

CHAPTER II

LITERATURE REVIEW

A. The Theoretical Framework

1. The Nature of Writing

According to Troyka¹, writing is a way of thinking and learning. Through writing, you can get opportunities to explore the ideas and understand information. Besides, writing can be understood as a way of discovering. In writing, you can make unexpected connections among ideas and language. Furthermore, she also states that in writing, you also need to focus on the purpose and audience of writing. The purposes of writing are as follows:

a. Writing to inform a reader

By writing, readers will be offered some information with a minimum of bias in order to educate them. In writing, information needs to be presented completely, clearly and accurately. Material should be various by additional reading, talking with others, or personal experiences. In other words, informative writing seeks to give information and frequently explain it, which mainly focuses on the subject being discussed.

b. Writing to persuade a reader

Persuasive writing seeks to convince readers about the matter of opinion. It focuses mainly on readers, whom the writer wants to influence. When writing to persuade, writers deal with debatable, which has other sides to it. Persuasive

¹Lynn Quitman Troyka. Simon & Schuster: *Handbook For Writers*. Third Ed. (New Jersey: Prentice Hall, 1993), pp. 1

writing seeks to change readers' mind or at least to bring readers' point of view closer to the writer's.

Before writing, writers have to consider their audience. According to Ruth Baygell², audience means people who would get the most from writers' ideas. By thinking of the audience, writers can focus on the entire of the contents of writing. In other words, audience will help authors focus on what types of materials you need to include. There are several questions used to determine the audience of your writing.

1. Are readers professional/technical in the designated topic?
Are they familiar or unfamiliar with the topic?
2. Do writers know the approximate age? Are they fellow students or they older individuals with more life experience?
3. Will readers need research and statistics to be convinced of your position?
4. Is the reader in a position of formal authority?

According to Peter Elbow³, there are four kinds of audience as follows:

- 1) Audience with the Authority, e.g., teacher, editor, supervisors, employers
- 2) Audience of peer
- 3) Audience of allies-who particularly care for the writer
- 4) Audience of self alone-private writing

More specifically, knowing audience will help writers determine the following: How formal and informal to be, how much technical language you

² Ruth Baygell. *Education Program Newsweek: Essay Writing Step-by-Step*. (New York: Simon & Schuster, 2003), pp. 14-15

³Peter Elbow. *Everyone Can Write: Essay toward a Hopeful Theory of Writing and Teaching Writing*. (New York: Oxford University Press, 2000), pp. 28-29

should include, how much detail to include, and how many statistical facts to include.

Besides purpose and audience, we need five components to construct writing such as content, organization, vocabulary, language use and mechanics. Those components are needed to create effective written communication.

1. Content

Content⁴ is one of writing components that discuss about knowledgeable, substantive, through development of thesis, and relevant to assigned topic.

2. Organization

Organization is one of component in writing that tells about the systematic of ideas or flow of ideas. According to Alice Oshima and Ann Hoque⁵, there are four common kinds of organization such as chronological order, logical division of ideas, cause and effect order and comparison and contrast order.

3. Vocabulary

According to Richard, et al⁶, vocabulary is a set of lexemes, including single words, compound words and idioms.

⁴ Jane B. Hughey, et al. *Teaching ESL Composition: Principles and Techniques*. (Massachusetts: Newbury House Publishers, Inc, 1983), pp. 141-142

⁵Alice Oshima and Ann Hoque. *Writing Academic English*. Third Ed. (New York: Addison Wesley Longman, 1991), pp. 122

⁶Jack C. Richard, et al. *Longman Dictionary of Language Teaching and Applied Linguistics*. (London: Pearson Education Limited, 2002), pp. 580

4. Language Use

Don Shiach⁷ discussed in his book that writing essays in a structured and clear way so that the reader/assessor can follow what writers are trying to say is a very important factor in the assessment grade you achieve. Another important factor is the accuracy of what is written. By accuracy, it means not only the clarity of the expression but the correctness of usage in terms of grammar. If writers make too many grammatical errors in their writing, this will create wrong impression.

5. Mechanics

In the component of mechanics, there are two common terms are used, that is, spelling and punctuation. In writing, the correct usage of spelling is needed in order to get the right meaning of the essay. Beside spelling, punctuation system is to reveal structure⁸. Both for readers and writers, it is an important aid in grasping the organization and the function of a text.

2. Writing Ability

Writing ability⁹ is specific ability which helps writers put their ideas into words in meaningful form and interact with the message. According to Maria Da

⁷Don Shiach. *Essay a step-by-step guide for all levels, With sample essays*. (Oxford: How To Content Ltd, 2009), pp. 133

⁸Sofia A. Vernon, et al. "Rewriting to introduce punctuation in the Second grade: a didactic approach". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publishers, 2005), pp. 48

⁹SIL International. "What are writing skills?" Version 4. 1999. pp. 1 (Retrieved on September 10, 2011) www.sil.org/lingualinks/literacy/.../whatarewritingskills.htm

Graca L.C. Pinto¹⁰, it is a skill which obliges learners to be even more aware of the potential of language because it can exist on its own, and because it may contribute to logical organization. This ability cannot be acquired easily, it takes long and complete process. According to Gert Rijlaarsdam and Huub Van Den Bergh¹¹, there are two principles in maximizing the acquirement of writing ability. First, practices makes perfect. The aim of learning is fluency obtained after the basic skills and strategies are acquired. Practicing helps the learners to be fluency by integrating the components into the execution of the task. Second, similarity of task, it means when the students learn to write an essay, they must write an essay. It should be similar.

3. The Nature of Hortatory Exposition Text

Hortatory Exposition text is one of the types of writing besides narrative text, descriptive text, procedural text, argumentative text, and analytical exposition. Hortatory Exposition is a type of English text that belongs to the class of argumentation and influences the reader to do something or act in a certain way.

The purpose of hortatory exposition is to presenting and influencing the readers that should be so, and should not be. According to Sudarwati¹², the

¹⁰Maria Da Graca L. C. Pinto. "Looking at Reading and Writing Through Language". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston: Kluwer Academic Publisher, 2005), pp. 45

¹¹Gert Rijlaarsdam and Huub Van Den Bergh. "Effective Learning and Teaching of Writing: Student involvement in the teaching of writing". *Effective Learning and Teaching of Writing: A Handbook of Writing in Education*. Second Edition. Vol 14. Gert Rijlaarsdam, et al. (Boston) Kluwer Academic Publishers, 2005) pp. 3-5

¹²Th. M. Sudarwati, et al. *Look Ahead 2 An English Course for Senior High School Students year XI*. (Jakarta: Erlangga,2007) p. 204

purpose of hortatory exposition is to persuade readers or listeners that something should or should not be the case.

The following explanation is the generic structures of the hortatory exposition text:¹³

1) Thesis

The contain of thesis is introduction to the main idea of an effect or event that will be raised or discussed.

2) Arguments

The contain of argument is the opinions of the writer that support the main idea. The more opinions the authors write, the more attractive a hortatory exposition text, because readers tend to believe in an event if there are many opinions that support in it.

3) Recommendation

Recommendation contains a recommendation or solicitation writer to the reader.

In writing hortatory exposition text, there are some language features that should be considered by the writer. The language features are as follows¹⁴:

1. The use of emotive words

(e.g. : *alarmed, worried*)

2. The use of words that qualify statements

(e.g. : *usual, probably*)

3. The use of words that link arguments

¹³ Diar Chuby. "Hortatory Exposition Text". 2013. (Retrieved on February 10, 2014) <http://englishdiarstewart.blogspot.com/2013/01/hortatory-exposition.html>

¹⁴ *Op.cit.* p. 204

(e.g. : *firstly, however, on the other hand, therefore*)

4. The use of present tense

(e.g. : *is, am, are, and verb I*)

5. The use of compound and complex sentences

6. The use of modal and adverbs

(e.g. : *can, may, certainly, get, stop*)

7. The use of subjective opinions using pronouns I and *we*.

From the statement above, the writer concludes that, in writing hortatory exposition text, all of the generic structures (chronological orders) should exist in writing. It is very crucial because if not, writing will not be a good writing and make readers confused with the writing.

4. The Context of Dialogue Journal Writing Strategy

a. The Definition of Dialogue Journal Writing Strategy

The research in the use of dialogue journals began in the late 1970's with the published work of Jana Staton and colleagues after she observed a California multicultural classroom of writers (Staton, Shuy, Peyton, & Reed)¹⁵. According to Peyton¹⁶ defines dialogue journal writing as:

¹⁵Staton, J., Shuy, R., Peyton, J., & Reed, L.(1988). "*Dialogue Journal Communication: Classroom, linguistic, social and cognitive views*". Does the use of dialogue journals affect the writing fluency of low-literacy adult somali students?.pp.1-2.(Retrieved on November 1st, 2011), <http://www.hamline.edu/WorkArea/DownloadAsset.aspx?id=2147514394>

¹⁶Peyton, J. (1997). *Dialogue journals: Interactive writing to develop language and literacy*.Influence of Dialogue Journals on Students' Length, Clarity and Interest on Writing. P.7.(Retrieved on November 1st, 2011), http://sierranevada.edu/UserFiles/File/MAT_THESSES_09/Spring/Marine%20Baldzhyan.pdf

A written conversation in which a student and a teacher communicate regularly (daily, weekly, etc., depending on the educational setting) over a semester, school year, or course. Students write as much as they choose and the teacher writes back regularly, responding to students' questions and comments, introducing new topics, or asking questions. The teacher is a participant in an ongoing, written conversation with the student, rather than an evaluator who corrects or comments on the student's writing.

The key components of dialogue journal writing include no critiquing, grading or content correcting by teachers. When students understand that the purpose of dialogue journal writing is to express their views and opinions only, it builds a student-teacher trust. This mutual trust is the key motivator in students self-engaging in journal writing.

b. Steps of Dialogue Journal Writing Strategy

Here are the steps to follow to use dialogue journals with learners¹⁷:

- 1) Teacher asks students to write a personal message in the journal that is designed to get a response.

Examples: Start with a question such as

¹⁷<http://www.sil.org/lingualinks/literacy/ImplementALiteracyProgram/UsingADialogueJournal.htm>

- a) "Have you planted your garden? What do you usually plant?"
 - b) "What is the next event to celebrate? How will you celebrate it?"
- 2) Teacher asks the students to write a response and return the journal to the teacher to continue the dialogue.

Variations:

- a) Have the class discuss and agree upon a question for the next entry in the journals.
 - b) Have learners exchange journals and read each other's thoughts and ideas.
 - c) Instruct learners to make specific kinds of entries in the journals:
 - (1) Questions about classroom material that is unclear.
 - (2) Reactions to specific classroom material or activities.
 - (3) Feelings about the training or other common experiences.
 - (4) A summary of the training or a day's class.
- 3) Teacher asks students continue to exchange the journal in this way to keep the dialogue going.

c. The Purpose of Dialogue Journals

The primary purpose of the dialogue journal is communication and relationship building between the journalists. Jana Staton¹⁸ noted that dialogue journals provide a vehicle for focused and continuing conversations in which two participants bring about new understandings, new ideas, and new meaning.

Karen Bromley¹⁹ has noted that dialogue journals in schools serve a variety of instructional purposes. They individualize the learning experience, provide accurate and authentic models of writing for students to emulate and authentic audiences for student writing, develop writing fluency through authentic application, provide a nonthreatening and open context for writing, validate self-expression and build motivation and self-confidence for writing, nurture interpersonal connections, and integrate reading, writing, and thinking naturally.

Others purposes of dialogue journal are:

1. To expand students' thinking
2. To help them communicate
3. To articulate their ideas in written form

¹⁸ Staton, Jana. 1984. *The Power of Responding in Dialogue Journals*. Literacy in America: An Encyclopedia of History, Theory and Practice. p.132. (Retrieved on April 20th, 2014), [http://books.google.co.id/books?id=rHNK8j_RrkkC&pg=PA133&lpg=PA133&dq=journal+about+direct+reading+activity+\(DRA\)+strategy&source=bl&ots=3PVZM5Zr1K&sig=GQfiKBfCntkCrjNL6rs0X5WOAAI&hl=id&sa=X&ei=IT5OU_LuEIrXrQfwsQGQCQ&redir_esc=y#v=onepage&q=journal%20about%20direct%20reading%20activity%20\(DRA\)%20strategy&f=false](http://books.google.co.id/books?id=rHNK8j_RrkkC&pg=PA133&lpg=PA133&dq=journal+about+direct+reading+activity+(DRA)+strategy&source=bl&ots=3PVZM5Zr1K&sig=GQfiKBfCntkCrjNL6rs0X5WOAAI&hl=id&sa=X&ei=IT5OU_LuEIrXrQfwsQGQCQ&redir_esc=y#v=onepage&q=journal%20about%20direct%20reading%20activity%20(DRA)%20strategy&f=false)

¹⁹ Bromley, Karen. 1993. *Journaling: Engagements in Reading, Writing, and Thinking*. Literacy in America: An Encyclopedia of History, Theory and Practice. p.132. (Retrieved on April 20th, 2014), [http://books.google.co.id/books?id=rHNK8j_RrkkC&pg=PA133&lpg=PA133&dq=journal+about+direct+reading+activity+\(DRA\)+strategy&source=bl&ots=3PVZM5Zr1K&sig=GQfiKBfCntkCrjNL6rs0X5WOAAI&hl=id&sa=X&ei=IT5OU_LuEIrXrQfwsQGQCQ&redir_esc=y#v=onepage&q=journal%20about%20direct%20reading%20activity%20\(DRA\)%20strategy&f=false](http://books.google.co.id/books?id=rHNK8j_RrkkC&pg=PA133&lpg=PA133&dq=journal+about+direct+reading+activity+(DRA)+strategy&source=bl&ots=3PVZM5Zr1K&sig=GQfiKBfCntkCrjNL6rs0X5WOAAI&hl=id&sa=X&ei=IT5OU_LuEIrXrQfwsQGQCQ&redir_esc=y#v=onepage&q=journal%20about%20direct%20reading%20activity%20(DRA)%20strategy&f=false)

4. To stimulate authentic exchange of language between learners and teachers so that the learners will develop functional and structural aspects of the target language in a meaning-making context

d. Benefits to Students When Using Dialogue Journals

There are four ways that dialogue journals help to improve student writing. *Firstly*, they write more easily and quickly. Often students begin by writing very little in their journals, but that soon increases with ease. The Holmes and Moulton study²⁰ reveals that, as a result of writing regularly, increased fluency occurs because dialogue journaling mirrors the act of conversation. *Secondly*, students begin to write more coherently. The dialogue between student and teacher reveals misunderstandings that can be remedied through the course of subsequent discussions. *Thirdly*, a wide variety of language functions are used which also occur in a conversation. These functions include asking questions, complaining, and expressing other communicative needs and desires. *Finally*, a student can play with the target language when using dialogue journals. The use of dialogue journals provides an opportunity for the unique personalities and styles of both teachers and students to emerge.

Another benefit to the student when writing in dialogue journals is that of personal growth and development. Journals can help with learning goals, as well

²⁰Holmes, V. L. & Moulton, M.R. (1997). *Dialogue Journals as an ESL learning strategy. Journal of Adolescent and Adult Literacy* . Does the use of dialogue journals affect the writing fluency of low-literacy adult somali students?.pp.1-2.(Retrieved on November 1st, 2011), http://hamline.edu%2FWorkArea%2Flinkit.aspx%3FLinkIdentifier%3Ddid%26ItemID%3D2147514394%26libID%3D2147514554&ei=yCoIT67pFYXUrQfElaT5Dw&usg=AFQjCNGQ7GzjKmry0IseOxzUD_5wJ6FhFA

as results, when integrating life with learning experiences, allowing for freedom of expression and stimulating mental abilities. Journal writing provides a venue for an investment in themselves as students explore their personal thoughts and feelings. Harmer²¹ states that journal writing has a powerful effect upon motivation as well as promoting learner autonomy in writing. Provision of additional opportunities for reading is another key benefit for students.

e. Benefits to Teachers When Using Dialogue Journals

Teachers also enjoy many benefits of using dialogue journals. The journals provide a means to get to know students in a way that may not be possible otherwise. Information shared in the journals builds strong personal ties as teachers grow to learn so much about the lives of their students. Through the interactive medium of the journals, knowledge is acquired about students' cultures while valuable personal connections are formed. Although journals are often private between the teacher and student, sharing of their writings is community building. Through back and forth writings, teachers are invited into students' life experiences and feelings.

Another benefit to teachers is in personal growth. Support and encouragement are often required in the responses to students as they may complain or share frustration in learning the target language.

²¹Harmer, J. (2004). *How to teach writing*. Does the use of dialogue journals affect the writing fluency of low-literacy adult somali students?.pp.1-2.(Retrieved on November 1st, 2011), http://hamline.edu%2FWorkArea%2Flinkit.aspx%3FLinkIdentifier%3Ddid%26ItemID%3D2147514394%26libID%3D2147514554&ei=yCoIT67pFYXUrQfElaT5Dw&usg=AFQjCNGQ7GzjKmry0IseOxzUD_5wJ6FhFA

A final benefit to teachers is in the maintenance of their enthusiasm for teaching. The joy in correspondence, as well as the sense of connectedness to students, can be powerfully gratifying. It reminds teachers about the excitement in learning and growing with students and may allow them to experience a sense of value and satisfaction in the teaching profession. Teachers often find themselves eagerly looking forward to each class as the enthusiasm of the students can be infectious.

B. The Relevant Research

1. A Research from Ming-Tzu Liao and Chia-Tzu Wong

In 2007, Ming-Tzu Liao and Chia-Tzu Wong conducted research entitled “Effects of Dialogue Journals on L2 Students’ Writing Fluency, Reflections, Anxiety, and Motivation”. They tried to compare between the use of the Dialogue Journal Writing Project on the students’ writing fluency, the Dialogue Journal Writing Project on the students’ Reflective Awareness of English Writing, the Dialogue Journal Writing Project on the students’ writing Anxiety, and the Dialogue Journal Writing Project on the students’ Intrinsic Writing Motivation. The subject of their research were 41 10th-students (i.e., first year senior high school students) in one class in the National Sun Yet-San University affiliated Guoguang Laboratory School. There were five classes in the 10th-grade at the school, and the chosen class(Monographic Study Class) was more advanced based on its performance in the Basic Competence Test.

The major findings of the present study can be summarized as follows:

1. The Dialogue Journal Writing project was effective in promoting the students' English writing proficiency, which matches the finding of previous studies.
2. The Dialogue Journal Writing project promoted the students' writing fluency, and thus they could write more.
3. The Dialogue Journal Writing project enhanced not only the students' reflective awareness of English writing but also promoted their self-growth as human beings and learners.
4. The Dialogue Journal Writing project was effective in reducing the students' writing anxiety.
5. The Dialogue Journal Writing project was successful in promoting the students' intrinsic motivation on English writing.

2. A Research from Rafiza A Razak & Adelina Asmawi

In 2004, Rafiza A Razak & Adelina Asmawi conducted research entitled "The Use of Dialogue Journal Through E-Mail Technology in Developing Writing Interest and Skills. The subject of their research was the Malaysian Secondary Schools. The studies done on dialogue journal via e-mail reveal that e-mail dialogue journal is able to serve as a tool for developing students' writing abilities and initiating their communication skills. In addition, it can be an interesting, motivating and meaningful writing activity as it exposes students to authentic discourse. The non-threatening and interactive form of writing encourages students to express their communication intents. Nonetheless, there are

very few studies done on dialogue journal writing via e-mail especially in L2 writing classrooms. Most of the studies are also not done in the Malaysian educational setting. Hence, more research should be carried out specifically on Malaysian schools to promote the use of technology specifically dialogue journal writing via e-mail to upgrade English language teaching and learning.

C. The Assumption and Hypothesis

1. Assumption

Before formulating the hypothesis as the temporary answer to the problem, the writer would like to present the assumptions of this research:

- a. Students' writing ability is various.
- b. Dialogue journal writing strategy will give significant effect on students' writing ability.

2. Hypothesis

Based on the assumption above, hypotheses of this research can be forwarded as follows:

- a. The Alternative Hypothesis (H_a): There is a significant effect of using dialogue journal writing strategy on students' writing ability at MAN 1 Pekanbaru.
- b. The Null Hypothesis (H_0): There is no significant effect of using dialogue journal writing strategy on students' writing ability at MAN 1 Pekanbaru.

D. The Operational Concept

In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research. This research is experimental research in which focuses on gaining the effect of using Dialogue Journal Writing Strategy on Students' Writing Ability. Therefore, in analyzing the problem in this research, there are two variables used. The first is Dialogue Journal Writing Strategy which refers to the teacher's strategy in teaching writing. The second is students' writing ability. Dialogue Journal Writing Strategy is an independent variable and students' writing ability is a dependent variable. To operate the investigation on the variable, the researcher worked based on the following indicators:

1. The indicators of Dialogue Journal Writing Strategy are as follows:
 - a. Teacher asks the students to write a personal message in the journal that is designed to get a response from the learner.
 - b. Teacher asks the students to write a response and return the journal to the teacher to continue the dialogue.
 - c. Teacher asks the students continue to exchange the journal in this way to keep the dialogue going.
2. The indicators of students' writing ability are as follows:
 - a. The students are able to express their thoughts and emotions
 - b. The students are able to motivate themselves in writing
 - c. The students are able to improve their English writing ability
 - d. The students are able to enrich their English vocabulary by practicing more and more