

CHAPTER I

INTRODUCTION

This section presents the background of the study, the statement of the problem, the objective of the study, the hypothesis, the significance of the study, the scope and limitation of the study, and the definition of key terms.

A. The Background of The Study

In Indonesia, English is considered as the foreign language and is taught formally from elementary school up to the university level. There are four skills in English. They are listening, speaking, reading, and writing. Each skill is very compulsory to be learned by the students. But the fact in learning English, there are problems that they face. According to Janet Lerner "words are the primary means of communication for human beings. It is the way we tell each other what we want and what we do not want, what we think, and how we feel. When words are spoken, they are a wonderful asset quick, direct, and easy. But when words must be written, they become burdensome-a slow and laborious task. Many students have significant problems."¹

The problem in writing is also found at MA MA'ARIF Udanawu. The students have to understand about the type of text that they will use. There are many kinds of English text. Those are recount, report, discussion, news item,

¹Janet Lerner, *Learning Disabilities*(Boston: Houghton Mifflin Company, 1985), 400.

explanation, narrative, procedure, description, and review. Each of text has different purpose, features, and generic structure. In fact, there are students still confused to difference the characteristic of each text. This problem appears at eleventh grade students who have enough knowledge how to write a good descriptive text because of it has been taught at tenth grade.

The dialogue journal technique is one of collaborative learning techniques that consist of students' thinking in a journal then they exchange with one of their friends to get some comments and questions. Dialogue journal offers the formal media to student to write their thinking, experiences or other exercises. This journal is effective, especially when the writers know that someone who is interested about topics above will read and response their note.²

Collaborative technique with dialogue journal gives the students opportunity to express their idea. Students can share their knowledge, experience with other, and motivate each other to understand the material. Student who gets journal of their friends, they have chance to comment and give suggestion which will help their friends to make a good task in their journal than before. The researcher thinks that it can help the students of MA MA'ARIF Udanawu get better achievement in writing descriptive text.

In this study the researcher chooses the eleventh grade students at MA MA'ARIF Udanawu Blitar because the researcher conducts interview with one of English teachers and found the problem above. So in this study the researcher

²Elizabeth E. Barkley, *Teknik-Teknik Pembelajaran Kolabratif*, terj. Narulita Yusron (Bandung: Penerbit Nusa Media, 2012), 350.

the title “The Effect of Dialogue Journal Technique on Descriptive Writing Skills of The Eleventh-Grade Students of MA MA’ARIF Udanawu Blitar”.

B. Statement of The Problem

Based explain in background of the study, so researcher state problem of the study “Do the students of eleventh grade at MA MA’ARIF Udanawu who are taught using dialogue journal technique get better achievement on descriptive writing skills than those who are taught without using dialogue journal technique?”

C. The Objective of The Study

Based on the problem stated above, the purpose of this study is: the researcher wants to know whether the students of eleventh grade at MA MA’ARIF Udanawu who are taught using dialogue journal technique get better achievement in writing descriptive text than those who are taught without using dialogue journal technique.

D. Hypothesis

Based on the problem stated, the hypothesis of this study is alternative hypothesis (H_a), that is the students who are taught using dialogue journal technique get better achievement than those who are taught without using dialogue journal technique.

E. The Significances of The Study

The result of study is expected to be useful and valuable for several people. The significance of study will be more useful if the result of this research will inform the teacher that the dialogue journal technique contributes to the success in learning English especially in writing descriptive text.

they are:

1) The Teacher

The teacher will be more creative and it can be an alternative technique in making the students interested in learning and understanding English easily, especially in writing descriptive text.

2) The Future Researchers

The future researchers will be more enthusiastic with the problems which appear in the English learning process especially in Indonesia. They can more be creative to apply the new learning method to solve the problem or to increase the English learning process.

F. The Scope and Limitation

The researcher focused her study on writing descriptive text using the dialogue journal technique where the subject of the study is limited to the eleventh grade students at MA MA'ARIF Udanawu. This study will focus on the effect of dialogue journal in writing descriptive text. One of the reason is that dialogue journal can be used to help them to get better achievement in writing descriptive text.

G. The Definition of The Key Terms

A definition presents mutual understanding in the title that is explored from reference sources. It will serve guidelines to recognize the concept of learning accordingly. The writer should give the definition in order to make it clearer.

1) Effect

Effect is a noun. It means change that somebody or something causes in somebody or something else; result.³ It means that the effect or result of dialogue journal technique in descriptive text in learning English.

2) Dialogue journal technique

The dialogue journal technique is one of collaborative learning techniques which consist of students' thinking in a paper which has consisted their friends' task, then they exchange with one of their friends to get some comments and questions.⁴

3) Descriptive writing

Kinds of text which is written to serve as a media of describing a person, a thing, an animal or a place in specific.⁵

³Oxford Learner's Pocket Dictionary new edition (New York:Oxford University Press, 2003) 138.

⁴Elizabeth E. Barkley, *Teknik-Teknik Pembelajaran Kolaboratif*, terj. Narulita Yusron (Bandung: Penerbit Nusa Media, 2012), 350.

⁵Muh. Taslih, *Bahasa Inggris Listening, Speaking, Reading, Writing SMA* (Solo: CV. Haka MJ, 2007) 25.