill in Narrative Text of the Eleventh Graders. The research used experimental research design. It focused on the effectiveness of dialog journal in improving students' writing skill. Here, dialog journal means that the students do a conversation with their teacher and/or their friends in the form of written text. The result of this research showed that dialogue journal gave positive impact to the eleventh graders' skill in writing narrative text of. This result indicates that dialogue journal was effective in improving the students' writing skill in narrative text of the eleventh graders of SMAN 4 Malang.

Although this research and the previous research are using the same technique, they still have some differences. The distinction lies on the procedure in using response journal, the research design, the focus, the instruments, and the subjects. In Gundah Basiswi's research, the text used narrative text while in this research the text used recount text. They were setting and did writing in more fun way like games. So, it can attract students' motivation to write.

This study was a classroom action research while the research by Gundah Basiswi was quasy experimental. Furthermore, the study of Gundah Basiswi used writing test to collect the data, but in this research used also observation sheet and questionnaire to know the students' perception about the strategy implemented.

The second research was research by Winanti (2013). This research aims to study the effectiveness of response journal writing strategy to enhance students' English writing skills. At a glance, this research and the previous research seem to be similar, but they have differences. This research use dialogue journal, that is a conversation between teacher and students in the written form. Meanwhile, the previous research used response journal writing as the strategy in teaching writing that asks the students to retell and write their response or express their feeling about something they have read, listened, and seen.

The previous study conducted by Winanti found that response journal helps the students to get focus about what they will write. It also deepens the quality of

learning, in the form of critical thinking. The students can deepen and expand their understanding of something they read, see, and listen. Besides, the students can get vocabularies through reading, watching or listening something. In addition, it helps the students to have more opportunity to practice in writing and share their thought, feeling, and ideas. The difference between this research and the previous research was the strategy being used. Yet, both of the researches have the similarity that is the purpose was to investigate whether the strategy was able to improve the students' writing skill.