CHAPTER II

LITERATURE REVIEW

This chapter discusses about literature review of writing skill, Dialogue Journals, Direct Instruction, writing apprehension, related research, rational and hypothesis.

A. Review of Writing

1. Definition of writing skill

According to Zamel (2007: 195), writing is a process through which meaning is created. In addition, Murray (1980: 4) writing is a process of “rehearsing”, “drafting”, “revising” in which these stages interact together and repeatedly in order to encounter meaning. In the process of discovering meaning, these experienced writers changed whole chunks of discourse, and each of these changes represented a reordering of the whole. Perl (1980a) cited in Zamel (2007: 198) writing is a process that involves constant revision, it should be pointed out that they too were concerned almost constantly with form, usage, and grammar.

Moreover, Bryne (1997:1) states that writing is the use of graphic symbols arranged according to a certain conventions to form words and sentences. He also clarifies that writing is not merely the act of arranging graphic symbols. By writing, one can produce a sequence sentences arranged in a particular order and linked together in a particular ways. Writing is transforming thought into language; it means that the writer needs to think about the content of writing first and then construct the ideas using appropriate language (e.g. grammar and vocabulary). It involves several sub-skills. Some of these are related to accuracy, i.e using the
correct forms of language. Writing accurately involves spelling correctly, forming letter correctly, writing legibly, punctuating correctly, using correct layouts, choosing and using paragraphs correctly (Harsyaf, 2010:3).

Lannon (1989: 9) defines that writing as the process of transforming the material discovered by research inspiration, accident, trial or error, or whatever into a message with definite meaning- writing a process of deliberate decision is. It means that writing must convey a message with a meaning. The writing has been defined in a number of ways which reflects the complexity of writing process. Nunan (2003:88) defines that writing is a process of thinking to formulate and to construct ideas into statement and paragraph clearly. Ghazi (2002:1) defines that writing is a complex process that allows writers to explore thoughts and ideas, and to make them visible and concrete. When thought is written down, ideas can be analyzed, reconsidered, edited, reorganized and changed.

Nation (2009: 113) mentions that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. It also significant to make sure that writing can reflect the students’ perform in their daily lives. These can include filling forms, making lists, writing friendly letters and business letters, note-taking and academic writing. It can be summarized that writing is a complex process of an activity that allows one in transforming thoughts, constructing ideas, discovering meaning and organizing them into sentences and paragraphs which focuses on content first using the appropriate language (e.g. grammar and vocabulary) through several stages rehearsing,
drafting, and revising, so writing is not merely arrange the graphic symbols into a sentence.

2. Aspects of Writing skill

Writing skill can be defined as a skill to communicate all ideas or imaginations into form of structured pattern, so that the readers may understand what writers mean in their writing. In order to be able to produce a good written text, the researcher should require the range of knowledge. Nunan (1991:3) states that successful writing involves some criteria, these are listed below:

a. Mastering the mechanics of letter formation;
b. Obeying conventions of spelling and punctuation;
c. Using grammatical system to convey one’s intended meaning;
d. Organizing content at the level of the paragraph and the complete text to reflect given new information;
e. Selecting an appropriate style for one’s audience

Hughes (1996:91) mentions that there are five aspect of writing as follows:

a. Grammar, that is an element of writing, that is an element of writing which deals with a set of rules to construct sentences that make sense and acceptable in English;
b. Vocabulary, it deals with a list of words and their meanings;
c. Mechanics, that is convention in writing, which is related to punctuation, spelling, and capitalization;
d. Fluency, which refers to the ease and the style of the composition; and

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e. Form or organization that is the logical sequence and cohesion or the flow of the ideas being put into written language to make unified contribution to the whole paragraph. It is commonly called as generic structure.

Brown (2000: 357) has scale for rating composition (writing), they are:

a. Organization (introduction, body and conclusion);

b. Logical development of ideas (content);

c. Punctuation, spelling and mechanics;

d. Style and quality expression (vocabulary, variety of structure, word choice)

Raimes (1983:6) describes what writers have to deal with as they produce a piece of writing, those are:

a. Content: relevance, clarity, originality;

b. Syntax : sentence structure and boundaries, stylistic choices;

c. Grammar : rules for verbs, agreement, articles, pronouns;

d. Mechanics : handwriting, spelling, punctuation;

e. Organization: paragraphs, topic, and support, cohesion, and unity;

f. Word choice: vocabulary, idiom, and tone;

g. Purpose of writing;

h. Audience or target readers;

i. The writer’s process: getting ideas, getting started, writing drafts, revising;
j. The combination of the features is used to create clear, fluent and effective communication of ideas.

3. Macro and Micro skills of writing

Learner needs to acquire micro and macro skills of writing. Ur (1996: 162) states that writing should maintain between micro and macro aspects. In micro aspects, the students practice specific written forms at the level of word or sentence (handwriting or typing, spelling and punctuation). On the other hand, in macro aspect, the students are emphasized on content and organization. In this case, they express themselves using their own words, stating a purpose for writing, and specifying an audience.

According to Brown (2005: 220) the micro skills are belong to imitative and intensive type of writing task whereas macro skills are related to responsive and extensive writing. The descriptions of micro skill of writing are as follows:

a. Producing graphemes and orthographic patterns of English.

b. Producing writing at an efficient rate of speed to suit the purpose.

c. Producing an acceptable core or words and use appropriate word order.

d. Using acceptable grammatical system (e.g. tense, agreement, pluralization), patterns and rules.

e. Expressing a particular meaning in different grammatical form.

f. Using cohesive devices in written discourse.

The description of macro skill of writing as follows:

a. Using rhetorical forms and conventions of written discourse.
b. Appropriately accomplishing the communicative functions of written texts according to form and purpose.

c. Conveying links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization and exemplification.

d. Distinguishing between literal and implied meanings when writing.

e. Correctly conveying culturally specific references in the context of the written text.

f. Developing and using a battery of writing strategies, such as accurately assessing the audience’s interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback revising and editing.

It can be concluded that writing skill for students at the eighth grade of Junior high school is a competence in expressing the meaning of simple written short functional text by using written language accurately, fluently and acceptable to interact with social environment. This writing skill can be assessed in five main elements, namely content, organization, grammar, mechanics and vocabulary. The five writing elements will be the indicators of writing in this research. This research will focus on two genres (descriptive and recount text).
4. Reasons for Teaching Writing

Harmer (1998:79) mentions that some reasons for teaching writing to the students of English as a foreign language which include reinforcement, language development, learning style and writing as a skill.

a. Reinforcement

Some students acquire a language in a purely oral/aural way, but others benefit greatly from reading the written language. The visual, oral and demonstration of language construction are valuable for students’ understanding in writing such as their how sentences all fits together and as an aid to commit the new language shortly after they have studied it.

b. Language Development

The actual process of writing helps students in acquiring a language because the process demands students to think and choose the sentences as well as the words that they will use to express their ideas. This mental activity that students go through in order to construct proper written texts is regarded as an ongoing learning experience.

c. Learning Style

Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be quite reflective activity instead of the rush and bother of interpersonal face-to-face communication.
**d. Writing as a Skill**

The most important reason for teaching writing is because it is regarded as language skill which is equally important as speaking, listening and reading. Students need to know how to write letter, how to put written reports together, they need to know some of writing’s special convention such as punctuation, paragraph construction and so on, just as they need to know how to pronounce spoken English appropriately. It could be said that writing is an important language skill. It is a productive skill that shows how skilful the student is in writing and discovering the talented students in this field. In addition, writing is medium that is used by students to express their ideas or thoughts on the paper.

**5. Part of writing process**

According Nation (2009: 114) one way of focusing attention on different aspects of writing is to look at writing as a process. One possible division of the writing process contains the following seven sub processes:

**a. Considering the goals of the writer and having a model of the reader**

Written work is usually done for a purpose and for a particular audience. For example, a friendly letter may be written to keep a friend or tour family’s activities. When a letter is written like this, the writer needs to keep the goal in mind as well as suiting the information and the way of encouraging writers to keep their goals. By encouraging them to keep their goals and audience in mind is to provide them with feedback about the effectiveness of their writing.
The feedback can be direct comment on writing as a piece of writing or it can be a response to the message.

The writer needs to consider purposes, audience, and type of writing. The following purposes are: to learn, to convey signals, to inform, to convince, to persuade, to entertain, to maintain friendly contact, to store information and to help remember information. The audience can be from specified individual, specified group, classmates, and general public. Type of writing can be a note or formal letter, summary, narrative, description, analysis, exposition, argument, and so forth.

b. Gathering Ideas

While making a list before writing, each student makes a list of ideas to include in the writing. After the list is made then the student attempts to organized it and this may lead to additions to the list. Quick writing (speed writing) is used with the main purpose of helping learners to produce ideas. It has three features, the learners concentrate on content, they do not worry about error or the choice of words, and they write without stopping (Jacob, 1986), they can keep a record of their speed in words per minute on a graph.

c. Organizing Ideas

The way learners organize ideas provides them a chance to put their own point of view and their own thought into their writing, particularly in writing assignments and answering examination questions. Often the ideas to be included in an assignment do not differ greatly from one writer to another, but the way the ideas organized can add uniqueness to the piece of writing.
d. Turning Ideas into written text

Some learners are able to say what they want to write but have difficulty in putting it into written form. Consequently, they have problems in translating ideas into text. Some learners can do this, but they are very slow. That is, they lack fluency in turning ideas to text. A possible cause is the difference between the writing systems of the learners’ first language and the second language. Arab learners of English have greater difficulty in this part of the writing process than Indonesian or French learners do because of the different written script. If the learners’ first language uses a different writing system from English, then there is value in practicing the formal skills of forming letters of the alphabet and linking these letters together. There is also value in giving some attention to spelling. Some learners will find problems even in saying what they want to write.

e. Reviewing what has been written

An important part of the writing process is looking back over what has been written. This is done to check what ideas have already been included in the writing, to keep the coherence and flow of the writing, to stimulate ideas, and to look for errors. Learners can be encouraged to edit through the feedback that they get from their classmates, teacher and other readers. Such feedback is useful if it occurs several times during the writing process and is expressed in ways that the writer finds acceptable and easy to act on. Feedback that focuses only on grammatical errors will not help with editing of content. Teachers
need to look at their feedback to make sure it is covering the range of possibilities.

6. Principles for teaching writing

Based on Nation (2009: 93) not only can be used to evaluate teaching and learning activities, but also the principles can be useful to make sure that learners are getting a good range of opportunities for learning. The following principles in which students could do this are:

a. **Meaning-focused Input**

Learners should bring experience and knowledge to their writing. Writing is to be more likely to be successful and meaningful for the learners if they are well prepared for what they are going to write. This preparation can be done through the choice topic, or through previous work done on topic either in first or second language.

b. **Meaning-focused output**

Learners should do lots of writing and lots of different kind of writing. There are many elements of the writing which are peculiar to writing and so time spent writing provides useful practice for these elements. This is very robust principle for each of the four skills. Learners should write with a message-focused purpose. Most writing should be done with the aim of communicating a message to the reader and the writer should have a reader in mind. Writing should interest learners and draw on their interests. Learners should experience a feeling of success in most of their writing. Not only should writing to increase their language knowledge, but also they should develop
skill in the use of computers to increase the quality and speed of writing. As we shall see, computers provide very useful ways of providing feedback, especially when the learners submit their writing as a computer file. Writing instruction should be based on a careful needs analysis which considers what the learners need to be able to do writing, what they can do now, and what they want to do.

c. Language-focused Learning
Learners should know about the parts of the writing process and should be able to discuss them in relation to their own others writing. They should have conscious strategies for dealing with parts of writing process. Where the L1 uses a different scripts or where learners are not literate in their L1, the learners should give attention to clarity and fluency in producing the form of written script. Such activities can include careful writing, copying models, and doing repetitive writing movements. Spelling should be given an appropriate amount of deliberate attention largely separated from feedback on writing. We have already looked at teaching and learning of spelling. Teachers should provide and arrange for feedback that encourages and improves writing.

d. Fluency Development
Learners should increase their writing speed so that they can write very simple material at a reasonable speed. Fluency development can occur through repetitive activities and through working with easy and familiar material.
B. Review of Dialogue Journals

1. Definition of Dialogue Journals

Peyton (1993:2) defines Dialogue journals as a written conversation in which a student and teacher communicate regularly (daily, weekly, and so forth, depending on the educational setting) over a semester, school year, or course and where 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. 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. In dialogue journals, students can write about topics that are important to them. Sometimes their concerns and interests are personal. Journal entries may relate to academic or work-related issues. Students may write descriptions, narratives, or complaints. Peyton (2000) also describes that the teaching method “dialogue journals” as interactive student-centered way for teachers to open channels of communication with their students in natural context. This non-threatening writing allows students (especially non-native speakers) to practice writing and reading skills as they write about their experiences and read their teacher’s responses.

Moon (2006:2) mentions that Dialogue journals is a written conversation between two or more people, each responding to the other’s entries, usually around an agreed topic. Staton (1988:198) defines that dialogue as journals in which each student carries on a private written conversation with the teacher for an extended period of time. He also explains that dialogue journal usually focuses
on topics of interest or concern to the student, but either writer may initiate a conversation on a topic of interest with the expectation that the other participant will acknowledge the topic and perhaps comment on it also. According to Gebhard (2000: 233), Dialogue Journal is coined to represent written communication that may come in the form of letters that are given back between students and teacher as instructional tool.

According to Kose (2005: 24), in a communicative classroom, dialogue journal is a natural activity, for both teachers and students to use. The most important point seems to be that teachers must be prepared to deal with some sensitive issues in the lives of their students. Many students will be reluctant to reveal these issues until a relationship of trust has been built between them and the teacher. On the one hand, they may find dialogue journals friendly and they may share their feelings, opinions and reflections willingly. Hamayan (1989:6) explains that writing in dialogue journals is student-generated and functional, and the content of interaction is non-threatening. Students are invited to write at the proficiency level (even if it is minimal) about topics that interest them. Teacher responds individually to teach students’ entry, accommodation the responses to the student’s language proficiency level. All the teacher needed or could do was a simple greeting and a question; the student’s response showed some modeling of appropriate writing rules.

Flores and Garcia (1984) cited in Hamayan (1989:5) Journals are personal account of daily activities, thoughts, and interpretation of classroom events, written on an ongoing basis, which students submit for periodic review. The main
characteristic of journals is that in this teacher review, no feedback is given about the form of language unless the student explicitly requests such feedback. Rather, attention is focused on the content of the writing. According to Tompkins (2003:235) these journals are interactive and take the form of a conversation. Most importantly, dialogue journal is an authentic writing activity and provide the opportunity for real communication between students or between a student and the teacher.

It can be concluded that Dialogue Journal is a teaching method focuses on a written conversation between students and the teacher to provide them the opportunity for real communication. Journal entries may relate to academic or work-related issues or personal account of daily activities, thoughts (descriptions, narratives, or complaints and so forth).

2. Procedure of Dialogue Journals

Major, et al (2005:236) mentions several procedures in teaching writing through Dialogue Journals as follows:

a. On a fresh page in the journal, students draw a vertical line about one-third page of the page from the right margin. The writer writes in the left; Responder writes in the right.

b. The writer enters comments or questions after reading and assignment, hearing a lecture, performing a task, engaging in activity, or listening, to a discussion, and dates and signs the entry.
c. The writer gives the journal to the responder, who reads the entries and responds with comments, suggestions, answers, questions, dating and signing the entry, and so forth.

d. The instructor may read the journals to clarify points, answer questions, and comment on or evaluate the quality of observations and responses.

Daley (2012) in Safitri (2013:26) mentions Dialogue journals with learners as follows:

a. Teacher prepares spiral notebook (the students may choose or decorate the cover by themselves).

b. Students write their ideas, comments, or thought of what they have learned in the previous meeting. Part of the writing involves students coming up with the questions they have about the material given.

c. Teacher responds students’ journal and encourages them to write more by giving them some questions to be replied, such as “what do you think?” “what would do you do?” Can you tell me a little bit more about ….?” And similar prompts are good soliciting rich responses.

d. Teacher has students write a response and return the journal to the teacher to continue the dialogue and so forth.

Spaeth (1998) cited in Safitri (2013: 41) presents several steps in making dialogue journal. First of all, teacher prepares the media for the students in writing journal. The teacher asks students to write personal message in the journal that is designed to get a response from the students. He can start to give students questions such as; “Do you have the same idea? Tell me your reason’, ‘What is
your solution?”; “Do you understand the material? Do you have any questions about it?”. The questions guide students to write express their thoughts. The next step is teacher provides students time to respond question in ten to twenty minutes. After that, teacher collects all journals. The last step is teacher continues these activities to keep the dialogue going for several times.

Denne (2013) explained that the following seven steps will assist teacher set up dialogue journal writing in the classroom:

a. Choose what kind of notebook or binder you want your students to use for their dialogue journals. The advantage to a three-ring binder is that papers can be added or detached in any order, however, a simple notebook, whether spiral, soft, or hard cover, is cheaper and more mobile. In settings where technology is readily available, the dialogue journal might take an electronic form and be emailed to the teacher.

b. Decide where the journals will be kept, taking into account the need for confidentiality. Will the students take the journals home, or will they be locked up in the classroom? This decision will depend upon where the journal writing is going to take place. Allowing students to take their journals home gives them the chance to continue writing into the weekend or at night and more easily get into the habit of writing.

c. Plan a writing routine ahead of time. When and how often will the students write? Some students write daily, others only two or three times a week, still others only on weekends. How long should in-class journal writing be? Fifteen or twenty minutes is a good guideline for in-class journal
writing, but for a variation, *freewriting*—students write nonstop on a prompt without thinking about grammar or spelling—can be assigned for as little as five minutes. Obviously, the more frequently students write, the better, but it depends upon what will work best for your students.

d. Choose how often you will respond to students’ entries. Some teachers respond to every entry, and some to every third entry, while others collect journals once a week and respond to everything written that week. Another variation is for teachers to respond only to entries selected by students for a response.

e. Consider whether you want the journal entries to follow a particular format. Teachers will often begin the process with a letter to their students, to which the students respond individually in the form of a letter, but after this, entries are usually shorter and more informal. Decide if you want student journal entries to be any particular length and if you will assign topics or let the students choose their own.

f. Strategize how you will help your students understand that dialogue journals, although ungraded, are an important part of their course. Students tend to use grades as a way to value their work, but you will want to create a stress-free environment for journal writing. One way to balance these two contradictions is to allot a percentage of the final course grade to a certain number of pages in the dialogue journal and require students to make entries of a certain length, perhaps at least half a page, on a regular basis. If you collect journals and respond regularly during the course, it
will be clear that the student has been writing for the entire course and not just handing in pages and pages of last-minute scribble at the end. What you are assessing is whether the student has used the journal in the way you had intended: to explore thoughts and communicate through regular writing. Vanette and Jurich (1990) suggest ensuring that due dates for journals differ from those of other formal writing assignments in order to convey the message that both types of writing are of equal importance and to give learners the chance to devote sufficient time to their writing.

g. Carefully plan how you will introduce dialogue journals to your class. How you present dialogue journals will set the tone for the entire course and influence your students' degree of involvement. Explain the reason for dialogue journal writing as a way for them to get more practice and have a place to explore and experiment without worrying about form. Tell them you want them to write informally and have fun. Set up rules of confidentiality and respect since this will be personal writing. (Special attention should be given to explaining to young students at the beginning where the rules of confidentiality do not apply to avoid having them feel that their confidences have been betrayed.) This is a good time to lay down any other ground rules; for example, if you will use peer responses, students need to know they should ask respectful questions and have the right to refuse to answer unwanted questions, offering alternate topics instead (Larrotta 2008).
In accordance to the theories about teaching procedures of Dialogue journals above, the researcher can formulate teaching steps for this research:

a. Teacher introduces the material to the students.

b. Teacher provides them the example of the text and elaborates the concepts, definition, and characteristics of the material.

c. Have the students read and analyze the text individually.

d. Teacher gives opportunity to ask questions, while teacher shares the notebooks as journal to the students.

e. Have the students draw a vertical line about one-third page of the page from the right margin. The writer writes in the left; responder writes in the right.

f. Students are asked to write a text.

g. Students can write some questions related to the material for the teacher in a notebook.

h. Students provide the journal to the responder, who reads the entries and responds with comments, suggestions, answers, questions, dating and signing the entry, and so forth. (responders from partner and teacher).

i. The teacher reads the journals, clarifies points, answers questions, and comments on or evaluates the quality of observations and responses. Teacher returns the journals to the students.
3. Advantages of Dialogue Journals

According to Garmon (2001: 41), there are several advantages of teaching writing through as follows:

a. Facilitating students’ learning of the course material.

Dialogue Journals seemed to facilitate students’ learning of the course material. Students identified several ways in which they believed that the journal served to enhance their learning.

b. Promoting Self-reflection and Self-understanding.

Many students reported that they greatly valued the opportunity that the journal gave them to reflect on the course material. They felt that, without the journal, they would not have thought about the course material as much as they did outside of class. Being required to think more deeply about the material led them to better understanding and often to new insights. Furthermore, the opportunity that the journal provided for making connections between the course material and their own beliefs and experiences was also important to some students. They reported that doing so often helped to make the course content more real and more understandable.

c. Procedural Conveniences and Benefits

The third major subcategory of benefits reflects primarily how students felt about the way in which the journal assignment was structured more, so than how they felt about actually doing the journals; therefore, I will discuss this subcategory only briefly. Many of the students appreciated the
fact that the journal writing was informal; they considered it advantageous that they did not have to be concerned about grammar, spelling, punctuation, or sentence structure. In addition, a few students perceived the length requirement of the journal as appropriate and beneficial. Other aspects of the journal assignment that students appreciated were having two journals due each week, having considerable freedom in the topics that they could write about, and having the option of writing by hand, typing, or emailing their journals.

d. Opportunity to Express Ideas
The fourth benefit was that dialogue journals provided a regular opportunity for students to express their ideas about the issues being dealt with in the course. Students differed, however, in how they perceived this benefit. Some explained that, because there was never enough time during class for everyone to say all that they wanted to, the journal provided a place where they could say what they did not have the chance to say during class. Others who were less outspoken in class saw the journal as their opportunity to express ideas that they were reluctant to express orally in class.

e. Getting Feedback on Ideas and Questions
Being able to ask questions through their journal was especially helpful to students who were shy and less inclined to raise a question before the entire class. The journal also facilitated students a place where they can ask any questions they have about the material being covered.
f. Improving the Teacher-Student Relationship

A few students regarded improved student-teacher relationships as another important benefit of keeping dialogue journals.

Another assumption about advantages of dialogue journal delivered by Godev (1994:10) cited in Valigurora (2010: 15) students can write their dialogue journals in a class. There are several reasons why it is beneficial to write the dialogue journal in a class:

a. When students write the dialogue journal during the last minutes of the lesson, they “still have fresh in their minds the vocabulary, structures and content that came up in class” and they can use them in their entry. It helps them with remembering new expressions or grammar and they can easily practice them.

b. When writing the dialogue journals students can concentrate on writing better in a class than at home, because “they do not feel this activity is taking away time they could use in leisure activities.” For this reason they could also be more enthusiastic about dialogue journal writing. It motivates them more.

c. Writing the dialogue journals in a class enables students to use more sources of information for their entry. They can cooperate with their classmates, they can ask their teacher for advice or use dictionary if they need it, of course.

d. There is the last but not least important benefit. If dialogue journal writing is practiced during the class period, time is limited and every student has
the same amount of time. That is why we can observe students progress in writing by comparing their first entries to the last ones as well as to compare progress across students.”

According to Harmer (2004:126) there are even more reasons why teachers and their students have found journal writing to be useful, they are:

a. Reflecting upon learning

Journals are highly useful resources for everybody to have a chance to go back and compare what we were thinking about something that happened a few weeks ago with what we are thinking now about it. It is a chance for us to stop for a while and take a little time to think about our feelings or attitudes. The most positive aspect is that students are pushed to think more deeply about the lesson material.

“When we try to put our thoughts into words we have to work out what those thought are. This, in turn, makes us reflect on what has happened, what we think or how we feel. And when we reflect on things we often reach conclusions that we might not have thought of when an event was taking place or when, as learners, we were engaged in the learning process itself.” (Harmer 2004: 126)

b. The opportunities for freedom of expression

The dialogue journals offer to students to express feelings in a freer way than they might do in front of their classmates. This is the most pleasant tool to help especially those students who are shy to speak in front of their classmates or with the teacher face to face. Harmer (2004:126) “Journal writing is a genre in its own right. The authors can
decide what and how much they want to include, and they can write at their own speed.”

c. The impact of journal writing on writing ability in general

The opportunity they provide for teachers and their students to enter into a new and different kind of dialogue.

Peregoy and Boyle (1997: 207) state that dialogue journal develop fluency because they are meaningful, because there are responded to, and because they give writers the freedom to concentrate on what they are saying, rather than on how they are saying it.

4. Disadvantages of Dialogue Journals

The following disadvantages below are explained by Peyton (2005:5), involved challenges in teaching through Dialogue Journal, they are:

Firstly, it is about grammatical correctness. Like as every new learning activity also dialogue journal writing has a few difficulties we as teachers have to deal with. Correctness of students’ writing is one of the challenges every teacher has to deal with when he or she wants to carry out the dialogue journals with his or her students. Fortunately, there are several possibilities how we as teachers might correct thoughtfully students in grammatical mistakes, without interrupting the flow of conversation or disturbing the meaning.

We can assist students to realize their mistakes by modeling grammatically correct responses to students’ entries. Students can compare their teacher’s correct model with their own writing and learn from that. Another possibility how we
could correct students errors is to add grammatical. And let learners know that they can check that area for correction.

In the case that there are several students who are always making the same grammatical mistakes, it is obviously beneficial for us to point out these mistakes and carry out a brief class discussion to explain these mistakes to the students and show them their correct usage. It is also possible to discuss repeated mistakes individually with the students. Peyton (2000:5) “It is extremely important for us to keep in our minds that the students should be told that their errors are not being pointed out because they are expected to write perfectly”. Peyton (2000:5) also states that what is more important is the meaning of their writings.

Secondly, it is about time-consuming. Some teachers would not be willing to use dialogue journal writing in their class. They might claim that it would be too time-consuming for them to respond frequently to students’ entries. The truth is that the teachers, who really want the Dialogue journals to be an important part of their classes, can work out how to manage this challenge.

We can learn about students’ backgrounds, their needs interests. We can assist them with individual problems they have with the language and we can observe and document students’ developing knowledge of the language. These are all reasons why the time we dedicate to responding to students’ entries is well spent. Some teachers respond during class while learners are writing or working on assignment or test. Some teachers respond regularly all entries. Some create writing groups among learners who write and respond to each other with the teacher entering in from time to time. The last, it deals with over personal writing.
It can happen that some students’ writing can become more personal than it is comfortable for the teacher. The teacher and students should point out limits to not across the line.

C. Review of Direct Instruction

1. Definition of Direct Instruction

Borich (1996:244) states that Direct Instruction is a teacher-centered strategy in which the teacher is the major information provider. It emphasizes the use of small group, face-to-face instruction by the teachers and carefully articulated lessons in which cognitive skills are broken down into small units, sequenced deliberately, and taught explicitly. Arends (1997:64) mentions that direct Instruction is a conventional teaching that assists the students to learn basic skill and acquire information that can teach in step by step. According to Cruiskshank, et al (1999:23) direct Instruction model is a model that the goal of instruction becomes the way of learning how to use a foreign language to communicate. Basically, the direct Instruction model is to get the students to learn as much as academic content as efficiently as possible. Freeman (1983:18) proposes direct instruction is a method that the goal of Instruction provides learners with practically useful knowledge of language.

It can be concluded that Direct Instruction is a conventional method that mainly focuses on teacher-centered, emphasizes the use of small group, face-to-face instruction by the teacher and provides learners with practically useful knowledge of language.
2. **Procedure of Direct Instruction**

There are two phases of direct instruction method “planning task and interactive task” (Arends, 1997: 75) as follows:

a. **Planning task**
   1) Preparing objective
   2) Choosing content
   3) Performing task analysis
   4) Planning for time and space

b. **Interactive talk**
   1) Providing objectives and establishing set
   2) Presenting and demonstrating
   3) Providing guided practice
   4) Checking understanding and providing feedback
   5) Providing independent practice

Suprijono (2009:50) states that there are five phases in direct method, they are:

a. **Establishing set.** Here, the teacher explains about the target of study and draw up the students to learn;

b. **Demonstrating.** In this step, the teacher presents the materials step by step;

c. **Guided practice.** The teacher gives planning and training to the students;

d. **Feedback.** The teacher checks whether the students have done the task well or not and give feedback to the students;
e. Extended practice. It gives chance to the next training and applying what they have learned.

According to Mujis and Reynold in Suprijono (2009:51-52), the five phases of direct instruction method above can be developed as follows:

a. Directing. Teacher explains the purpose of the study;

b. Instructing. Teacher gives information about the target of study;

c. Demonstrating. Teacher shows, describes, and makes model using visual display correctly.

d. Explaining and illustrating. Teacher gives the correct explanation about the materials slowly.

e. Questioning and discussion. Teacher gives some questions to the students and discussing it together;

f. Consolidating. Teacher gives reinforcement and develops materials which have been taught.

g. Evaluating pupil’s response. Teacher evaluates the result of the students’ presentation;

h. Summarizing. Teacher gives summaries about the lesson that have been taught.

Based on theories above, the teaching steps of direct instruction method to teach writing can be formulated as follows:

a. The teacher gives information and explanation about the target of the study;
b. Teacher explains about the material, those explanation that will be given to the students includes social function, generic structure, and language features of the text. Besides, the teacher also explains about the component of good writing;

c. Teacher explains the grammatical rules of the text;

d. Teacher gives some questions to students related to the material that have already explained and students may give questions to teacher;

e. Teacher answers the students' questions by drawing on the board or giving example;

f. Teacher takes some words of the text and asks students to create a sentence in each word;

g. Teacher randomly asks students to show their sentences on the blackboard;

h. Teacher corrects students’ grammatical rules in constructing a sentence;

i. Teacher asks students to consider the text structures of the text;

j. Teacher asks students to choose one topic and asks them to create a text by using the text structures that has been explained.

k. Some students present their work in front of the class continuously.

l. Students pay attention to teacher’s correction.

3. Advantages of Direct Instruction

According to the direct instruction Article of USASK, the advantages of direct instruction cited in Yingling, et al (n.d)as follows:

a. Teacher has control of the timing of the lesson.
b. Students are physically easy to monitor.

c. The teacher has control over what will be learned, and who will learn.

If you want to reward the middle class students, this is the kind of teaching method to use.

d. The curriculum can be covered, so the teacher can say that s/he taught the material.

e. Any information for which there is one right answer, and for which that answer is relatively simple, can be taught efficiently and honestly by using direct instruction.

4. Disadvantages of Direct Instruction

The disadvantages of direct instruction in Article of USASK cited in Yingling, et al (n.d) also states that the disadvantages of implementing Direct instruction as follows:

a. It is based on old learning theories: that we must learn simple tasks before complex ones, and that only measurable learning is worthwhile.

b. Students do not have a sense of the overall purpose of the simple steps. However, if you tell them the purpose, by using advance organizers, this disadvantage is overcome.

c. Teachers cannot assess what the students’ prior knowledge is, so will be unaware of why particular students cannot learn.

d. Retention of how to solve the problems is low, because the students have not struggled with the problem themselves. This disadvantage can
be overcome by having the students do many complex problems on their own.

e. Direct instruction as an instructional method works for only a small percentage of students, not for a great variety. The students who have other than verbal “intelligence”, or who come from different cultural world views will fail.

5. Differences of teaching methods between Dialogue Journals and Direct Instruction

The differences General differences of teaching methods between Dialogue Journals and Direct Instruction are summarized in the table 2.1.

Table 2.1 General differences of teaching methods between Dialogue Journals and Direct Instruction

<table>
<thead>
<tr>
<th>No</th>
<th>Dialogue Journals</th>
<th>Direct Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction of material delivered by the teacher</td>
<td>The teacher gives information and explanation about the target of the study.</td>
</tr>
<tr>
<td>2.</td>
<td>Teacher provides them the example of the text and elaborates the concepts, definition, and characteristics of the material.</td>
<td>Teacher explains about the material, those explanation that will be given to the students includes social function, generic structure, and language features of the text. Besides, the teacher also explains about the component of good writing.</td>
</tr>
<tr>
<td>3.</td>
<td>Have the students read and analyze the text individually</td>
<td>Teacher explains the grammatical rules of the text.</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher shares the notebooks as journal to the students</td>
<td>Teacher gives some questions to students related to the material that have already explained and students may give questions to teacher.</td>
</tr>
<tr>
<td>5.</td>
<td>The students are asked to draw a vertical line about one-third page of the page from the right margin. The writer writes in the left; responder writes in the right.</td>
<td>Teacher takes some words of the text and randomly asks students to create a sentence in each word.</td>
</tr>
<tr>
<td>6.</td>
<td>Students are asked to write a text</td>
<td>Teacher explains the correct grammatical rules in constructing a sentence.</td>
</tr>
<tr>
<td>7.</td>
<td>Students can write some questions related to the material for the teacher in a notebook.</td>
<td>Teacher asks students to consider the text structures of the text.</td>
</tr>
</tbody>
</table>
8. The students provide the journal to the responder, who reads the entries and responds with comments, suggestions, answers, questions, dating and signing the entry, and so forth. (responders from partner and teacher).

9. The teacher reads the journals, clarifies points, answers questions, and comments on or evaluates the quality of observations and responses. Teacher returns the journals to the students.

10. Teacher returns the notebook to continue the dialogue, and so forth. Students pay attention to teacher’s correction.

(Adapted from Arends, 1997: 75; Suprijono , 2009:50; Mujis and Reynold cited in Suprijono, 2009:51-52)

D. Review of Writing apprehension

1. Definition of writing apprehension

Daly and Miller (1975) coined the term writing apprehension is meaning writing-specific anxiety. Daily (1978), further referred to it as a psychological concept linked to a person's tendencies or predisposition to avoid situations required for writing and accompanied by some amount of evaluation. It means that one who has high writing apprehensive tends to avoid situations required for writing and accompanied by some amount of evaluation. According to Magno (2008) writing apprehension can be conceptualized as a significant predictor to determine the success rate of acquiring English Language proficiency among ESL Learners. Hettich (1994:1) in his study defines that writing apprehension as the abnormally high level of an anxious, nervous, agitated or stressful feeling in a writing-strategy-related situation, regardless of blocking and evaluation. It is supported by Daly (1979:73), he defines that writing apprehension as the general avoidance of writing situations perceived by individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing.
It can be concluded that writing apprehension can be defined as psychological construct or affective variable associated with a person's tendencies to avoid situations requiring writing accompanied by some amount of evaluation. They have the abnormally high level of an anxious, nervous, agitated or stressful feeling in writing activity.

2. The role of writing apprehension in learning writing

As psychological aspect, writing apprehension has the significant role which affects students in learning writing. It appears when students do not have positive thinking, feeling, and belief about writing. They tend to have negative attitudes when their writing is being evaluated. These kinds of negative feeling, belief and attitudes should be avoided by students.

Reeves (1997: 39) mentions that students have more difficulty with getting new ideas; their ideas are not well-developed; their score lower on measures of syntactic maturity. Writing literature provides us with the following causes of high levels of writing apprehension:

a. Students focus and overemphasis on form i.e. on grammar, punctuation, and generally sensitivity of writing. (Gungle and Taylor, 1989: 236-240; Abdul-Fattah 1995:6);

b. Tutors' adoption of product approach. (Stapa and Abdul Majid, 2009:41);

c. Students deficit in skills training and poor teacher negative responses to early writing attempts affect their later levels of writing anxiety (Harvley, Fedler, 1978 cited in Faigley, Daly, and Witte, 1981: 4).
Abdel (2007:67-70) proposes another assumption about factors accounting for students having high English writing apprehension such as lack of linguistic knowledge, low foreign language self-esteem, low English writing self-efficacy. Teachers' focus on teaching the theoretical concepts of writing and neglect of practical aspects, lack of feedback given by the teachers on the essays students write, and teachers' overuse of criticism when commenting on the essays presented at the lecture.

It is important that students should control their writing apprehension by having positive feeling and belief about writing, and also positive attitudes towards English writing being evaluated. They should learn more about aspects of writing without high level of an anxious or stressful feeling. The teacher can also be pay attention more for those students who have high writing apprehension, and provide those rewards in every writing process. The rewards can be a positive feedback in the task given by the teacher. Thus, students having low writing apprehension can be easier to express their ideas in a text than those having high writing apprehension.

3. Aspects of writing apprehension

According to Brown (2006) the following four tendencies of writing apprehension are probed in more detail below:

a. Students tend to avoid writing;

b. They specifically feared about their English writing being evaluated;

c. They felt about expressing ideas in English;

d. Having problems with organizing writing.
According to Book (1976) discovered that low apprehensive students tend to achieve higher grades in composition courses than high apprehensive students. In addition, low apprehensive students were found to write three times more words than high apprehensive students. Other than that, according to reference low apprehensive students also wrote significantly more paragraphs, more words per paragraph; more sentences, more nouns, pronouns, adjectives and prepositional phrases than the high apprehensive students.

Rijlaarsdam and Bergh (1987) explain that there are three points to measure writing attitude as listed below:

a. Cognitive apprehension is designed to measure fear of not being able to write;

b. Attitude to being evaluated can be determined a sort of reward of writing;

c. Respondent's attitude about writing.

According to Bloom (1985) in Foo (2012) writing anxiety means the psychological predisposition faced by an individual in the course of a writing task due to tendencies of overwhelming fear arising from a combination of feelings, beliefs, and behaviors affecting the individual’s ability to write in the writing process as compared to the projected gain from the ability to write. Therefore, in the course of L2 learning, writing apprehension is often governed by a lack of personal belief in the individuals own ability to write.

Alnufaie and Grenfell (2013) draw a correlation and interaction between three constructs as mentioned below:
a. Individual attitudes (e.g., positive or negative judgment);

b. Emotions and feelings (e.g., fear or anxiety);

c. Avoidance behaviors (e.g., blocking or resistance).

It can be summarized that writing apprehension can be conceptualized as psychological construct or affective variable associated with a person's tendencies to avoid situations requiring writing accompanied by some amount of evaluation that can be a significant predictor to determine students’ success in effectively learning writing. The researcher constructs four indicators related to writing apprehension, they are personal belief about writing, feeling about writing process, attitude towards English writing being evaluated, and feeling about the lack of understanding aspects of writing skill (content, organization, grammar, vocabulary, mechanics). Complete explanation can be seen in the table 2.2.

Table 2.2. Indicators of Writing Apprehension

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects / Indicators</th>
<th>Positive statement</th>
<th>Negative statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal belief about writing. Bloom (1985) in Foo (2012)</td>
<td>Writing in English is enjoyable.</td>
<td>Skill that I avoid is writing in English.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>It is easy for me to write English text.</td>
<td>Writing English text is difficult.</td>
</tr>
<tr>
<td>2</td>
<td>Feeling about writing process</td>
<td>I don’t feel nervous when writing.</td>
<td>I tend to have tension during writing.</td>
</tr>
<tr>
<td></td>
<td>Alnufaie (2013).</td>
<td>I should be happy if I have writing task.</td>
<td>Writing in English makes me worried.</td>
</tr>
<tr>
<td>3</td>
<td>Attitude towards English writing being evaluated.</td>
<td>I often give my writing to be evaluated by partners.</td>
<td>I occasionally not allow my friend to see my writing.</td>
</tr>
<tr>
<td></td>
<td>(cited in Brown: 2006; Daly:1978; Rijlaarsdam,1987)</td>
<td>o respond the result of my writing evaluation given by teacher openly.</td>
<td>I often tend to be introvert related to the result of my writing given by teacher.</td>
</tr>
<tr>
<td>4</td>
<td>Feeling about the lack of understanding aspects of writing skill (content,</td>
<td>I do not need to worry to express the idea because I can discuss it with teacher and friends.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>organization, grammar, vocabulary, mechanics).</td>
<td>It is difficult for me to construct my writing especially to express my ideas in a text.</td>
<td></td>
</tr>
</tbody>
</table>
Though I have a little understanding about grammar I keep studying.

I often give up when I get writing task in English because I’m afraid of making mistakes.

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E. Review of related researches

The previous research conducted by Garmon (2001) entitled “the benefits of Dialogue Journals” showed that there are some advantages and also drawbacks of Dialogue Journals. First, the use of dialogue journals may serve to enhance students’ learning of the course material. There are 21 participants in this study, 14 reported that the journals had contributed to their understanding and remembering of the course material. Second, dialogue journals appear to promote greater self-reflection and self-understanding by the students. Once again, 14 of the 21 participants reported that the journals had pushed them to think more deeply about the course material, and this self-reflection had often led them to new insights and new understandings of themselves and others. Third, the use of dialogue journals provides students with another medium for expressing their ideas, a medium which may be especially important for students who are less inclined to express their ideas verbally in class. Although students indicated considerable satisfaction with some of the procedural aspects of the journal, this finding seems less noteworthy because these variables (i.e., credit for the journal, required length, etc.) are likely to change from teacher to teacher, course to course, and semester to semester. However, it is worth noting that students felt that not having to worry about grammar and mechanics in their journal facilitated their writing. This may be one procedural feature that should remain constant.
Study about “The relationship writing apprehension and self esteem to the writing quality and Quantity of EFL University students conducted by Hassan (2000) has proven that writing apprehension or anxiety has positive correlation on writing performance and quality. Another research have been conducted by Foo, et al (2012), the research is aimed to investigate the effects of writing apprehension on the writing process of Jordanian EFL students at Yarmouk University in Jordan. The sampling of this study consisted of sixty third year students studying B.A English Language and Literature at Yarmouk University in Jordan for the academic year 2010/2011. The results of this study shows that majority of the Jordanian EFL students at Yarmouk University in Jordan experienced high level of writing apprehension. Furthermore, There are significant differences among high, mid, low in the frequency use across the three writing stages. These statistics suggested writing apprehension level of students had affected the frequency of strategy use and type of strategy use. English Language and Literature students at Yarmouk University in Jordan of different writing apprehension levels have preference over different and frequency of strategy use.

Rajingan and Singh (2012) also conducted the research related to the relationship of writing apprehension level and self-efficacy beliefs on writing proficiency level among pre-university. The aim of this study is to determine the level of writing apprehension and how writing apprehension level and writing self-efficacy beliefs influences writing proficiency level among pre-university students. Participants were 320 pre-university students from a northern region...
college offering this programme. All the respondents are administered with three instruments measuring their writing apprehension levels and writing self-efficacy beliefs and their writing proficiency. The writing apprehension levels among these respondents are found to be average. Self-efficacy factors revealed an inverse relationship with writing apprehension level. The relationship between writing apprehension level and writing proficiency indicates that the higher the apprehension level the better the respondents performance.

Valigurova (2010) in his thesis conducted in department of English Language and Literature of Masaryk University. It belongs to using the dialogue journals in a class can assist students to deepen their knowledge of English language and positively influence their results in the final test and the final writing. I also wanted to prove that dialogue journal writing helps to increase students’ fluency in writing in English and their confidence. Concerning the frequency of Dialogue Journals, the researcher decided to write the Dialogue Journals with pupil once a week. As a volunteer, the researcher assisted the English teacher of the eighth graders every Friday. The researcher told the students that there would not be any compulsory number of sentences they should write every lesson. The students can write only a slip of paper, which is evidently not the best idea for maintaining ideas. During the process of conducting research, the researcher provides some questions related to the English, writing and the benefits of Dialogue Journals. The researcher noticed that Dialogue Journals provide students to write what they wanted. It means that students could also practice making questions correctly. It can be noticed that Dialogue Journals could provide
students to learn from the teacher’s responses how to elaborate a topic. Therefore, they could improve their writing skill.

Another researcher who conducted the research about Dialogue Journals and writing apprehension is Liao and Wong (n.d). Their journal entitled “The effect of Dialogue journals on L2 Students’ writing Fluency, Reflections, Anxiety, and motivation.” This study examines the efficacy of English dialogue journal writing on students’ writing fluency, reflections, anxiety, and intrinsic motivation, as well as the students responses to journal writing. Forty-one, tenth grade students in Taiwan participated in this study, and each student was required to write 24 journal entries at two journal entries per week. The data included 984 students’ journal entries, open-ended questions, interviews, and the results of the pre- and post-study questionnaires and the pre- and posttests on writing performance. The findings showed that the Dialogue Journals project improved the students’ writing fluency; writing performance on content, organization, and vocabulary; reflective awareness of writing and self-growth as learners; and intrinsic writing motivation. It also reduced their writing anxiety. The students held positive attitudes toward the project and confirmed that Dialogue Journals was an important tool for self-understanding and self-growth. They indicated that Dialogue Journals allowed them to consider something new; enhanced their self-confidence so that they could get along better with others; matured them through sharing their ideas, feelings, and self-perceptions; consolidated their thinking when re-reading their journals; strengthened their confidence in English writing;
and gave them the chance to reflect on their daily lives. Pedagogical implications for English as a Foreign Language (EFL) writing instruction are provided.

Takashasi (n.d) in his study entitled “Foreign Language Writing Apprehension: Its Relationships with Motivation, Self-perceived Target Language Ability, and Actual Language Ability” shows that writing apprehension was negatively associated with both measurements, being more strongly so with proficiency. Students with better writing skills, who probably experienced lower levels of writing anxiety, had higher overall English proficiency. They may also have scored higher in the final examination. However, probably, the reverse relationship is not always the case. Students with higher English proficiency may have higher writing proficiency, and this may lead to lower apprehension. The review of the previous studies shows that this research was different in some aspects and has similarities to the researcher’s study. Those related researches focus on qualitative research investigating the significant relationship between writing apprehension and the other psychological aspects and the benefits of dialogue journals in teaching EFL students. On the other hand, this research concerns in quantitative research to identify the effectiveness of Dialogue Journals to teach writing viewed from students writing apprehension.

F. Rationale

1. The differences between Dialogue Journals and Direct Instruction

Dialogue Journals require different way in teaching learning process especially in writing process. It makes students feel enjoy because dialogue

commit to user
journals assists them to build a good relationship with the teachers and provides students opportunity to promote their self-reflection and self understanding.

On the other hand, direct Instruction focuses on teacher-centered. It means that, teacher will be engaged in many planning decision, such as planning what h/she would like to teach. The students have lack opportunities in the classroom. The students just become the followers and depend on the teacher during the teaching learning process. Students’ activity can be mainly passive and students’ attention may be limited. Because of this, Dialogue journals is supposed to be more effective than direct instruction.

2. The differences between students who have high writing apprehension and students who have low writing apprehension

The students having low writing apprehension have more willingness to write when teacher asks. In writing activities, they feel enjoy and they are always have positive thinking that even they have done the mistakes and errors; it will be corrected by the teacher. Although they have difficulties, they can ask questions about the materials to the teacher or partners so that they can identify their problems.

The students having high apprehension usually do not enthusiasts when teacher asks them to write or to create a text. They tend to be passive in the class. In writing activities, they do not write list points of ideas; they just stuck or stop doing writing until they have ideas. It is ineffective since students block themselves from asking questions. They tend to think that teacher or the partner gives the negative judgment in this situation. This pessimistic can enhance their
writing apprehension. Thus, the students having low writing apprehension is supposed to have better writing skill than the students having high writing apprehension.

3. Interaction between teaching methods and Students’ writing apprehension

Dialogue journals demand students to write by their own interest topic. It provides time and space to assist students in understanding given materials. They feel free to write comments on the problems by using Dialogue Journals. They have strong positive belief that by creating written conversation with the teacher can enhance writing skill. Dialogue Journals need students having positive belief about writing, so it can be reduced the degree of writing apprehension level. They can express anything that they want to say or to write without having negative belief in writing their ideas. Thus, the students do not need to be worried about being evaluated by their respondents. The students having positive belief about writing is appropriate taught by Dialogue Journals. It can be said that this method is more effective for the students having low writing apprehension in teaching writing.

On the contrary, Direct Instruction method makes the students to have high tension in teaching and learning activity. The activities which are teacher centered make the students difficult to express more ideas. Teaching and learning process focuses on the teacher’s guidance. The interaction between the teacher and the students is usually in the form of one way communication from the teachers and the students. Students having high writing apprehension tend to be
passive and they are comfortable at this condition. It can be assumed that there is an interaction between teaching methods and students’ writing apprehension.

G. Hypothesis

This research formulates the hypothesis as follows:

1. Dialogue journal is more effective than direct instruction to teach writing at the eighth grade of SMP Ta’mirul Islam in the academic year of 2014/2015.

2. Students having low writing apprehension have better writing skill than students having high writing apprehension at the eighth grade of SMP Ta’mirul Islam in the academic year of 2014/2015.

3. There is an interaction effect between learning methods and writing apprehension on the students’ writing skill at the eighth grade of SMP Ta’mirul Islam in the academic year of 2014/2015.