

CHAPTER I

INTRODUCTION

This chapter provides background of the study, statements of the problem, aims of the study, significance of the study, scope of the study, research methodology, clarification of terms, and organization of paper.

1. 1. Background

In Indonesia, English is learnt as a foreign language (EFL) where it exists in the curriculum of schools from Elementary to Senior High School. The teaching of English aims at the mastery of four skills namely: listening, speaking, reading and writing. These four skills cannot be separated from one to another because they are in a unity.

Basically, among four English language skills which are taught in senior high school, writing is considered as the most challenging skill to master. To produce a good written text, writer should master how to generate and develop ideas into a coherent unity. Writing also requires learners to produce some texts referring to genre based rules. Furthermore, grammatical mechanical rules are also some factors which writers should mastered in order to produce a good writing. (SKL mata pelajaran Bahasa Inggris SMA/MA)

Indonesian students still work hard in dealing with those challenges of writing. Many of them are still confused in getting ideas to start their writing. The other difficulties are in combining words and paragraph coherently. Some of them also failed to deal with form, grammar, and mechanic. The limited vocabularies that the students have cause repetition of words in their writing. They are also confused in choosing words to represent something.

A teacher as a motivator has to find a way in order to stimulate students to feel comfortable in writing and to improve their ability. In addition, this activity will



be more difficult because students are involved in the process of writing including: making an idea, writing and editing (Brown, 2001)

As English is one of important subjects in school, teachers hope that their students have time to not only retain but also to reflect on the knowledge learned. Only the student can do the actual learning, and so they need to know what they are aiming for, be able to interpret evidence of where they are at, be able to recognize what quality looks like, and have strategies for closing the gap between the their work and the target. They also need to be given the opportunity and time to engage in practice. This leads to students becoming more independent, more motivated, and more able (Absolum et al, 2009)

One of techniques that makes the students keep writing at school and also at home is journal writing. Langan (2011) states that one excellent way to get practice in writing, even before students begin composing essay, is to keep a daily or almost daily journal. Journaling is the activity where students can always write wherever they go. Writing in a journal will help students to develop the habit of thinking on paper and show them how ideas can be discovered in the process of writing. A journal can make writing a familiar part of their life and can serve as continuing sources of ideas for papers. Journal writing, which is a process oriented, has been widely practiced in teaching writing to improve students' writing competency and to develop their literacy skill. The way journals are used varies, but essentially it involves students in writing activity in class or for homework after English class.

This study recommends journal writing technique which is hoped to give positive attribution in motivated student in writing. In that time-space in which learners write in their journals, they are, by the definition of the activity, undergoing independent learning and the encouragement of independent thought is a means of enhancing learning. The learners are forced to be self-sufficient because there is no specific answer to any question that they might ask about what they should write,

though there may be structures or questions that will prompt their writing. To the degree that journal writing is independent, it is also ‘owned’ by the writer. (Moon, 1999)

1. 2. Statements of Problem

This research is conducted to answer these following questions:

- 1) How does journal writing activity enhance students’ writing motivation?
- 2) What are students’ responses to the journal writing activity?

1. 3. Aims of the study

In accordance with the background and research questions, the aims of this research are:

- a) To examine how students perceive journal writing activity as a tool to enhance their writing motivation.
- b) To examine students’ responses on journal writing activity in order to find out what benefits journal writing gives to English learning.

1. 4. Significance of the Study

The study is expected to make contributions for English subject teachers and students. For teachers, hopefully it will provide information about the influence of journal writing activity on students’ writing motivation. Moreover, this study provides an implementation of a strategy to teach writing which is hopefully can an inspiration for teachers to apply this activity in writing class or as homework. Meanwhile, for the students, from the motivational benefits of this activity, it is suggested that journal writing can be a media for them to share ideas, express feelings, record learning experiences, practice, and improve their writing.

Furthermore, this study will serve as a theoretical model for future studies of the same nature if ever the existing problem has penetrated in this case will exist in the future. Future researchers will benefit from this study, and it will provide them the facts needed to compare their study during their respective time and usability.

1. 5. Scope of the Study

The study focuses on how journal writing enhances students writing motivation. This study is also aimed to find out what other benefits journal writing activity can give to the students in the process of English learning through their responses on this activity.

1. 6. Paper Organization

This paper will be presented into five chapters, as below:

CHAPTER I : INTRODUCTION

In this chapter, the paper elaborates the background of the study. It discusses the importance of English skills particularly writing and journal writing benefits.

CHAPTER II : THEORETICAL BACKGROUND

This chapter discusses some theories about writing, journal writing, and related theories about why journal writing is chosen to enhance students' motivation to write.

CHAPTER III : RESEARCH METHODOLOGY

This chapter gives clear discussion about how the study was conducted and analyzed. It clarifies how the data were collected. The data analysis is also explained.

CHAPTER IV : FINDINGS AND DISCUSSION

This chapter discusses the findings of the study and will analyze those findings in discussion clearly. It shows how the findings answer the research questions about how journal writing enhances students' writing motivation.

CHAPTER V : CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and several suggestions of the study based on the analysis in chapter four. The conclusion states the answer to the research questions.

