

# **THE EFFECT OF “DIALOGUE JOURNAL” ON STUDENTS’ WRITING SKILL VIEWED FROM STUDENTS’INTEREST**

**(An Experimental Study at the Eleventh Grade Students of SMA MTA  
Surakarta in the Academic Year 2016/2017)**



**Submitted to the Department of Language Studies,  
Graduate School of Muhammadiyah University of Surakarta  
in Partial Fulfilment of the Requirements for  
the Degree of Master of Education**

**By**  
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2018**

APPROVAL

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has been examined by the board of examiners on March 12<sup>th</sup>, 2018. All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

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Writer



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**Abstrak**

Penelitian ini bertujuan: (1) untuk mengetahui perbedaan pengaruh teknik pembelajaran menggunakan *Dialogue Journal* dan *Direct Instruction* terhadap pembelajaran menulis; (2) untuk mengetahui perbedaan pengaruh tingkat minat belajar tinggi dan tingkat minat belajar rendah terhadap pembelajaran menulis; dan (3) untuk mengetahui pengaruh interaksi teknik pembelajaran dan minat belajar terhadap pembelajaran menulis. Penelitian ini menggunakan model eksperimen. Jumlah populasi penelitian ini 155 siswa kelas XI SMA MTA Surakarta tahun pelajaran 2016/2017. Jumlah sampel dalam penelitian ini 64 siswa dari dua kelas. Pada kelas eksperimen diberi perlakuan menggunakan *Dialogue Journal*, sementara kelas kontrol menggunakan *Direct Instruction*. Teknik pengumpulan data menggunakan kuesionnaire minat dan tes writing. Teknik analisis data yang digunakan adalah ANOVA atau analysis multifaktor varian dan test Tukey. Hasil penelitian menunjukkan bahwa: (1) penggunaan *Dialogue Journal* lebih baik daripada penggunaan *Direct Instruction* untuk pembelajaran menulis; (2) siswa yang memiliki tingkat minat belajar tinggi lebih baik dalam pembelajaran menulis daripada siswa yang memiliki tingkat minat rendah; (3) ada pengaruh interaksi teknik pembelajaran dan minat belajar terhadap pembelajaran menulis. Berdasarkan temuan diatas, dapat disimpulkan bahwa *Dialogue Journal* merupakan salah satu metode efektif dalam pembelajaran menulis pada siswa kelas XI SMA MTA Surakarta tahun pelajaran 2016/2017.

**Keywords:** *Dialogue Journal, Minat, Menulis*

**Abstract**

The main objectives of this study are: (1) to find out whether there is or not difference influence on *Dialogue Journal* and *Direct Instruction* toward teaching writing, (2) to find out whether there is or not difference influence of of high students’ interest and low students’ interest, and (3) to find out whether there is or not the difference influence of the interaction between learning method and students’ interest in teaching writing. This study is experimental study. The population of the research is 155 students of eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017. The total sample were 64 students from two

classes. The experimental group was treated by using Dialogue Journal, while the control group was treated by using Direct Instruction. The instrument of this research is questionnaire and writing test. The data were analyzed using ANOVA and Tukey test. The research findings show that: (1) There is difference influence of Dialogue Journal and Direct Instruction toward students' writing skill; (2) The students having high interest have better writing than those having low interest; and (3) there is influence of interaction between teaching method and students' interest in students' writing skill. Referring to the finding above, it can be concluded that Dialogue Journal is an effective method for teaching writing to the eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017.

**Keywords:** *Dialogue Journal, Interest, Writing*

## 1. INTRODUCTION

Writing is a process, rather than a product. To understand one's writing students, the teacher comes in sharing an equivalent experience of difficulty, rather than only sharing equivalent topics or genres of writing. In teaching writing, practice always has an important role. It was found that doing free writing and keeping a journal are excellent ways to get start in practicing writing. Peyton and Reed (in Liao and Wong, 2007) define dialogue journal as a written chat between a teacher and an individual student, which is rather private and is an on-going writing during an entire semester or school year. It is an efficient method in practicing writing because it involves free writing and journaling in the equal time. It presents students to describe freely on their languages and lives familiarity.

Based on the description above, the researcher is interested to use "DIALOGUE JOURNAL FOR STUDENTS' WRITING SKILL AT THE ELEVENTH GRADE OF SMA MTA SURAKARTA IN THE ACADEMIC YEAR OF 2016/2017" (An Experimental Study at the Eleventh Grade Students of SMA MTA Surakarta in the Academic Year 2016/ 2017). The result of the study is expected to be able to give some benefits, both theoretical and practical as follows: (1) Theoretical Benefits: This result of this

present study hopefully can be helpful for other study to construct further analysis, especially in carrying the dialogue journal method on writing by using different point of view. In addition, it can add of knowledge in the field of writing skill, and (2) Practical Benefits: (a) English teacher. It is hoped that this study can help the teacher to believe which one is more effective whether using Dialogue Journal or using Direct Instruction in teaching writing. The results of the study can helpful for enhancing students' learning process. The students are expected not to encounter difficulties in writing skill anymore. They are also look forward to consider that writing is an enjoyment activity, and (b) Other Reseacher: It can provide the observation to other researcher that the study has many contributions in teaching writing. It can also be used as a reference in conducting further research in the same field.

This study is based on research conducted by previous research. Hiew (2012) showed that practice writing daily helped to enhance their writing skills to put their thoughts and feeling into words in order to using effective forms of expressions and suitable choices of words. Anderson (2011) concluded that dialogue journal has positive impact to students' writing through communication in writing between teacher and student. VanderMolen (2011) presented that using dialogue journal got positive affect to students' writing fluency. Bode (1989) stated dialogue journal writing is one practical media to empower both students and teacher at the elementary level of education. Holmes and Moulton (1997) showed that the journal enhanced students' motivation to write and increase their fluency in writing. Stillman, Anderson, and Struthers (2004), dialogue journal offers opportunities for students to write freely on their full language and lived experiences. Hall (1997), teacher as a fasilitator to respond on students' writing conversation. Peyton (1997) explained the clear explanation the steps to apply dialogue journal in class. Werderich (2002) gave four catagories how to respond students' journal. Harris (2001), dialogue journal gave a chance to students to write creatively. Glasgow (1999) showed that writing journal is interesting activity by adding photos, notes, quizzes, and stickers. Spence

(2010), the use of generous reading as a tools to expand teachers' perspectives on ELL writing. Harada (2001), journal writing engaged the whole class interaction between teacher and students. Lipstein Rebecca, and Ann (2007) presented the phased of writing interest. Heller (2015) focused on steps to gain students' writing skill. Hannon (1994) investigated dialogue journal in kinderganden. Brockman, Taylor, Kreth, and Crawford (2011) found some strategies that foster English writing. Burniske (1994) focused on teacher response on journal writing. Mills (2008) focused on reflective journal writing for collage students. Salcedo (2009) discussed about the connection between teacher and students through dialogue journal.

All those researchers deal with dialogue journal, writing, and interest. Then, this current research also deals with dialogue journal, students' writing, and students' interest. This present study to fill the gap of previous researchers: learning English writing as a foreign language because English in Indonesia as foreign language. It is different with others that use English as first or second language. The analysis of students' interest in writing takes into account to be investigated because writing belongs to English skill that is learned in High School. In addition, this study can contribute to fill the gap in the area of experimental research.

## **2. RESEARCH METHOD**

This study used experimental research with a quantitativ approach. This research is the factorial design because this design used to analyze the main effects for both independent variables (dialogue journal and direct instruction with students' interest) as well as to analyze the interaction between the treatments. The population of this study was the eleventh grade students of SMA MTA Surakarta. The total sample is 64 students taken from two classes XI IIS 4 and XI IIS 5. This study used questionnaire of interest and writing test as instruments of the research. This study focused on teaching writing used Dialogue Journal in experimental class, meanwhile, control class used



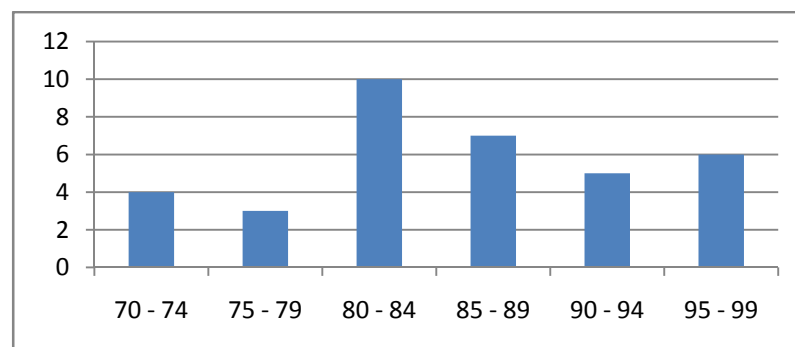
Direct Instruction viewed from students' interest in learning English. The data were analyzed by using ANOVA and Tukey test. Before analyzing it, the researcher analyzed normality to recognized whether the data have normal distribution or not (Gunawan, 2015: 67) and homogeneity to recognize whether the data from the population that have same variance or not (Gunawan, 2015: 77).

### 3. RESULT

The result showed that from questionnaire of interest, there were 32 valid out of 50 items. It means that 32 valid items of questionnaire can be used in this research, while 18 items can not. Those items are also reliable because the reliability is 0,960 (the maximal score of reliability is 1). The descriptions of data and data analysis of students who are taught using Dialogue Journal and Direct Instruction; students who have high interest and students who have low interest; and interaction between learning method and students' interest towards teaching writing presented by using SPSS IBM 20, as follows:

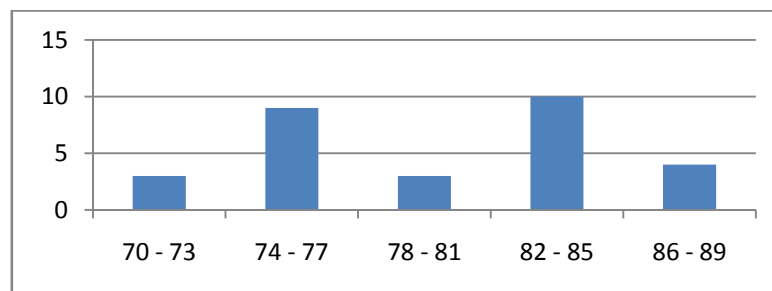
Based on the normality test, the sample of students who are taught using Dialogue Journal is a normal distribution. The sample of variance of the data is homogenous. The value of Sig. of post test (0.138) is greater than the level of significance (0.05). There are 35 students who are taught by using Dialogue Journal. The highest score that students gets is 97 and the lowest score is 70. The mean score is 85,02857 and median score is 86,64.

Table 1.1  
Histogram Experimental group



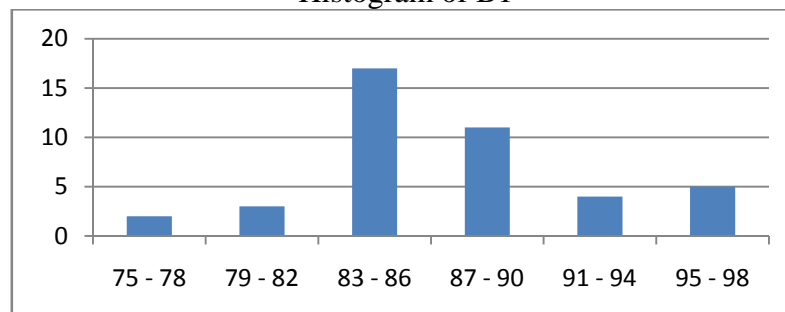
Based on the normality test, the sample of students who are taught using Direct Instruction is a normal distribution. The sample of variance of the data is homogenous. The value of Sig. of post test (0.138) is greater than the level of significance (0.05). There are 29 students who are taught by using Dialogue Journal. The highest score that students gets is 89 and the lowest score is 70. The mean score is 80,2069 and median score is 83,33.

Table 1.2  
Histogram Control group



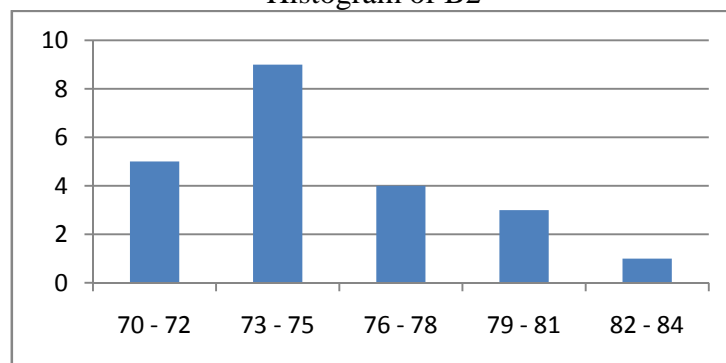
The sample of students having high interest (B1) is a normal distribution. The sample of variance of the data is homogenous. The value of Sig. of post test (0.138) is greater than the level of significance (0.05). There are 42 students who have high interest. The highest score that students gets is 97 and the lowest score is 75. The mean score is 86,80952 and median score is 86.

Tabel 1.3  
Histogram of B1



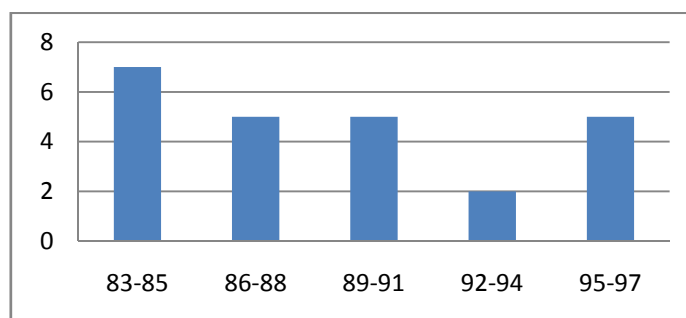
The sample of students having low interest (B2) is a normal distribution. The sample of variance of the data is homogenous. The value of Sig. of post test (0.138) is greater than the level of significance (0.05). There are 22 students who have low interest. The highest score that students gets is 84 and the lowest score is 70. The mean score is 75,27273 and median score is 75,1.

Tabel 1.4  
Histogram of B2



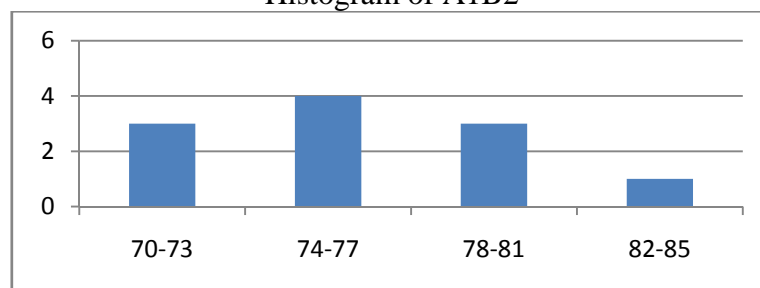
Based on the normality test Kolmogorof Smirnof, the students taught by using Dialogue Journal having high (A1B1) is a normal distribution, because (0,127) is higher than (0,05). The sample is also homogeneous because based on Levene's test shown that (0,138) is higher than (0,05). There are 24 students' taught by using Dialogue Journal having high interest. The mean score of 24 students is 89,2917. The highest score is 95 and the lowest score is 70. Standard deviation is 4,40828. The median score is 88,5.

Tabel 1.5  
Histogram of A1B1



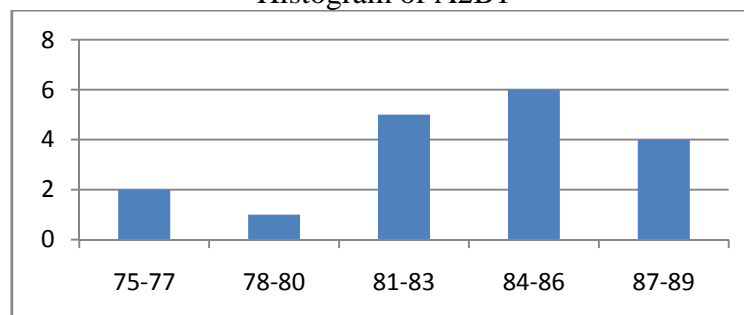
Based on the normality test Kolmogorof Smirnof, the students taught by using Dialogue Journal having low interest (A1B2) is a normal distribution, because (0,164) is higher than (0,05). The sample is also homogeneous because based on Levene's test shown that (0,138) is higher than (0,05). There are 11 students' taught by using Dialogue Journal having low interest. The mean score of 11 students is 75,7273. The highest score is 84 and the lowest score is 70. Standard deviation is 4,75586. The median score is 83,5.

Tabel 1.6  
Histogram of A1B2



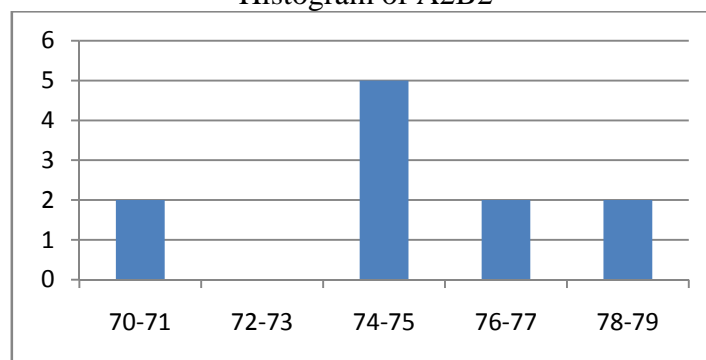
Based on the normality test Kolmogorof Smirnof, the students taught by using Direct Instruction having high interest (A2B1) is a normal distribution, because (0,178) is higher than the significant score (0,05). The sample is also homogeneous because based on Levene's test shown that (0,138) is higher than (0,05). There are 18 students' taught by using Dialogue Journal having high interest. The mean score of 18 students is 83,5000. The highest score is 89 and the lowest score is 75. Standard deviation is 4,11954 and the median score is 82.

Tabel 1.7  
Histogram of A2B1



Based on the normality test Kolmogorof Smirnof, the students taught by using Direct Instruction having low interest (A2B2) is a normal distribution, because (0,219) is higher than (0,05). The sample is also homogeneous because based on Levene's test shown that (0,138) is higher than (0,05). There are 11 students' taught by using Direct Instruction having low interest. The mean score of 11 students is 74,8182. The highest score is 84 and the lowest score is 70. Standard deviation is 2,63887. The median score is 79.

Tabel 1.8  
Histogram of A2B2



This experimental research is one of a way to enhance in teaching writing for eleventh grade students. The following is the discussion of research findings are as follows:

There is a significant different influence on Dialogue Journal and Direct Instruction towards teaching writing because by using Dialogue Journal, students makes written conversation with the teacher. It offers students to draw freely on their languages and lives experiences. So, students feel happy when the teacher ask them to write in English. In contrast, Direct Instruction Method is actually ineffective to apply in teaching learning process because this method is teacher-centered. The students tend to be passive in which they are only as the followers of the teachers' explanation and instruction.

There is different influence of high students' interest and low students' interest towards teaching writing since the students who are categorized as the students having high motivation are more likely to feel confident about their

work in that subject and exert effort that does not feel effortful. Meanwhile, the students having low interest have characteristic like passive in a learning activity.

There is different influence of the interaction between learning method and students' interest towards teaching writing. In dialogue journal writing, students can write anything they like with no specific format. It is free writing activity so students do writing for pleasure and separated from teaching and learning activity in writing class. Students with an interest for writing are also more likely to develop a sophisticated understanding of what writing is and the possibilities that it can afford. In addition, this method is interesting and develop students' writing skill

#### **4. CONCLUSION**

Based on the results of data analysis and discussion presented in previous chapter, it can be concluded that: (1) There is significant difference influence of Dialogue Journal and Direct Instruction toward students' writing of the eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017. It means that using Dialogue Journal Method is better than using Direct Instruction for teaching writing at eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017; (2) There is difference influence of students who have high interest have better writing than those who have low interest in the eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017, and; (3) There is difference influence of the interaction between teaching method and students' interest in teaching writing at the eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017.

Reffering on the research findings, it can be concluded that Dialogue Journal is an effective method for teaching vocabulary at eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017.

Meanwhile, there are some suggestions for the English teacher and the other researcher; it can be listed as follows: (1) The English Teacher. There

are many method that used by teachers in teaching writing. The teacher uses the effective method in learning activity so that students will enjoy in learning English. One of the effective method is Dialogue Journal. By using this method, it is not only making writin more interesting, but also students feel free when they write without fear the mechanic. So, the teacher as a parter of writing conversation can use to method to gain students interest in writing; and (2) Other Researcher. This research may be useful for other researchers who will conduct research with the different students' condition such as, students' motivation or students' intelligence. The other researcher is also possible to conduct similar research with different population characteristics.

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