

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This research aims to study the effectiveness of response journal writing strategy to enhance students' English writing skills. This chapter presents the theories about journal writing, response journal writing and teaching writing using response journal and some previous studies related to this study.

#### **A. Theoretical Foundation**

Theoretical foundation covers theories related to this research. Because this research is about writing skill and response journal writing strategy, the theories that suit to this research are definition of journal writing, kinds of journal writing, response journal writing with its example and explanation of its benefit and teaching writing using response journal writing.

##### **1. Journal Writing**

Journal is a media like note, book, pad and others that functions like a diary. Yet, it does not contain the students' experiences only.<sup>18</sup> Journal is the place to express what the students feel and think about something without worrying of having wrong or bad opinion. It may also have no privacy because other people can read it. In other words, it is a way to record what happens in the students' life, what they think about something,

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<sup>18</sup> Asmal Wafa, *Keeping Journal Writing to Improve the Writing Ability of the Tenth Grade Students of SMAN 1 Jekulo Kudus* (Kudus: FKIP Universitas Muria Kudus, 2010), 3

and others.<sup>19</sup> Tarigan, as cited in Wafa, states that journal is the personal note like diary, but the difference is that on journal we let other people to read our journal while on the diary we usually keep our privacy.<sup>20</sup> Lewis, as cited in Wafa, adds that journal is one of the effective ways in helping students to organize and in inspiring the students to their writing.<sup>21</sup> Therefore, teacher can use journal writing as one of the strategies in the teaching of writing. The benefits of journal writing in term of improving learning and professional development should be considered by the educators or the teachers.<sup>22</sup>

There are four kinds of journals writing that can be used as a strategy in teaching writing. There are dialog journals, response journals, teaching journals, and collaborative or interactive group journals.<sup>23</sup> Dialog journals involve the students' and the teacher's writing. They exchange their writing to give comments to each other like conversation, but in form of writing. Response journal writing is a personal note which is used by students to keep record of their personal reaction to, question about and reflection on what they read, see and listen. Teaching journals almost have similar

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<sup>19</sup> Stephanie Dowrick, *Creative Journal Writing* (Australia: Griffin Press. 2007), 2

<sup>20</sup> Ibid.,

<sup>21</sup> Asmal Wafa, *Keeping Journal Writing to Improve the Writing Ability of the Tenth Grade Students of SMAN 1 Jekulo Kudus* (Kudus: FKIP Universitas Muria Kudus. 2010),4

<sup>22</sup> Roger Hiemstra, *Uses and Benefits of Journal Writing* (<http://www-distance.syr.edu/journal1.html>) accessed on 27 of August 2013/ at 10.49 p.m.

<sup>23</sup> Icy Lee, *Fostering preservice reflection through response journals* (Hong Kong: University of Hong Kong, 2008), 118

purpose with the response journals but they are based on teaching experiences that teacher candidate record during the practicum. Collaborative or interactive group journals involve the teacher in writing and exchange the journals.<sup>24</sup>

## 2. Response Journal Writing

From the above four kinds of journals, this research particularly focuses on response journal writing. Response journal writing requires the students to write about their feeling when they are reading a book or listening a story.<sup>25</sup> It encourages the students to think critically or deeply about something they read, viewed or listened and to relate the information to their prior knowledge or experience.

In this study, response journal writing means that the students are asked to retell and give respond to work of literature by recording their thoughts, feelings, reactions, and questions after reading a book, listening a story, watching a movie, and others in the form of written text. They can give comments or whatever in their mind about the book, story and others. In addition, response journal writing is considered to be more interesting to do.<sup>26</sup> This is because response journal writing can be collaborated with the

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<sup>24</sup> Icy Lee, *Fostering Preservice Reflection through Response Journals* (Hong Kong: University of Hong Kong, 2008), 118

<sup>25</sup> Instructional Strategies Online (<http://olc.spsd.sk.ca/DE/PD/instr/strats/responsejournal/>) accessed on 27 August 2013 at 10.45 p.m

<sup>26</sup> Ema Aji, *Employing Response Journal Writing Strategy to Improve Students' Writing Skills at the First Year of SMP N 8 Malang* (Malang: University of Malang, 2007). 55

use media such as article, movie, and others in its activity. Besides, response journal writing makes someone more enjoy to explore their mind. It is viewed as appropriate way for intensive training to the students in writing.<sup>27</sup>

Response journal consists at least two paragraphs which tell about the events and the response. The procedure in writing the response journal is as follows.<sup>28</sup>

- a. Describe the events or incidents in detail.
- b. Respond to the topic with the following ways:
  - 1) Express your opinions on the events, such as “I think...”, “It makes me feel that...”, and etc.
  - 2) Write how you would handle the situation if you were there, such as “If I were in that situation, I....”.
  - 3) Compare the events to something outside of class (TV shows, songs, current events, movies, personal experience, and others. The examples of the initial words are “I remember when.....”, “This reminds me of.....”, “The situation is just like....” and others.

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<sup>27</sup> Asmal Wafa, *Keeping Journal Writing to Improve the Writing Ability of the Tenth Grade Students of SMAN 1 Jekulo Kudus* (Kudus: FKIP Universitas Muria Kudus. 2010),1

<sup>28</sup> Tsolekas, How to Write a Response Journal (<https://sites.google.com/site/gtsolekas/modern-novels/response-journal-topics>) accessed on 27 of August 2013/ at 10.46 p.m.

### a. The Example of Response Journal Writing

Below is a story about someone's experience and the example of response journal writing to the story.<sup>29</sup>

#### 1) The story about someone's experience



As I was walking through Prince's Island Park today, I saw a man and his young daughter that looked pity. They were off the regular pathway and virtually ignored by the downtown crowd strolling through the park on their lunch breaks. The two were most certainly homeless. It could be known from their appearance. The little girl's winter coat, once pink, was a dingy grey. The rest of her clothing and that of her father had a similar layer of grey filth. Her father's jacket was torn and didn't appear to be protecting him from the elements, as he was shivering against the cold. Both of them had red cheeks, the kind of rosiness that appears after a person has been out in the cold for some time. Between them they had a rather lifeless, and very dirty, canvas knapsack. This knapsack seemed to be a symbol of the father – from his facial expression and body language, he looked as though all hope had long ago deserted him. He appeared deflated and defeated.

His little girl was holding on to a sleeve of soda crackers, trying to entice her father to eat. She had so little to offer, but was doing her best to ease his pain and show her concern. He refused her offering. He refused to eat the food that would have eased his hunger because he wanted to prevent her hunger. She offered all she had in the cracker, in an attempt to ease his pain. Even in their isolated hunger and cold, the man and the child both offered comfort and aid to one another.

**Figure 2.1**  
The story of someone's experience

<sup>29</sup> Writing A Visual Reflection: Visual Reflection Example  
([http://resource.rockyview.ab.ca/rvlc/ela102\\_2013/4pilot\\_environmental%20stewardship/visual\\_reflection.pdf](http://resource.rockyview.ab.ca/rvlc/ela102_2013/4pilot_environmental%20stewardship/visual_reflection.pdf)) accessed on Thursday, 04 July 2013 at 08.15 p.m

## 2) The example of response journal of the story above

Below is the journal written in response to the above story.<sup>30</sup>

When the writer walked in Prince's Island Park, she saw a man and his young daughter who moved her to tears. They were homeless. They were hungry. The daughter gave the crackers to her father. She asked him to eat them although she had a little to offer. But, the father refused her offering, because he wanted to prevent her hunger.

This is where my tears came in. These two had nothing, yet each was willing to sacrifice the little they had for each other. They make me aware of what I am wearing, a coat I have already had for two years and last season's boots. Amongst the downtown crowd, I have felt unfashionable, but near the people as like in the story, I feel ashamed and guilty. I spend so much money on clothes, jewellery, my hair and my children have stuffed closets and full bellies. I think of when was the last time I made a donation to the homeless shelter? I remember looking at my charitable donations total at tax time and thinking I really need to be giving more. I give, but it is relatively painless. I feel ashamed that I have been blessed with so much and have given so little, while those two, who have nothing, were willing to share what little they had in order to ease each other's pain. I also feel ashamed at being moved to tears as the old song goes "Tears Are Not Enough". It's one thing to have wet cheeks in a park at lunch time when I read the story. It seems that it is always the poor and the weak who teach the rest of us the true meaning of humanity.

**Figure 2.2**

### **The example of response journal of the story**

The example of response journal writing above is personal response to the text or story. The example shows that the writer explained about the events of the story after reading it, such as "when I walked in Prince's Island Park, I saw a man and his young daughter

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<sup>30</sup> Writing A Visual Reflection: Visual Reflection Example  
([http://resource.rockyview.ab.ca/rvlc/ela102\\_2013/4pilot\\_environmental%20stewardship/visual\\_reflection.pdf](http://resource.rockyview.ab.ca/rvlc/ela102_2013/4pilot_environmental%20stewardship/visual_reflection.pdf)) accessed on Thursday, 04 July 2013 at 08.15 p.m

who moved me to tears. They were homeless and hungry. The daughter gave soda crackers to her father. But, her father refused it.”

After telling about the events of the story, the writer gave comment to it. The writer expressed her feeling by comparing the condition of people in the story and the writer’s condition, such as “These two had nothing, yet each was willing to sacrifice the little they had for each other.” Then, the writer’s comment that related to the statement was “they make me aware of what I am wearing, a coat I have already had for two years and last season’s boots. Amongst the downtown crowd, I have felt unfashionable, but near these two I feel ashamed and guilty. I spend so much money on clothes, jewellery, my hair and my children have stuffed closets and full bellies. I think of when was the last time I made a donation to the homeless shelter?”

#### **b. Benefits of Response Journal Writing**

The use of response journal writing might advantage the students in developing their writing skill. Moon, as cited in Wafa, stated that there are some benefits of response journal writing.<sup>31</sup> The first benefit is that it helps the students to get focus about what they will write. It also deepens the quality of learning, in the form of critical thinking. The students can deepen and expand their understanding of something they

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<sup>31</sup> Roger Hiemstra, *Uses and Benefits of Response Journal Writing* (<http://www-distance.syr.edu/journal1.html>) accessed on 27 of August 2013/ at 10.49 p.m

read, see, and listen.<sup>32</sup> Besides, the students can get vocabularies through reading, watching or listening something. In addition, it helps the students to have more opportunity to practice in writing and share their thought, feeling, and ideas.

### 3. Teaching Writing Using Response Journal Writing

There are many strategies that we can use to teach writing. One of them is by response journal writing. Fulwiler, as cited in Scott, has shown that journals can be adapted to be implemented in a variety of teaching situations.<sup>33</sup> This implies that response journal writing can be used as a technique in teaching writing.

The procedure of applying journal in general can be conducted as follows:<sup>34</sup>

- a. The teacher explains the functions of the response journal to the students and stresses that the journal is personal. It is a place to express ideas, feelings, questions, and opinions. Then, teacher points out that there are no “right answer” in response journals.
- b. The teacher provides a model journal for students. It has to include observations, opinions, and feelings.

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<sup>32</sup> Janet E. McIntosh, *Reader response journals: Novice teachers reflect on their implementation process*. Journal of Language and Literacy Education (<http://jolle.coe.uga.edu/wp-content/uploads/2013/03/McIntoshnoviceteachers2010-1.pdf>, accessed on April 24, 2013), 120

<sup>33</sup> Scott J. Baxter, *Journals in the Language Classroom* US: English Teaching Forum (Volume 47 Number 4, 2009), 25.

<sup>34</sup> Instructional Strategies Online (<http://olc.spsd.sk.ca/DE/PD/instr/strats/responsejournal/>) accessed on September 16, 2013.



- c. The teacher gives a piece of text to the students. It can be a poem, a short story, or a students-selected book. Then, the teacher asks the students to read and encourage the students to record as many observations as they can.
- d. The teacher can organize the class into small groups and allow students to share their journal responses with their friends. The teachers stresses again that there is no “right” or “wrong” answers.

## **B. Previous Studies**

As has been previously mentioned, this research aims to investigate the effectiveness of response journal writing in developing students’ writing skills. There have actually been research on writing, yet, they used different points of views and approaches. Some previous studies on writing are reviewed below. They are grouped into two categories: studies on the application of strategies in teaching writing and the use of media in teaching writing.

The first category is the previous research on the application of strategies in teaching writing. Included in this first category are studies by Gundah Basiswi and Anik Nunuk, Ema Aji, Neneng Fauziyah, Ristyana Primadani and Ria Febriana.

The first was research by Gundah Basiswi and Anik Nunuk Wulyani entitled ”The Effectiveness of Dialog Journal in Improving Students’ Writing

Skill in Narrative Text of the Eleventh Graders.<sup>35</sup> The research used experimental design. It focused on the effectiveness of dialog journal in improving students' writing skill. Here, dialog journal means that the students do a conversation with their teacher in the form of written text. The result of this research showed that dialog journal gave positive impact to the eleventh graders' skill in writing narrative text. This result indicates that dialog journal was effective in improving the students' writing skill in narrative text of the eleventh graders of SMAN 4 Malang.

At a glance, this research and the previous research seem to be similar, but they have differences. This research uses response journal writing as the strategy in teaching writing that asks the students to retell and write their response or express their feeling about something they have read, listened, and seen. Meanwhile, the previous research used dialog journal, that is a conversation between teacher and students in the written form.

The second research was conducted by Ema Aji with the study entitled "Employing Response Journal Writing Strategy to Improve Students' Writing Skill at the First Year of SMPN 8 Malang". The focus of the research was to find out how response journal writing can be employed to improve students' writing skills in term of fluency. In her research, Ema Aji used classroom action research. She used observation checklist, field notes, and questionnaire

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<sup>35</sup> Gundah Basiswi and Anik Nunuk, *The Effectiveness of A Dialog Journal in Improving Students' Writing Skill in Narrative Text of The Eleventh Graders* (Malang: State University of Malang, 2012).

to collect the data. The result of the study showed that the response journal writing could improve the students' fluency in writing skill.<sup>36</sup>

Although this research and the previous research are using the same technique, they still have some differences. The distinction lies on the procedure in using response journal, the research design, the focus, the instruments, and the subjects. In Ema Aji's research, the students were only asked to write their response about something they have read, listened, or watched, while this research asks the students to first retell the text or video, then, give response or express their thought about the text or video. So, it was not only writing a response but writing a response preceded by retelling the details. This study was a quasy experimental research while the research by Ema Aji was classroom action research. With this classroom action research design, the finding of Ema Aji's only reflects the class under the study. Meanwhile, with the experimental design, the finding of this research can be generalized to all the subjects who share the same criteria. Besides, the previous research only focused on the students' writing fluency, while the focus of this research is not only in writing fluency but also in the macro skills and micro skills of writing. These include the correct use of grammar, the good organization, the appropriate choice of words, and mechanics. In addition, the previous research used observation checklist, field notes, and

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<sup>36</sup> Ema Aji, *Employing Response Journal Writing Strategy to Improve Students' Writing Skills at the First Year of SMP N 8 Malang* (Malang: University of Malang, 2007).

questionnaire to collect the data, while this research used writing test. Furthermore, the previous research had junior high school students as the subject, while this research had senior high school students as the sample.

The third research was done by Neneng Fauziyah, entitled "The Effectiveness of Using Diary Writing to Improve Student's Writing Skill at SMA Al- Azhar Menganti Gresik". The research used experimental research design. The focus of the research is on improving student's writing skill.<sup>37</sup> In her research, she used diary as a technique in improving students' writing skill. Here, diary writing means that the students write their daily activity in their book. The result of the research showed that diary writing could improve students' writing skill.

From the explanation above, it can be found that there are similarity and difference between this research and the previous research. The similarity is both researches used experimental research design. And the difference is the strategy used. This research used response journal writing while the previous used diary. In response journal writing, the students are asked to retell about something they have read, listened, or watched, then give response or express their thought about what they have read, listened, and seen. Meanwhile in diary, the students were asked to write their daily activity or their experiences.

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<sup>37</sup> Neneng Fauziyah, *The Effectiveness of Using Diary Writing to Improve Student's Writing Skill at SMA Al-Azhar Menganti Gresik* (State Institute for Islamic Studies Sunan Ampel Surabaya, 2010).

The fourth research was by Ristyana Primadani, entitled "The Effectiveness of Using Short Note in Teaching Writing at SMP Negeri 1 Bangsal Mojokerto".<sup>38</sup> This research used experimental research design. The focus of the research was on the analysis of the students' writing improvement. The result of the study showed that short note was effective to be used in teaching writing, because it could improve students' writing score from 62,9 to 79,5.

Although, the previous research and this research used the same research design that was experimental design, yet both have different strategy applied in teaching writing. The previous used short note that was asking the students to express one's feeling in the form of question and answer to create conversation or dialog. This research used response journal writing in the teaching writing. Here, in response journal writing, the students were asked to retell about something they have read, listened, and watched in the form of written text. Besides, the students were also asked to give response or express their thought to it. Therefore, it is not only retelling something, but also giving response about something that happened inside it.

The fifth was research by Riya Febriana Jamiarsih entitled "The Advantages of Daily Journal Writing in Teaching Recount Text for The First

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<sup>38</sup> Ristyana Primadani, *The Effectiveness of Using Short note in Teaching Writing at SMP Negeri 1 Bangsal Mojokerto* (Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2011)

Grade Students at MA Negeri 1 Kota Mojokerto”<sup>39</sup>. In her research, she used descriptive qualitative. The purposes of the research are to get information on the advantages of daily journal writing in teaching recount text and how the teacher implemented the daily journal in teaching recount text. From the result of this research, it can be known that there are many advantages of using writing daily journal in teaching recount text of MAN 1 Kota Mojokerto. The advantages are the strategy helped the students in learning English and students are able to write easily by using daily activities, because they have enough vocabulary. The strategy is effective for teaching and learning. It makes students motivated to write well and students are easy to arrange a simple paragraph with their vocabulary.<sup>40</sup>

The differences between this research and the previous study above are the journal that used to teach writing, the purpose of the study, the research design and the research instrument. The previous study used daily journal while this research uses response journal writing. In addition, this research aimed to know the effectiveness of response journal writing to enhance students’ writing skill, while the previous research is to know the advantages of daily journal writing in teaching writing. Moreover the research

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<sup>39</sup> Riya Febriana Jamiarsih, *The Advantages of Daily Journal Writing in Teaching Recount Text for The First Grade Students at MAN 1 Kota Mojokerto* (Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2011).

<sup>40</sup> Riya Febriana Jamiarsih, *The Advantages of Daily Journal Writing in Teaching Recount Text for The First Grade Students at MAN 1 Kota Mojokerto* (Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2011).

design is also different. This research used experimental research design while the previous study used qualitative descriptive design. Therefore, this research and the previous research are different.

Another category of the previous study in this research is teaching writing using media. Included in this second category are studies by Mariyatul Qibtiyyah and Lili Purwitasari.

The first was research by Mariyatul Qibtiyyah, entitled "The Use of Fairy Tale Videos to Improve Students' Writing Ability of Narrative Text: The Case of SMP Muhammadiyah 4 Gadung, Surabaya."<sup>41</sup> This research was about describing the use of fairy tale videos to improve students' writing ability. The purpose is to identify the difficulties faced by the students in writing narrative text, to explain how the fairy tale videos are used to deal with students' difficulties in learning narrative writing, and to confirm the effect of using fairy tale videos whether fairy tale videos have impact on students' achievement in writing. This research used descriptive qualitative and quantitative research design. It used observation checklist, interview guide, questionnaire, and teacher's documentation to collect the data. The result of this research showed that the students were faced by some problems such as lack of vocabulary and limited in grammar understanding when they were practicing narrative writing. In addition, the result of the questionnaires

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<sup>41</sup> Mariyatul Qibtiyyah, *The Use of Fairy Tale Videos to Improve the Students' Writing Ability of Narrative Text: The case of SMP muhammadiyah 4 Gadung, Surabaya* (Surabaya: States Institute for Islamic Studies Sunan Ampel Surabaya, 2011).

and interview with some students presented that the majority of the students were getting difficulties to use vocabulary and grammar in writing narrative text. Meanwhile, the result of observation in the class, the researcher concludes that the fairy tale videos minimize the students' difficulties in writing narrative text. It helped the students to produce and organize ideas easily.

From the explanation above, this research and the previous research are different. This is because this research used a strategy in teaching writing that was response journal writing, while the previous research used a media that was fairy tale videos. Besides, the method that used was also different. This research used quasi experimental research design where the purpose was to investigate whether the use of response journal writing strategy is effective to enhance students' writing skill. Meanwhile, the previous research used descriptive qualitative and quantitative research design where the purpose was to find out the difficulties of the students in writing narrative text and the effect of fairy tale videos to improve students' achievement in writing. Yet, both researches still have similarity. Both had the purpose to make the writing skill of the students better.

The second research was by Lili Purwitasari entitled "Using Comic Strips to Improve the Ability of Students of SMP Negeri 2 Malang in Writing



Recount”<sup>42</sup>. The objective of this study was to improve students’ ability in writing recount. It focused on the improvement of the content, language use and spelling. The research used collaborative classroom action research. The result of the research showed that comic strips could improve the students’ ability in writing recount text especially in terms of content, language use, and spelling.

There are some differences between this research and the previous research. The first difference was about the treatment that used. This research used response journal writing strategy, while the previous research used comic strips as the treatment. Besides, this research used quasy experimental research design, while the previous used collaborative classroom action research. Yet, both of the researches have the similarity that is the purpose was to find out whether the treatment was able to improve the students’ writing skill.

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<sup>42</sup> Lili Purwanitasari, *Using Comic Strips To Improve The Ability Of Students Of SmpNegeri 2 Malang In Writing Recount* (Malang: English Education Department of Undergraduate Program, State University of Malang, 2012).