IMPROVING STUDENTS’ WRITING SKILL USING DIALOGUE JOURNAL TECHNIQUE

(A Classroom Action Research in SMP N 02 Mojolaban)

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ABSTRACT

This research is aimed to identify: 1) To know whether dialogue journal technique can improve the students’ writing skill, 2) To know how far dialogue journal improve students' writing skill. The research methodology included the setting of research, the subject of research, the method of research, the model of action research, the technique of collecting data, and the technique of analyzing data. The procedure research consisting of: identifying, planning, action, observing, reflecting, revising. In analyzing the data, the researcher used quantitative and qualitative data. The research was conducted at SMP N 02 Mojolaban of March to April 2015. The subject of this research was the seventh grade students consisting of 32 students, included 12 male students and 20 female students. It was classroom Action Research. The research took two cycles. Considering the result of the research when dialogue journal technique was applied in the teaching and learning writing in the class VII E, the students were more active, joyfully and enthusiastic. Teaching writing using Dialogue Journal Technique is an effective technique to motivate bigger opportunity for writing practice. The improvement can be seen from the result of the test. The mean score of pre-test is 61.09; post-test 1 69.06; post-test 2 74.84. It can be concluded that to get significant experience on how to enlarge their knowledge of writing skill by using dialogue journal technique.

Keywords: Dialogue Journal Technique, Writing skill, Classroom Action Research
INTRODUCTION

English is an international language. It is used all over the world. For that reason, it is important for people to master English in order to be able to communicate and socialize with the world community. English is the first foreign language taught at every school in Indonesia. The Indonesian government chooses English as the first foreign language to be taught in schools and as a major subject for the students from elementary school to university students, they realize how important English in their life, so the intend to master it, in such a way that they can use that language to communicate with other people in the world. The purpose of communication is to send a message from the researcher or speaker to the reader or listener. The fact that the human is a social mankind, they certainly realize that they cannot survive without interacting to another people. Because of that, people start to make their own way to interact, and then a language was born.

According to syllabus of English (Depdiknas, 2006: 8), pengajaran bahasa di sekolah menengah dimaksudkan agar para siswa menguasai empat ketrampilan berbahasa, yaitu: berbicara, mendengarkan, membaca, dan menulis. Teaching and learning in Junior High School is aimed at making students master the four language skills, namely speaking, listening, reading, and writing skill. These skills are taught so that at the end of course, students will have the ability to communicate in English. The students’ language activities should involved students in using the language or communicative function in real life.

As one of the language skills, writing has occupied the most places in English language skills. The ability to write well is not naturally acquired. It is
usually learned or culturally transmitted as a set of practices in formal instructional setting or other environments. Writing skill must be practiced and learned through experience. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narrative, descriptive, argumentative, expository, explanatory, and recount texts, etc.

It regards that the composition is important for the learners to develop their line of thought in written English. Nevertheless, the learners often do some errors in composition, because they are still influenced by Indonesian sentence structure in building English sentences.

This research tries to observe the problem which is occurred in teaching and learning process. They were found difficulties if they are not accustomed to making passage in written English. They do not knew the function, the form, the generic structure, and the language feature of descriptive writing. Moreover, students are supposed to change the texts which are written in Indonesia into English.

To increase the students’ mastery of descriptive writing, this research tries to apply dialogue journal technique. Dialogue journal technique is one techniques which is expected to make the teaching and learning process better as it puts students in a good climate of teaching and learning process. Dialogue journals are written conversations between just two people, one-to-one, like pen pals. The pair can be the teacher and a student or two students. Dialogues can be done “live,” as quick exchanges during class, or as “takeaways,” longer, more leisurely letters written and answered at the correspondents’ convenience. Dialogue journals get
every single student “talking,” and thus can replace low-participation whole-class discussions. At the same time, dialogue journals keep the complexity low. It’s just two people, completely accountable to each other, without the exponentially more complex dynamics of larger groups (Smokey and Elaine, 1991: 100).

Based on the explanation above, the researcher is interested in conducting the research entitled “Improving students’ writing skill using dialogue journal technique”. (A Classroom Action Research in the seventh grade of SMP N 02 Mojolaban in Academic Year 2014/2015).

**RESEARCH METHOD**

This research used action research. According to Harmer (2004: 133) action research is a study which is done in cyclic system from the various learning-teaching activities. In classroom action research, it is known a procedural series of steps forming a cycle. In each cycle, there exists an action to improve or to solve any problem occurred before. In conducting this research, the researcher used four steps in this research, there are: planning the action, doing the action, observation and reflecting, analysis and observation.

The data were collected using test, interview and observation. The test in this research is aimed to measure the students’ improve and knowledge. To measure the students achievement, the tests were given three times (pre-test, post-test I, and post-test II). In collecting the data, the researcher used non-test such as observation, interviewing, and field notes. This research is a classroom action
research, therefore the researcher used qualitative and quantitative in analyzing the data.

From those classes, the researcher took one class. It was class VIIE consisting of 32 students. The research was conducted in two cycles from March 2015 to April 2015. Each cycle were consisted of two meetings and one post test.

RESULT AND DISCUSSION

The researcher was held the findings of classroom action research conducted in class VIIE of SMP N 2 Mojolaban. The research was aimed to: Can the use of Dialogue Journal improve the students’ writing skill and to know the Dialogue Journal media is implemented in writing skill.

The researcher also found problems those are : (1) the students were not enthusiastic and interest while teaching and learning process in writing; (2) the student were lack of vocabulary, so they could not develop their writing; (3) they are noisy; (4) the problems appear when they are chatting in the class; (5) they do not have good motivation in learning English, especially learning writing. The problem which was faced by the students was the students got difficulty to make descriptive text because they did not know what had to be described.

After identified the problems, the researcher was conducted the pre-test to measure the students’ improve writing by score.

Table 1 The Score of Pre-Test

<table>
<thead>
<tr>
<th>No</th>
<th>Explanation</th>
<th>Students’ Score</th>
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<tbody>
<tr>
<td>1</td>
<td>Highest Score</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>Lowest Score</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Mean Score</td>
<td>60.62</td>
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</table>
Based on the results of observation and pre-test score, that there is improvement of the students writing descriptive text. Therefore the researcher was used dialogue journal technique.

The researcher conducted three meetings in cycle. The first and the two meetings for implementing the action and the last meeting was used post-test I.

After conducted the first and second meetings, the researcher held the post test I.

<table>
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<tr>
<th>No</th>
<th>Explanation</th>
<th>Students’ Score</th>
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<tbody>
<tr>
<td>1</td>
<td>Highest Score</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>Lowest Score</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>Mean Score</td>
<td>66.25</td>
</tr>
</tbody>
</table>

The table showed that there was an improvement of the students’ writing mastery. It can be seen from the achievement of their score on the result of post-test I. In the pre-test, the students mean score was 60.62. In post-test 1, their mean score was 66.25. Although it was still far from minimum standard score (KKM).

It could be concluded from the students’ writing skill that there are some improvement in understanding the meaning and could write of the words better than before. They also participated actively in class. But, some of them still confused in making a Frame descriptive text in using appropriate word and vocabulary. They also had difficulty to explore and organize their idea. They translated the words one by one after looking at the dictionary.
Before the meetings, they were unable to describe objects, but after the post-test I, they were able to describe objects. The students were able to explore then organize their ideas, to produce the correct grammar, to choose the right vocabulary, and to use mechanics in their writing activity.

Besides, the weaknesses were: The students’ activity in learning process had not maximal yet, because the teacher felt difficult to manage and control students. Some students especially those who were in the back rows looked disturbing each other. Some students had a game alone and did not concentrate to the material. In spite of this cycle can improve students’ achievement, but the purpose was not maximal yet, because the students couldn’t read the text.

In order to improve the students score, the researcher decided to explain more about some topic based on lesson plan ensured condition of media. The researcher prepared materials related to theme.

The researcher observed the implementation of using dialogue journal in the teaching and learning process. The researcher gave post-test II. After the researcher did the action research in the classroom, the students’ learning achievement and the researcher’s knowledge could be improved. There was improvement on the students’ mastery of writing skill by using dialogue journal.

Table 3 The Score of Post-Test II

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<th>No</th>
<th>Explanation</th>
<th>Students’ Score</th>
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<tbody>
<tr>
<td>1</td>
<td>Highest Score</td>
<td>85</td>
</tr>
<tr>
<td>2</td>
<td>Lowest Score</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Mean Score</td>
<td>74.37</td>
</tr>
</tbody>
</table>
The students’ improvement from the score on post-test. The mean score improved from 66.25 in post-test I into 74.37 in post-test II. The last post test mean score reached the KKM.

The students were able to explore then organize their ideas, to produce the correct grammar, to choose the right vocabulary, and to use mechanics in their writing activity. The improvement also could proven by their score on post-test. The students became more joyfully in the class. It can be seen from the fact that all of the students were actively participating. When the researcher asked questions and feedback, they answered it. It was concluded that the students’ motivation improved.

The weakness was some of the students who sat at the back, still made a noisy voice. When the researcher explained about the material, they did not pay the attention. When the teacher showed the materials in front of class, they pay attention than before.

DISCUSSION

From every cycle, the students showed good progress in following the teaching and learning process. From every finding in the each cycle, the researcher concluded as follows:

In the teaching and learning process of English language, the students always gave attention. The students followed the lesson and did the task well.
In general, the students were relatively active in every activity. They learned how to communicate with other students to share their idea. The implementation of explaining the material helped the students to understand their difficulty of material. The implementation of showing the picture as material to be developed in writing a descriptive text made the students easier in creating the text. The implementation of asking the students to make a descriptive text made the students practices a writing skill. The implementation of giving some responses or comment on the students writing made the students easier to develop their writing. After the researcher did the action research in the classroom, the students’ learning achievement and the researcher’s knowledge could be improved.

The comparison between mean score of pre test, post test 1 and post test 2. It can be seen in table, it can be said that there is improvement of the students writing descriptive text. Because the mean score in post test 1 (69,06) is higher than mean the score in pre test (61,09), there is a significant different between pre test and post test I. Therefore, the mean score of post test 2 (74,84) higher than post test I.

In the result of the study showed that the use of dialogue journal as aids in writing could the students’ problems effectively. Especially the students could write of the words better than before. They were able to make simple word. The students seemed to be active in asking and answering what the friend’s commend. They also were active doing exercises and practice. The mean score also showed that the students’ achievement was good.
In teaching and learning writing using dialogue journal there was weakness in which the students still made a noisy voice.

Generally, the students were encouraged to join the learning process. They make some progress as well as in improving their writing of English. When the students are attracted to the write, they will pay more attention to learning of writing. It can be concluded that using dialogue journal can improve the students’ writing skill. It can motivate the students and make them want to pay attention.

CONCLUSIONS

Based on the whole result which started from the previous chapter, the researcher would like to draw the conclusions and suggestions related with the improvement of the students’ writing skill. Described as follow:

Conclusions

The researcher could conclude the result of the research as the answer of the problem "(1) Can Dialogue Journal improve the students’ writing skill at the seventh grade students of SMP N 02 Mojolaban? (2) How do Dialogue Journal improve writing skill at the seventh grade students of SMP N 2 Mojolaban?". The conclusions were (1) The use of Dialogue Journal can improve the students’ writing skill at the seventh grade students of SMP N 2 Mojolaban. It was proved by the improvement of the mean score in the first cycle and the second cycle. The mean score in the first cycle was 69,06 and it improved into 74,84 in cycle 2. (2) Dialogue Journal improve writing skill at the seventh grade students of SMP N 02 Mojolaban. Based on the result of pre-observation, the students got difficulty in
developing their writing because they did not know what must be written on their writing. The students’ difficulty had been solved by dialogue journal technique.

The dialogue journal was an alternative technique in teaching writing. It is one technique which is expected to make the teaching and learning process better as it puts students in a good climate of teaching and learning process. Before using Dialogue Journal the classroom situation was boring, but after using Dialogue Journal, there was a new atmosphere which motivated the students to become more active and all of the students were involved in teaching learning process. From day to day, the number of students who make a noise decreases.

BIBLIOGRAPHY


