

# CHAPTER I

## INTRODUCTION

This chapter will provide the background of the study, problem statement, the purposes of the study, significance of the study, clarification of the main terms and organization of the paper.

### 1.1 Background of study

Writing ability is unquestionably needed by the students in order to master language skill. As a productive skill, writing competence plays crucial roles in learning and understanding a language. Among four skills in English, writing has always appeared on the syllabus in teaching of English. However, writing is not a skill that can be acquired easily, in fact, it is viewed as ‘probably the most difficult thing to do in language (Nunan, 1999). Consequently, training students to write demands the care and attention of language teachers (Harmer, 2004).

Learning to write is a daunting task, and a lack of confidence to carry out that task will inhibit academic success (Cequena et al., 2013). As educator, teachers are not only triggering students to accomplish all tasks on the dot, but also developing their personal growth which means increasing the willingness of the students in learning by their self. Motivation, experience, competence impact students in reaching their achievement. Especially in mastering writing, students not only need to master grammar rules, have many vocabularies and fluent in organizing sentences, but they also need a belief about themselves that they can accomplish the task. Subsequently, the eagerness of students should be improved for their long term learning. One of the ways is promoting self-efficacy of the students. Perceiving self-efficacy is an important contributor to performance accomplishments, whatever the underlying skills might be (Bandura, 1922a in Bandura, 1997). Self-efficacy refers to peoples’ beliefs that they are capable of carrying out an action to achieve a particular goal ([Bandura, 1993](#)). Self-efficacy also helps to determine how much effort people will expend on an activity, how long they will persevere when confronting obstacles, and how resilient they will

be in the face of adverse situations (Pajares, 1996). Students with high self-efficacy will be able to encounter difficult tasks in academic settings. Conversely, people with low self-efficacy are not motivated (Scott, 1996) and may think that things are tougher than they really are (Pajares, 2006).

Nunan (1999) stated that one of the most difficult things in language is to produce a piece of writing which is coherent, fluent and well-extended. Limited time at school inhibit students to improve their writing. Moreover, large number of students in the classroom limits the teacher to communicate and to test all of the students' writing ability. Therefore, the teacher should accommodate students to practice their writing as much as they can outside the classroom. As writing iteratively is believed to improve the quality of writing, one of the ways to improve students' writing is using journal writing. This journal involves students to practice writing freely outside the classroom. It also helps teacher to know students' ability and feelings, because journal writing allow students to speak out their ideas, insights and knowledge in written form. So, the students will not think that writing is difficult thing, instead, it is enjoyable thing.

Several researchers have revealed that there is correlation between writing performance and self-efficacy. Journal writing has been used as the tool to improve students' writing ability in term of fluency and accuracy (Tuan, 2010). Baudrand-aertker (1992) stated that dialogue journal can increase students' confidence to write in the foreign language. It also can be applied on all level of education. However, the research earlier has not found how journal writing affect students' writing ability specifically in one type of text. Besides, the use of journal writing in promoting self-efficacy of students has not been revealed before. To fill this gap, the research intends to investigate the effect of journal writing in teaching recount text on students' writing ability and self-efficacy.

## **1.2 Statement of Problem**

According to the explanation in the background beforehand, the aims of this research is to answer several questions below.

1. Does the use of journal writing lead to the improvement of students' writing ability?
2. Does the use of journal writing enhance students' self-efficacy?

### **1.3 Purposes of the Study**

This research aims at finding out whether journal writing improve students' writing ability and enhance students' self-efficacy. Then, the effect of journal writing on students' writing ability and self-efficacy are also investigated in this research.

### **1.4 Scope of the Study**

This study is concentrated at finding out the effect of journal writing on students' writing ability and self-efficacy. The analysis will be focused on students' writing recount text. The researcher also examine students' self-efficacy based on questionnaire and interview.

### **1.5 Significance of the Study**

The result of this study is expected to give contribution to the theoretical, practical, and professional aspects.

1. Theoretically, this study can give the future researcher theoretical information regarding the effect of using journal writing as part of teaching writing of senior high school students, especially teaching recount text. This research also provides greater insight toward the existing theories regarding self-efficacy and its sources.
2. Practically, the result of this study may be beneficial for English teachers to use journal writing as a tool in improving students' writing ability and self-efficacy. For further research, it is expected to be the reference on using journal writing to promote students' writing ability as well as their self-efficacy.
3. Professionally, the findings of the study provide information for teacher on how journal writing affects students' writing ability and self-efficacy. Therefore, it is expected that journal writing can be used as an alternative for learners to practice their writing.

## **1.6. Clarification of Related Terms**

There are some terms used in this study that needs clarification to keep away from inappropriate understanding.

- a. Journal Writing is a written record of thought, ideas, opinion, experiences and observations, and description of daily life.
- b. Self-efficacy is self-belief that people can do some task based on the assumption of their ability (Bandura, 1997).
- c. Writing Ability is the skill of putting together what you think or want to say using words, which a person reading it is able to know your thoughts, ideas and feelings as near to what you want to convey.

## **1.7. Organization of the Paper**

The paper is organized into five chapters. Chapter one is talking about the introduction of the study, which deals with background information, research problems, purpose of the study, significance of the study, brief explanation of key terms in this study and organization of the paper.

Chapter two is mainly discussing theoretical framework. Writing, definition of writing, types of writing and writing recount text will initiate this chapter. Followed by the discussion of free journal writing, the advantages of free journal writing and journal feedback. Furthermore, the theory of self-efficacy will complete this chapter.

Chapter three presents research design methodology, which covers research design, variables, hypothesis, population, sample, data collection and data analysis.

Chapter four provides the findings and discussion of the study which focuses on answering the statement of the problem.

Chapter five delivers the conclusions of the study and suggestions for further research. The limitation of the study is also presented in this chapter.

## **1.8 Concluding Remark**

This chapter has presented the background of the study, research questions, purposes, scope and significance of the study, clarification of related key terms, and organization of the paper. The next chapter will be focusing on theoretical framework.