

## CHAPTER I

### INTRODUCTION

#### A. Research Background

Writing skill has the important role in English language learning. As one of productive skills which holds the key to all kinds of message recording and knowledge transmission. In this modern era, writing is become the main tool to share the information from all the country. Especially to share about job vacancy and fellowship if the students prepare well their writing skill, it become easier to the students compete to get job or fellowship with the others. That the reason why the students should prepare well their writing skill. To make a good writing the students should pass some stage such as preparing, drafting, and also revising.

In the vocational high school level especially in the eleventh grade the students should master in some texts. One of the texts is recount text. The students demanded to able to express their past activities, using past tense, and telling their activities in past form. Yet, the fact the students still unable to accumulating their ideas, lack in vocabulary and also lack in grammar. Indeed, it make the students cannot write a good recount text.

As a result, those problems impresses to the students negatively that recount text is difficult. In the end the students' writing performance is low. The views above show that the teacher should use the appropriate strategy in teaching writing especially in recount text. One of that strategy is Dialogue Journal Writing. Why should keep a journal? Because a journal to record actual

happenings, to examine experiences, thoughts, ideas and to experiment the thoughts and ideas (Steiner and Phillips, 1991:18). It means by using journal the students can record their past activities easily. It also to cover lack of students getting the ideas and the students can connect their past activities with past tense to cover lack of their grammar when the students making a recount text. There are many ways to write in a journal. One of that ways to write a journal that the researcher used here was Dialogue. Dialogue means discussion between two you or between you and anyone you care to talk with (Steiner and Phillips, 1991:12). Dialogue Journal Writing or DJW is dialogue between the students and the teacher kept in a book. In DJW the students write their past activities in recount text and after that, the students submit their recount text and the teacher give responses about their writing.

Based on the explanation above, DJW is appropriate way in teaching writing recount text. It also supported by previous study that the researcher found. A journal entitled *Connecting with Elementary School ESL Students through Dialogue Journal* by Collins (2003). In Collins's journal conclusion using dialogue journals in the elementary age ESL students have overwhelming positive effects.

Then, in a journal entitled *Effect of Dialogue Journal on L2 Students' Writing Fluency, Reflection, Anxiety, and Motivation* by Wong and Liao (2007) there are six major findings of the present study can be summarized as follows (1) DJW is effective to promoting students' writing proficiency, fluency, they could write more, (2) DJW project promoted the students' writing fluency, and thus they

could write more, (3) the DJW project enhanced not only the students' reflective awareness of English writing but also promoted their self-growth as human beings and learners, (4) the DJW project was effective in reducing the students' writing anxiety, (5) The DJW project was successful in promoting the students' intrinsic motivation on English writing, particularly in their tendency to write down what they had observe, their self-perception as active writers, and their initiative in English writing, all of which reached the level of significant differences, and (6) the students held positive attitudes toward the DJW project.

Further, a thesis entitled *Improving Students' Writing Skills on Recount Texts and the Use of Dialogue Journal Writing of the Tenth Grade Students of SMA IT Abu Bakar Yogyakarta in the Academic Year of 2012/2013* by Muflikhati. In Muflikhati's research findings and discussions said the use of DJW can improve writing skills of the students of SMA IT Abu Bakar grade X3.

In all previous research finding are concluded that by using DJW is effective in teaching writing. Seeing the facts the researcher conducted the research entitles *Teaching Writing Recount Text and the Use of Dialogue Journal Writing (A-Pre-Experimental Research to the Eleventh Grade of SMK PGRI Pontianak in the Academic Year of 2015/2016)*.

## **B. Research Problems**

In order to make this research consistent with the topic, the researcher restricts the research problem into two specific questions:

1. Is Dialogue Journal Writing effective in teaching writing recount text to the eleventh grade of SMK PGRI Pontianak in the academic year of 2015/2016?

2. How far is effectiveness of Dialogue Journal Writing in teaching writing recount text in the eleventh grade of SMK PGRI Pontianak in the academic year of 2015/2016?

### **C. Research Purposes**

The main purposes of this research are:

1. To find out whether Dialogue Journal Writing is effective to teaching writing recount text to the students in the eleventh grade of SMK PGRI Pontianak in the academic year of 2015/2016.
2. To find out how far the effectiveness of Dialogue Journal Writing to teaching writing recount text to the students in the eleventh grade of SMK PGRI Pontianak in the academic year of 2015/2016.

### **D. The Benefits of Research**

The researcher hopes that this research will significantly contribute in two ways, as follows:

1. Theoretical Benefits
  - a. The researcher expects this result of this research will able to help the skill of teacher in teaching recount text and the use of Dialogue Journal Writing to improve students' writing skill.
  - b. The researcher expects this result of this research can be as a reference to other researcher.

## 2. Practical Benefits

- a. The researcher expects this result of this research suggest to applying recount text and the use of Dialogue Journal Writing to increase students' writing skill.
- b. The researcher expects this result of this research make everyone know that Dialogue Journal Writing can make students are more enjoyable in their task.

## E. Scope of Research

### 1. Research Variable

Variable is subject that the researcher thorough. According to Hatch and Lazaraton (1991:51) a variable can be defined as an attribute of a person, a piece of text, or an object which "varies" from person to person, text to text, object to object, or from time to time. This Pre-Experimental research contains two types of variables, which are dependent variable and independent variable.

According to Hatch and Lazaraton (1991:63-64) the dependent variable is the major variable that will be measured in this research and an independent variable is a variable that the researcher suspects may relate to or influence the dependent variable. Accordingly, its dependent variable is students' writing recount text in the eleventh grade of SMK PGRI Pontianak in the academic year of 2015/2016, and its independent variable is Dialogue Journal Writing.

## 2. Terminologies

This terminology provides information on the scope or limitation of this research, as follows:

- a. Writing skill refers to the capability of students in writing a well-organized recount text, in terms of its content, generic structure, and language features.
- b. Recount text refers to one of the types of text taught to students in the secondary school. It is a text that retells past event chronologically based on student's experience.
- c. Dialogue Journal Writing (DJW) is dialogue between the students and the teacher kept in a book.
- d. SMK PGRI Pontianak is a private vocational high school located in JL.Alianyang, Gg.Bahagia, No.02.

## F. Research Hypotheses

Generally, hypothesis is a tentative answer that should the researcher resolve. According to Singh (2006:54) a tentative generalization or theory formulated about the character of phenomena under observation are called hypothesis. There are two hypotheses in this researcher there are the null hypothesis and the alternative hypothesis. According to Creswell (2012:624) null hypothesis make predictions that there will be no statistically significant different between the independent variable and the dependent variable. Then, alternative hypothesis make predictions that there will be statistically significant different

between the independent variable and the dependent variable. The alternative hypothesis is apposite from the null hypothesis.

The hypotheses of this research as follows:

1. The Null Hypothesis ( $H_0$ )

Dialogue Journal Writing is not significantly effective in teaching writing recount text in the eleventh grade.

2. The Alternative Hypothesis ( $H_a$ )

Dialogue Journal Writing is significantly effective in teaching writing recount text in the eleventh grade.

