

# CHAPTER I

## INTRODUCTION

This chapter introduces the nature of the study. It begins with the background of the study in which research questions and aims of the study are formulated. The significance of the study is included, especially in regard to social impacts of the study. Some concepts concerning research design employed in the study are clarified in relative to data analysis within certain scopes. This chapter is also completed with organization of paper as the general description of the intertextual research paper.

### 1.1 Background

Writing is a process of conveying idea to the readers through written form. As stated by Murray (1978) writing is the most discipline form of thinking. In developing ideas into a piece of good writing, a writer is supposed to be critical (Ladd & Hatton, 2001), so that the idea can be understood by the readers. In the process of formal teaching, writing skill is often perceived as the difficult one compared to the other three language skills (Alwasilah, 2001). Many students in Indonesia face difficulties in writing in English. This difficulty, according to Tangerangmpoon (2008), is because writing requires the writers to have a great deal of lexical and syntactic knowledge as well as principle of organization in L2 to

produce good writing. Therefore, the ability to write must be learned in childhood.

This is also supported by Benson (2004) who stated that

it is important for children to understand that writing is a way of sharing one's ideas and knowledge; it is a method of personal communication and conveys a message that can be read at a later time.

Although writing is important to learn since childhood, and Indonesian students have already learned writing in English since fourth grade of elementary school, some students in Indonesia find difficulties when they have to write in English. Based on previous study which was done by Maula in 2008, common problems found by students during writing activities usually dealt with the problem in generating ideas and developing the ideas into a good piece of writing; problem with vocabulary, diction, grammar and punctuation. In addition, Richard and Renandya (2002) stated that the difficulties in writing in English are not only in generating and organizing of ideas but also in translating these ideas into readable texts.

Therefore, to help the students in writing, teachers have to be very organized in their instructions (Brown, 2007). Teachers have to be systematic and explicit by giving a model, talk about the model, and demonstrate the model of process of writing to the students (Turbill and Bean, 2006). The model can be authentic texts that can help the students recognizing written words and knowing the real language that being used in real context (Berardo, 2006). Moreover, there are some preparations that must be considered before the teachers teach literary work to the students to make the teaching effective according to Martin (2009)

A teacher should assign a topic, create a specific audience for the students' writing, make a feasible writing assignment, make specific instructions, giving specific feedback and correction.

In Indonesia, the students have to pass the Content Standards as certain level of graduation requirements as determined in the regulation No.22 Thn. 2006 about Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah, which states that:

*“(1) Standar Isi untuk satuan Pendidikan Dasar dan Menengah yang selanjutnya disebut Standar Isi mencakup lingkup materi minimal dan tingkat kompetensi minimal untuk mencapai kompetensi lulusan minimal pada jenjang dan jenis pendidikan tertentu.”*

(The Content Standards for both primary and secondary education units hereinafter called as Content Standards covers the scope of minimal materials and minimal level of competence to achieve minimal competency in the certain level and type of education.) \*<sup>1</sup>

The Content Standard covers the Competency Standards and Basic Competencies. According to the regulation, one of the text genres that must be learned by Junior High School students in Indonesia is a recount text as stated in Competency Standards:

*“6.1 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount.”*

1. Translated by the researcher

(Reveal the meaning and rhetoric steps in a simple short essay using a variety of written language accurately, smoothly and recount text appropriately to interact.) \*2

Recount text is a text which explores the informative fact for the past experience to inform or entertain the reader or the audience (Gerot and Wignel, 1994:194).

Since Text-Based Learning Approach is applied in teaching and learning English, so that, learning recount texts is useful for junior high school students (Mursyi, 2009). In Addition, learning recount text is important because it is very useful in the process of further education, such as School Final Exams (Martin, 1984 cited in Emilia, 2011). Thus, providing effective strategies in teaching writing is needed. One of writing strategies that can help to activate the students' prior knowledge in writing process is writing journal. It is supported by Ron Klug (2002: 1), who stated that

a journal is also a tool for self-discovery, a mirror for the soul, a place to generate and capture ideas, a training ground for the writer, and a good friend and confidant.

Besides, Orr (2004) also found that journal is a record of and workbook of your writing life, a repository for bits experience, observations and thought. Also, we can keep the journal to record observations and explore ideas that may eventually be developed into more formal essays, articles and stories (Nordquist, 2011).

Deriving from the ideas above, the researcher is interested to conduct a research to investigate the effectiveness of using Journal in teaching recount texts in improving students' writing ability.

2. Translated by the researcher

**The Use of Journal in Teaching Recount Texts**

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## **1.2 Research Questions**

There are two problems investigated in this study. The problems are formulated in the following questions:

1. Is the use of Journal effective in improving students' ability in writing recount texts?
2. What are the students' responses toward the use of journal in writing recount texts?

## **1.3 Aim of the Study**

Associated with the problems above, this study thus aims to analyze the effectiveness of writing journal on students' ability to write a recount text. In additions, the students' responses of using this strategy are investigated.

## **1.4 Scope of the Study**

This study limited its investigation into two concerns. The first concern was about the effect of using journal in writing recount texts of junior high school students. The second concern was about the students' responses toward the use of journal in writing recount texts. The journal was chosen as a media of writing recount texts because journal is one type of recount text and journal helps the writer to keep occupied with writing (Hoss, 2005).

This study was conducted at a junior high school in Bandung. The participants of this study were second grade students of junior high school which

was two classes taken as the sample of the study. The context of the study was limited on teaching writing using a journal in junior high school.

### **1.5 Significance of Study**

By doing this study, the researcher hopes that this study can give some contributions for educational field especially teaching strategy which is used in language teaching and learning, particularly in writing subject. In addition, if the use of writing journal is proven as the effective strategy in teaching writing, then, this strategy can be regarded as a productive method that can be used as an alternative strategy to improve the students' ability to write a recount text. Also, the researcher hopes that this study gives contribution to institutions, teachers, students and those who are interested in this field especially in teaching strategy.

### **1.6 Research Method**

#### **1.6.1. Design**

This study used quasi-experimental method by using pre test and post test to both control and experimental groups to answer the research question about the effectiveness of the use of journal in teaching recount text. According to Shuttleworth (2008), quasi experimental design involves selecting groups, upon which a variable is tested, without any random pre-selection process. In this research, the researcher used two groups of students; the experimental and the control group. Both groups are taken as the examined group. From the previous

study which was conducted by Hatch and Farhady (1982), the formula of the research is:

$$\frac{G1 \ T1 \ X \ T2}{G2 \ T1 \ T2}$$

Notes :

G1 : The experimental group

G2 : the control group

T1 : Pre test

X : Treatment

T2 : post test

### **1.6.2. Sample**

The population of this study is the second grade of students of Junior High School. The sample was chosen from some groups of population. The researcher took Class B as the control group and Class C as the experimental group. Thirty students were taken for the research sample. Further elaboration on these samples will be discussed in chapter 3.

### **1.6.3. Data Collection**

In this study, the researcher gathered the data from pre test, post test and questionnaire. The pre test and post test are used to find out the students' writing skills in writing recount texts before and after the treatment. In order to get the data, the quasi experimental method was used. In addition, To get the students' responses toward the use of journal in writing a recount text, the questionnaire

was employed. The detail discussion of data collection will be discussed in chapter three.

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

The paper is organized into five chapters. Chapter I is Introduction. It consists of background, research questions, aims of the study, scope of the study, significance of the study, research design, and organization of the paper. Chapter II is Literature Review; this part elaborates in detail theories which are relevant to the study. It consists of writing, writing journal, teaching writing and recount texts. Chapter III is Methodology. It deals with formulation of problems, research design and hypothesis, clarification of terms, data collection and data analysis. Chapter IV is Data Presentation and Discussion. Chapter V formulates Conclusion and Recommendations.