

USING *JOURNAL BUDDY* TO ENCOURAGE STUDENTS
OF JUNIOR HIGH SCHOOL TO WRITE

PAPER

Submitted as a Partial Fulfillment of the Requirement to Obtain
Strata One (S1) Degree



By

RINA YENI
07725/2008

ADVISOR
FITRAWATI, S.S., M.Pd.

ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
PADANG STATE UNIVERSITY
2011

HALAMAN PENGESAHAN

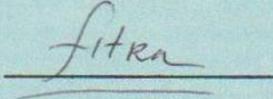
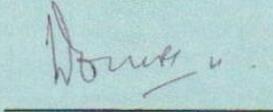
Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji
Jurusan Bahasa Inggris, Fakultas Bahasa dan Seni
Universitas Negeri Padang

“Using Journal Buddy to Encourage Students of Junior High School to Write”

Nama : Rina Yeni
NIM/BP : 07725/2008
Program Studi : Pendidikan Bahasa Inggris (S1 Transfer)
Jurusan : Bahasa Inggris
Fakultas : Bahasa dan Seni

Padang, Agustus 2011

Tim Penguji

Nama		Tanda Tangan
1. Fitrawati, S.S., M.Pd.	(Ketua)	
2. Drs. Don Narius, M.Si.	(Anggota)	
3. Havid Ardi, S.Pd., M.Hum.	(Anggota)	

ABSTRAK

Yeni, Rina. 2011. Using *Journal Buddy* to Encourage Students of Junior High School to Write

Makalah ini memaparkan tentang penggunaan salah satu media pengajaran Bahasa Inggris, khususnya dalam kegiatan menulis (English writing) yang diharapkan dapat mendorong siswa agar bisa memulai kegiatan menulis dalam Bahasa Inggris dengan mudah dan menjadikan kegiatan menulis tersebut sebagai sebuah kebiasaan bagi siswa yang pada akhirnya membantu siswa memiliki kemampuan yang bagus dalam keahlian menulis berbahasa Inggris.

Makalah ini dibuat dengan metode *library research* atau tinjauan pustaka yang berpedoman pada beberapa pendapat ahli diantaranya bahwa menulis adalah satu kegiatan yang bertujuan untuk mengekspresikan ide, pikiran, atau/dan perasaan penulis kepada orang lain (Ur, 1999) melalui berbagai media seperti kertas dan komputer yang merupakan salah satu faktor yang mempengaruhi proses atau hasil dari kegiatan menulis (Harmer, 2004). Berdasarkan pandangan ini, penulis menawarkan penggunaan teman menulis yang lebih dikenal dengan *Journal Buddy* dan yang teraplikasi melalui fasilitas internet (website) untuk siswa SMP sebagai salah satu solusinya. Penggunaan *Journal Buddy* sebagai media online merupakan salah satu cara yang cukup memotivasi siswa untuk segera bertindak (menulis) guna mengekspresikan ide mereka dengan harapan adanya saling memberi dan menerima komentar dari siswa lain sebagai peserta ataupun guru sebagai bentuk interaksi. Interaksi-interaksi yang terjadi diyakini dapat menginspirasi siswa untuk memperbaiki kesalahan tulisan mereka, terus menerus memiliki ide-ide baru dan memilih selalu menulis sehingga pada akhirnya mampu membantu meningkatkan kemampuan menulis mereka, para siswa (Sellinger, 2009).

ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises and thanks due to Allah Ta'ala who has allowed the writer has ability and chance to complete this paper entitled **“Using *Journal Buddy* to Encourage Students of Junior High School to Write.”** Peace and salutation be upon His devoted servant and His great messenger, Muhammad Salallahu ‘alaihi wassalam.

In this occasion, the writer would like to express her sincere gratitude to her advisor, Fitrawati, S.S., M.Pd. who has kindly given her much attention, support, and advices throughout the process of writing this paper. Also, the writer really appreciates to Dr. Desmawati Radjab, M.Pd., her academic advisor, for excellent professionalism.

Moreover, the writer particularly wishes to Dr. Kusni, M.Pd., the chairman of English Department, and Dra. An Fauzia Rozani Syafei, M.A., the secretary of English Department, and also to all lectures who had shared precious knowledge to the writer during her study.

Then, the writer addresses special great appreciation and thankfulness for her beloved parents, Ayahanda, Karimun; and Ibunda, Lasmini, S.Pd.I, and lovely Grandma, Mak Anduang Rahimahallah, for their support, patience, love, and hopes. Besides, she also thanks for her sisters and brother who have given wonderful

inspirations. The last, the writer thanks to all of her friends for the relationship and helps.

Finally, the writer admits honestly that this paper has weaknesses. Hence, any constructive critics, corrections, and advices from readers for improvement of this paper are highly appreciated.

Padang, August 2011

Rina Yeni

TABLE OF CONTENT

HALAMAN PERSETUJUAN

HALAMAN PENGESAHAN

ABSTRACT

AKNOWLEDGEMENT

TABLE OF CONTENT

CHAPTER I INTRODUCTION

A. Background of the Problem.....	1
B. Limitation of the Problem	4
C. Formulation of the Problem.....	5
D. The purpose of the Paper	5

CHAPTER II REVIEW OF LITERATURE

A. Nature of Writing.....	6
B. Writing in Second and Foreign Language Learning	8
C. Nature of <i>Journal Buddy</i>	11

CHAPTER III DISCUSSION

A. Using <i>Journal Buddy</i> for Teaching Writing in Class	15
B. The Advantages of <i>Journal Buddy</i>	27
C. Some Suggestions to Have Students to Write Journal	29

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion.....	31
B. Suggestion	32

BIBLIOGRAPHY

APPENDIX

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the ways that people use to transfer ideas, feelings and experiences to others through media of paper. Some people feel better while expressing themselves in writing than any other way. Therefore, writing is very important for those who want to use written language to communicate with others.

Now days, writing skill has become more important to gain success, not only in educational field but also in a wider society. It is urgently needed by students in order to complete their school task and to pass their educational institution. Furthermore, writing skill is also necessary in writing formal application letters in applying jobs. In short, writing is a required skill needed to prepare for school and employment.

Considering the importance of writing skill, Indonesian government includes the teaching of writing in the curriculum of junior high school. Based on KTSP curriculum of English subject, teaching writing to junior high school students is expected that the students can reach the SKL (Standard Kompetensi Lulusan). It is based on the decree of Minister of National Education (Permendiknas) no. 23, 2006 that says one of standard competence is that *“Mengungkap makna secara tertulis dalam wacana interpersonal dan transaksional sederhana, secara formal maupun informal, dalam bentuk recount, narrative, procedure, descriptive, dan report, dalam*

konteks kehidupan sehari-hari. It means that the students should have ability in English communication through some kinds of texts such as recount, narrative, report, procedure, and descriptive, to express thoughts, ideas, or feelings in a written form.

In the field, the writer found that most of the students really have low motivation in writing. They seem not attracted to do some writing tasks given by the teacher. Most of them think that writing is not as an interesting subject; even it is a boring one. So that the students would not have good progress in writing and it is certainly to be the problem for them to master the skill.

Actually, the problem of students in writing comes from several factors. Certainly, the dominant factors come when the subject is being processed. One of them is the way of teaching the writing. Some English teachers just tend to explain the concept of the language with the many exercises which often do not relate enough to the skill, like arranging some words or making writing but with a topic which is decided just by the teacher. As the result, the learning seemed to be monotonous and uninteresting, of course then it makes the students bored.

Besides, the other dominant factor is having media. Having media that may support the teaching and learning process which helps the students to write or helps the teacher to teach writing is so recommended for the teacher to consider. Usually while writing, media which is used by the students is as common things, such as a worksheets or exercise book, video, pictures, cards, etc. If the teacher teaches writing or has the students to write, the teacher just does it through the media. This condition

shows that there is no something new and interesting in having media that would make the students attracted and excited to start writing. Then, the teacher does not include fashionable media that familiar with the students like internet facility (website) that can facilitate the students to improve their skill in English writing. Meanwhile, the students even are closed to the facility which has been to be their interest. As the result, the students are not interested in writing in class writing activities and finally the students do not think to start to write as well. So it is clear that those problems above really make the students have no good attention to write, so that it is not wondered why the students have no satisfying mark in writing.

Based on those problems, in this paper the writer tries to offer an alternative aid for the teacher in writing subject in order to make the students more interested and feel enjoyed in the writing activity. The alternative aid is using a site/website namely *Journal Buddy*. *Journal Buddy* wordily means a friend for journaling. Actually site of *Journal Buddy* is provided from journal buddy that usually used as books for American children to interact with friends through journaling. In other words, *Journal Buddy* as a media especially for journaling today is improved as an online program and designed on internet as an internet service or site/website.

Journal Buddy which is a site is exciting new writing program for today's youth and able to be a motivational way to get children (students) to correspond with others. Its purpose is to encourage students to express themselves through journaling or writing while simultaneously providing an opportunity to improve their writing skill. Besides, *Journal Buddy* website provides other positive outcomes as well, such

as providing the participants with exposure to students of different backgrounds like in socioeconomic, religion, etc. It can give unique insight into their live in different areas. Then, *Journal Buddy* also helps students open issue that they would not normally discuss with parents or teacher by writing anonymously with other students so that the students get inspired to have many ideas which are going to be recorded on their journal. Also practically, *Journal Buddy* lets the students have real progress automatically in writing while the students are exposing their thoughts, ideas and feelings through feedback that got from the students' friends as the participants. By using *Journal Buddy* at school, hopefully many students get comfortable to express their thoughts, feelings, and ideas in many parts of life through writing as sharing experiences, hobbies, information, and etc.

Based on the idea above, the writer wants to explains *Journal Buddy* in order to be used as an alternative aid in writing subject to attract the students' attention and then can encourage the students to write.

B. Limitation of the Problem

Based on the background of the problem above, this paper will focus on the use of the *Journal Buddy* site that can encourage the junior high school students to write.

C. Formulation of the Problem

Related to the background of the problem above, the problem is formulated as follow: “How is *Journal Buddy* site used to encourage students of junior high school to write?”

D. The purpose of the Paper

The purpose of writing this paper is to explain how *Journal Buddy* site is used to encourage the students of junior high school to write.