

## **CHAPTER I**

### **INTRODUCTION**

This chapter elaborates the background of study, statements of the problem, objectives of the study, and benefits of the study

#### **A. Background of the Study**

English classrooms are to approach the teaching of writing as a process, rather than a product. When students are to become more expert writers, they must write more frequently, and the self-motivated of teacher review must be accustomed for students to have more opportunities to write and teachers to have optional free time to practise hobbies, interests, and leisure activities (Heller: 2015). To understand one's writing students, the teacher comes in sharing an equal experience of difficulty, rather than only sharing the same topics or genres of writing. In teaching writing, practice always has an important role. It was found that doing free writing and keeping a journal are excellent ways to get start in practicing writing.

However, writing is considered as a skill that is difficult to master. According to Hadfield (2004: v) there are some difficulties related to the writing. Firstly, there is psychological difficulty in which the writers have to decide what the information the reader needs and how best to express this. Secondly, there is linguistic difficulty in that the language used in written language is different from that used in speech. Thirdly, there is cognitive difficulty in which the writers have to organize their idea on paper. Consequently, a large number of students believe that English writing as frightening and frustrating activity. This situation happens because of the method or technique used in teaching writing is not effective, furthermore, the total of time given to practice writing in class is unsuitable. It can be seen that a lot of teachers draw on usual teaching writing method: teacher provides topics, students directly practice the writing without learning how to write down first, and then the students' writing will be collected, corrected, and graded by teacher. Teachers believe correcting students' grammatical and

mechanical errors are the most important element because there is a supposition that a good part of writing is composed of grammatically proper sentences.

Teachers who experience writing difficulty not only bond emotionally to their students, somewhat they might do after writing what their students write, but they get clearness concerning how students study to write better. They also get a felt sense on the discipline that is vital to becoming occupied in the teaching process (Reid: 1997). There are various teaching methods that are able to be applied in teaching writing. One of them is dialogue journal. Peyton and Reed (in Liao and Wong, 2007) define dialogue journal as a written chat between a teacher and an individual student, which is rather private and is an on-going writing during an entire semester or school year. It is an efficient method in practicing writing because it involves free writing and journaling in the equal time. It presents students to describe freely on their languages and lives familiarity. Dialogue journals can serve as low-risk backgrounds for ELs to enhance language and literacy in their first and recent languages (Reid: 1997). It is an effective and efficient method to learn English.

Actually, many teachers still consider comfortable to apply “Direct Instruction Method” to be implemented intended for teaching writing in their English class. The Direct Instruction Method is really ineffective to implement in teaching learning process since this method is teacher-centred. The students are likely to be passive in which they are merely as the followers of the teachers’ explanation and instruction.

Interest is a different factor of learning writing which starts from the students. According to Muhammad (in Odo, 2016) interest has a role to play on individual learning pattern. Interest is the feeling of an individual whose attention, concern, or curiosity is mainly engaged by something. Therefore, interests can agreement a student's interest, encourage and support his learning style. In order words, teachers have to keep the students in an observed learning environment so that they can experience learning with aspects of enjoyment. It is supposed that the students who have high interest in writing can learn faster than students who have low interest in writing.

Based on the description above, the researcher is interested to use “Dialogue Journal for teaching writing at the eleventh grade of SMA MTA Surakarta in the academic year of 2016/2017”.

### **B. Statements of the Problem**

From the background of the study, there are three problems that are formulated as follows:

1. Is there any different influence of Dialogue Journal and Direct Instruction toward teaching writing of the eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017?
2. Is there any different influence of high students’ interest and low students’ interest toward teaching writing of the eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017?
3. Is there influence of the interaction between learning method and students’ interest toward teaching writing of the eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017?

### **C. Objective of the Study**

This research is aimed at finding out the influence of teaching methods and students’ interest on the students’ writing skill. Particularly, this research is proposed:

1. To find out whether there is or not difference influence of Dialogue Journal and Direct Instruction toward students’ writing of the eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017;
2. To find out whether there is or not different influence of high students’ interest and low students’ interest toward students’ writing of the eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017;
3. To find out whether there is or not the difference influence of the interaction between learning method and students’ interest toward students’ writing of the eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017

#### **D. Benefits of the Study**

The result of the study is expected to be able to give some benefits, both theoretical and practical as follows:

1. Theoretical Benefits

This result of this present study hopefully can be helpful for other study to construct further analysis, especially in carrying the dialogue journal method on writing by using different point of view. In addition, it can add of knowledge in the field of writing skill.

2. Practical Benefits

- a. English teacher

It is hoped that this study can help the teacher to believe which one is more effective whether using Dialogue Journal or using Direct Instruction in teaching writing. The results of the study can helpful for enhancing students' learning process. The students are expected not to encounter difficulties in writing skill anymore. They are also look forward to consider that writing is an enjoyment activity.

- b. Other Researcher

It can provide the observation to other researcher that the study has many contributions in teaching writing. It can also be used as a reference in conducting further research in the same field.