

# CHAPTER I

## INTRODUCTION

### A. Background of The Research

Writing is one of four language skills that have to be mastered by students. In daily activity, writing plays an important role. Many works around the world are dealt with writing activity. In every office for example, there must be written correspondence. It indicates that writing supports human's daily activity. According to Tarigan (1993: 3) writing is one language skills, which is used to communicate indirectly. It means that in communicating a message, writers are usually distant in time and place from the person with whom they wish to communicate. Many people activities around the world are parts of writing. In schools, students need to know how to write the letters, how to write by using electronic media. That's why it is important for the students to master writing competence because many activities in the world can not be separated from writing.

To write English well, the students should master all components of writing skill, namely grammar, vocabulary, content/ideas, mechanics, and organization. Through writing, the students can restate information that they understand from texts or articles as well as information that they listen to. Moreover, it is also a very useful language skill to deliver information through written communication. So that, in order to master writing, they have to be hard-working in doing it.

Basically, writing can be in the form of sentences, texts, or paragraphs. Based on the curriculum of Junior High School, there are some kinds of text that is taught to the every students of Junior High School; those are descriptive, procedure, recount, and narrative text. Junior High school students have to write short functional texts and express the meaning and rhetorical steps on the texts accurately and fluently.

Furthermore, the students also have to use the variation in written language in the contexts of everyday life.

Recount is one of text genres which has to be mastered by students of Junior High school. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. Recount is writing form that writes about proper experiences, and it is a kind of text by chronological order to tell a story. There is no complication among the participants and that differentiates from narrative.

Writing is the most difficult skill that learners of any foreign language may face. The students are not interested in teaching writing activity and they tend to become passive. The students tend to keep silent when the teacher explains in front of the class. Although they do not understand too much concerning the subject, they do not want to ask questions to the teacher. And also the students also state that they do not know how to start writing. They are actually very active in speaking and reading activities.

Due to the reason above, it is necessary to provide a good technique to minimize the problems. Teachers have to find a good solution and make students interested in writing English. Teacher should choose any techniques of teaching that are suitable with condition and the needs of the students. There are many techniques to increase the student's competence in teaching writing. One of techniques that can be used for teaching writing of recount text is dialogue journal technique.

A dialogue journal is a written conversation between two or more people on regular basis. Eanes (1997) states that a dialogue journal is an ongoing written conversation, with the partners exchanging messages daily or weekly. Students can write as much as they want and the teacher gives the comments to the students' writing and questions, introduces new topics, or asks questions. The comments given should be related to the students' writing, just like a real conversation.

The findings of the previous studies, Peyton (1993) states that many teachers find dialogue journal as an interactive writing on individual learner which was a crucial part of their classes. Dialogue journals do not only offer a new topic of communication, but also give another context for students' writing development in interaction with a proficient English speaker. Students had the opportunity to use English without worrying about the grammatical errors. As the interaction is in written conversation, the students will not feel a shame to tell their interest. It is concluded that since a dialogue journal provides students with a real readers and an audience, they will write it as clear as possible. The teacher will give responses only to the content of the students' journal, not to the grammatical and mechanical errors of the writing. Therefore, the students are free to write their thoughts.

Interactive writing is writing process that is used to teach students (usually for younger) about how to write. The process involves the sharing of a pen between the teacher and students. It can be done in a one by one private lesson with the student or with a small group of students. The purpose is to teach children how to write well by allowing them to directly copy the demonstration of the teacher.

Interactive writing helps students to develop their writing skills using the same pen as the teacher, immediately after their example, creates the right mindset for the child to copy the technique of the teacher correctly. By directly following the guide of the teacher the child can develop more than if they were to use their own pen and paper.

In line with the topic discussed above, the researcher wants to know whether dialogue journal is effective for teaching writing recount text for students of Junior High School.

## **B. Reason for Choosing the Topic**

There are some reasons why the writer chooses “Dialogue Journal” as a technique in teaching writing.

1. Writing is a productive skills that has to be mastered. However, the students have problems in writing process, which can be good starting point to students’s writing product. Dialogue journal is suitable technique to develop the students’s writing ability.
2. By using “Dialogue Journal”, it will be easier to guide the students to practice writing. Thus, they will get good paragraph writing.

## **C. Problem of the Research**

The problem of this research is stated by question: “is dialogue journal effective for teaching writing recount text for students of Junior High School?”

## **D. Aim of the Research**

The aim of this research is to find out whether or not “Dialogue Journal is Effective for Teaching Writing Recount Text for Students of Junior High School”.

## **E. The Clarification of the Term**

### **1. Teaching**

According to Brown (1994: 7), teaching is showing or helping someone giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

## **2. Writing**

Ramelan (1992: 14) define writing as a representation or symbol. From the definition above, the writer concludes that teaching writing is a method of doing something expertly or giving instruction of representation or symbol.

## **3. Recount Text**

Arini et,al (2005:201) states that "recount text is a text that tells someone's past experience in a chronological order."

## **4. Dialogue journal**

Dialogue journal is a written conversation between a teacher and an individual student, which is quite confidential and is an on-going writing throughout a wholesemester or school year (Peyton & Reed, 1990).

## **F. The Contribution of the Research**

The finding of this research is expected to give some additional information especially for the students and the teachers.

### **1. Students**

The researcher hopes that dialogue journal could help the students to write a recount text easily.

### **2. Teachers**

This research's result is expected to give the teacher an alternative teaching technique in teaching English, especially in teaching writing recount text.