

CHAPTER I

INTRODUCTION

This chapter presents the general information about the research. Its discussed about statement of the problem, Objective of the study, The significant of the study, The limitation of the study, Conceptual framework, The previous study, The organization of the writing.

A. Background of the Research

English is one of the foreign language taught in Indonesia.¹ And this language become very important to learn at school. The English language has four skills that are every person should master four basic language skills, listening and reading, emphasize students to receive any kind of information from the sender to the receiver. On the other hand, speaking and writing focus on producing the language in both spoken and written forms. Then, listening and reading usually receive information from the writer and speaker. Therefore, all of the skills can not be separated because they are interconnected to each other.

Teaching and learning English expected to exhibit students' competence to discourse which covers the ability to understand and produce particular text orally or in writing within the scopes of four language skills, especially writing. In this sense, teaching and learning English as a primary school subject is directed to develop four skills of English language that's very important for get good communication.

¹ Eulis Rahmawati, *Teaching English for young learner*. (Serang – 2012). P. 1

One of the skills in English is writing. Writing is one of productive skills that must be learned to the students. There are two kinds of productive skills: writing and speaking. But, The productive skills of writing and speaking are different in many ways.² Every student has a different style and different ways to study writing and speaking. Therefore, spoken and written language are important to communicate meaning to one another. Students should master the writing skills, because it becomes one of material in every school. Then, every students also has different ways to study listening and reading.

Writing is very important in education today then everyone wants to know the best way to teach it. Robert says that “Writing allow us to share our communication not only with our contemporaries, but also with future generations. It permits people from the near and far distant past to speak us.”³

The Writer will focus on Writing skill and it is more difficult and complex skill than another skill and it contributes to the process of thinking and need some knowledge. Most the students can speak English but most of them cannot write well, because speaking use less of gramatically then writing. Writing must has a good grammatical, memorizing vocabulary, etc.

One of the ways to learn writing is writing a journal. Journal is one of recount examples. Journal writing is telling about daily activiy. The journal usually tells about the writers’ activity and the writers’ condition and situation. For many

² Jeremy Harmer, *The practice of English language teaching*. (Longman Published : Third edition). P. 246

³ Robert Todd Carroll, *Students Success Guide Writing Skills*. (Sacraments City: International Copyright Law, 1990), P.1

journal writers, the journal is also guide, a map, a treasure trove and a repository of memories. The journal is used as a tool for students to explore their thinking, develop their writing, and record observation of their world.

The journal can be good media for students to learn English, because they can learn new words and new grammar in their activity. After that, they can use them in their journal and it's good for their English, moreover they can learnt the way of thinking.

Beside that, the journal can train students' skill in writing to be a good writer. Journal is a way for students to explore their experiences with writing it. It contains personal and private information which is usually not shared with other. It contains daily experiences, record feeling and reactions to those experience.

The objective of writing journal are designed a personal journal for exploring thought and feelings, write personal response to literature, social studies, science, math, music, art and media through writing, express opinions, emotions, explanation, experience and curiosity in variety of concrete forms.

Moreover, syllabus of English subject requires students to be able to write various types of text, such as letter, announcement, procedure, narrative, descriptive, recount, etc. one of writing types which is being taught by Indonesian students. And this reseach, we use one of many types of text "recount text". Because the journal especially explains the activities that the students have done.

According to *Journal writer Dieter* about his writing journal: 'Writing a journal makes you examine your life. As long as you record mainly the positive,

you will have hours of reading in old age. You probably wish you could re-live your life. You will be'.⁴

There is some problem in students' writing before the writer conducted the problem, the writer finds some problem from the English teacher of SMPN 2 Balaraja before the writer do the research, the writer interviews with the English teacher. The students of SMPN 2 Balaraja they are still lacking in the English language especially in writing skill, their writing is still poor. The writer determines research try to implement journal writing to improve their vocabularies. Because journal writing is carried out in every day after the end of learning activities than the students can get used to keeping a journal of activities, and they get a passion for finding new vocabulary in their dictionary.

Based on the description above, the writer interest to propose one step to teach writing that has been shown to be a beneficial teaching techniques. The writer hopes that the students of Junior High School try to write well. Through writing journal, the students are motivated to write actively. The writer also refer from previous study that get the title "*The Effect of Reflective Journal Writing through LINE application on students' writing ability of narrative text*" "An Experimental study at tenth grade students of SMA Triguna Utama in academic year 2016/2017 by Firdaus Habibi. He has succeed conducting media of writing journal in developing narrative text. Based on the explanation, The writer would like to conduct the study by the Titled "*The implementation of writing journal in*

⁴ Stephanie Dowrick , *Creative Journal Writing*. (Copyright , 2007). p.4

developing students' recount text” (A case study at eight grade students of SMPN 2 Balaraja).

B. Statement of the Problem

Some research problem may arise since many factors are involved. Those problems are formulated in questions as follows:

1. How is the students' writing ability in SMPN 2 Balaraja?
2. What is the students' difficulty in learning writing English?
3. How is the implementation of writing journal in developing students' recount text?

C. Objective of the Study

The objective of this research are:

1. To know the students' writing ability at the Second Grade of SMPN 2 Balaraja
2. To know the students' difficulty in learning writing English at second grade of SMPN 2 Balaraja
3. To know the implementation of writing a journal in developing students' recount text at second grade of SMPN 2 Balaraja

D. The Significant of the Study

This study is expected to have some significance not only for the writer, but also English teacher, the writer hopes that the result of this study could enrich teacher's way in teaching writing recount text. For the students, the result of this

study is hoped that they can improve their writing skills by using a writing journal to reflect their activity in the classroom. Considering the problem of teaching and learning recount text which has been identified above, the Writer is addressed to answer the following questions:

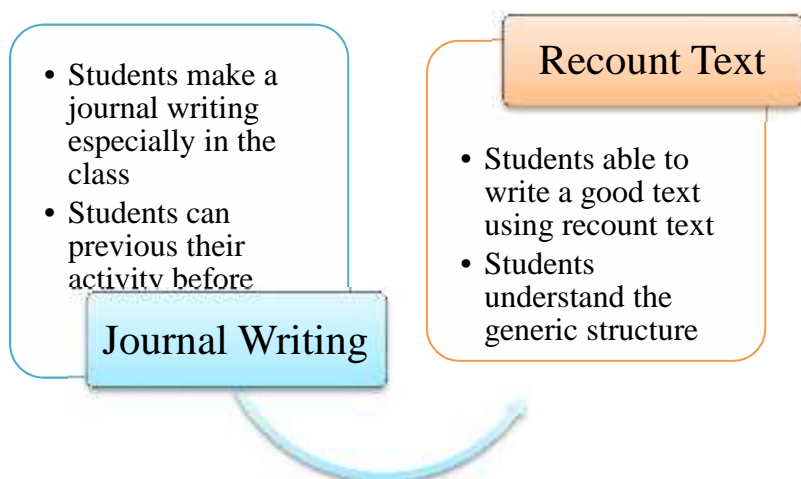
“ Is Writing journal able to help students’ in developing their recount text? “

E. The Limitation of the Study

Based on the problem identified above, the Writer limits this research on the implementation of Writing Journal in developing students’ recount text at Second Grade of SMPN 2 Balaraja.

F. Conceptual Framework

According to Stephanie Dowrick, “ Journal writing is a supreme way to record your own life’s journey.”⁵ Based on the Theoretical above, the writer makes the Framework as :



⁵ Stephanie Dowrick, Creative Journal Writing, (Wise Angels: Griffin Press, 2007), P.2

G. Previous Study

1. The effect of reflective journal writing on students' writing ability of Narrative text by Firdaus Habibi publisher at UIN Syarif Hidayatullah Jakarta : Fakultas Ilmu Tarbiyah dan Keguruan, 2017.

This research is aimed to obtain the empirical evidence about the effect of reflective journal writing on students' writing ability of narrative text at the tenth grade students of SMA Triguna Utama, Tangsel. The writer used quasi experimental research which classified into a quantitative research. In the experimental class, the writer taught the reflective journal by using a media named Line Application in teaching writing of Narrative text while in the controlled class, the writer taught the students by implementing the conventional teaching technique such as asking the students to do the written exercises and answering 10 reading comprehension questions based on the narrative text given.

2. Improving students' understanding on the simple past tense through journal writing technique : a classroom action research in the second year students class VIII-6 of SMPN 56 Jakarta by Farkhan, Publisher in UIN Syarif Hidayatulla Jakarta Fakultas Ilmu Tarbiyah dan Keguruan.

The method used in this research is the Classroom Action Research by adopting to Kurt Lewin's design. This research is carried out within two cycle that are planning, acting, observing, and reflecting. The collecting of data is done by carrying out the interview with the teacher, observation

during CAR, giving test to students in which the tests are pre test, post test cycle 1, and post test cycle 2. The result of this research shows that using journal writing techniques could improve students' understanding on the simple past tense that can be seen from the improvement of the students' score.

3. The Effectiveness of journal portfolios on students' writing of recount text (A Quasi-Experimental Study at the Tenth Grade of SMK Nusantara 1 Ciputat) by Ismalianing Eviyuliawati.

This study aims to find out empirical evidence about the effectiveness of Portuguese journal on the achievement of recount text writing in the first grade students at SMK 1 Ciputat. The research method used in this study is quantitative and the design used Quasi-Experimental. The population in this study were the first grade students at SMK Nusantara 1 Ciputat. The author uses purposive sampling techniques in taking samples in this study. The instrument used in this study is a written test that is used to ensure the reliability of the instrument. The researcher used a rubric called analytic scoring to provide an assessment of the results of students' writing in the pre-test and post-test.

Comparing previous studies above with my research is : ***The First previous study is***, talking about The effect of reflective journal writing on students' writing ability of Narrative text, and my research, the writer will focus on recount text. The students' must tell about their daily activity by

using recount text. *The Second is*, Improving students' understanding on the simple past tense through journal writing technique, and my research using case study, that the writer only try does journal writing can help students' to developing recount text? And journal writing an used for motivated students in learning process because they can reflect their daily activity by reading their journal before. *The Third is*, The Effectiveness of journal portfolios on students' writing of recount text this research using quantitative research and using quasi-Experimental method, and my research using qualitative research and using study case and the writer need one class to be practiced this method.

H. The Organization of Writing

To make this research easy to comprehended, the Writer divides the research into three chapters:

Chapter 1 is introduction. In this chapter the Writer puts some points: Background of the study, Statement of the problem, Objective of study, Significant of the study, The limitation of the study, Conceptual framework, Previous study, and the organization of writing.

Chapter 2 is theoretical frameworks. This chapter consists of the theories from some experts about writing (definition of writing, types of writing, process of writing), Journal writing (definition of journal writing, advantages

of journal writing, how to apply journal writing), and recount text (the language features in a recount text, generic structure of recount text).

Chapter 3 is research methodology, which consist of the Research method, setting of the research, the research procedure, tehniques of the research, researcher roles, the particiant, data collection and data analysis.

Chapter 4 is the result of the study and discussion, it consist of description of the data (finding), and interpretation of the data.

Chapter 5 is closing, it consist of conclusion of the research suggestion.