

THE DIFFICULTIES OF EFL TEACHERS IN USING DIALOGUE JOURNAL IN TEACHING WRITING

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Abstract: This study is aimed to identify the difficulties faced by EFL teachers in teaching writing process using dialogue journal at 7th grade of SMP N 1 Kembangbahu Lamongan and to describe how the teachers solve their teaching writing process problems using dialogue journal. This study was conducted based on descriptive qualitative design. The data were obtained by using interviews and classroom observation. The data from interviews and observation were presented in a descriptive form. The data were collected on April 4th to 21st of April, 2015. Based on data analysis using interviews and classroom observation, the results of this study found that the problems faced by EFL teachers of SMP N 1 Kembangbahu Lamongan in teaching writing using dialogue journal are teaching writing with the reluctant writer, repetitive writer, the students who has “ Nothing to write about”, students with the writing difficult to decipher, keeping the conversation going, finding time for dialogue, the way of correcting the writing. finding topics to write about and keeping writing from becoming too personal are also some factors can stopped writing activities for teachers cannot control and give responds or feedback in every the students journal writing. The teachers’ ways in coding the problems are guiding and controlling, giving best respons and feedback and supporting students in every writing moment.

Keywords : A Dialogue Journal, Teaching Writing

INTRODUCTION

Teaching English for EFL (English as a foreign Language) in Indonesian students covers four language skills: writing, speaking, reading, and listening. Writing is one of a communicative ability. EFL students are expected to be more powerful in using EFL as a means of communication.

There is no doubt that writing is the most difficult skill to master (Richards and Renandya, 2002:03). Writing has been an important aspect of language teaching. It is often believed to be the most complex one compared to the other skills, i.e., listening, speaking, and reading. As cited by Douglas (2004 : 218), “writing was a skill that was exclusive domain of scribes and scholars in educational or religious institutions. Today, the ability to write has become a necessary skill in many walks of life and is simply taken for granted in literate cultures. We also fully understand the difficulty of learning to write “well” in any language, even in our native language.

One way of doing writing skill is by using dialogue journals. Using dialogue journals, the teacher can make use of the functional language that the children already have and bring them to a level where they can begin to write in essayist form.

Developing English writing skills has been considered as a difficult task, especially for EFL learners, where the students come from zero about writing. This investigation is an attempt to find out the major problems of EFL teachers in developing English writing skills using Dialogue journal..

In general, dialogue journals have been found to improve students' fluency and ease of writing and reading, increase student motivation to write, and develop students' use of different functions of language. Dialogue journal writing can also result in better

teacher-student relationships, instructional feedback for teachers, and improved classroom management.

Schwarzer (2004:77) suggests two ways of looking at a dialogue journal; one, as a pedagogical tool to increase students' writing abilities and two, as a written conversation between two participants to negotiate meaning through the written message. Journal writing makes a new dimension in the relationship between teachers and students because there is enough time and space for sharing ideas (Jalal, 2013:58).

We should be able to agree that we need to educate teachers who are ready to help their own students think critically, adapt to changing rhetorical situations, and become confident, lifelong writers (Shelley, 2009:199). Because in journal writing the students have freedom in arranging the sentences, the teacher must respond to students writing and give feedback. So their teacher must be facilitator and coach, not an authoritative director or arbiter. As cited by Brown (2007:396), as a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing, but in a spirit of respect for students opinion, must not impose his own thought in students writing.

Teaching writing is so difficult, some of teachers feel it. They feel in asking students to write is not as easy as we think, they must think more how is the best way, moreover with students who may need a great deal of basic knowledge. Experienced writing teachers often find that our own engagement, flexibility, and curiosity grow outward from our roots in the field (Shelley, 2009:200). The difficult of writing assignments are necessary for preparing writing teachers (Shelley, 2009:200).

The efficiency of using dialogue journal writing is very much, but most of the teacher mention those are very difficult. As cited by Peyton, Dialogue journal writing can increase communication between the students and teachers created and sustained through out the school year (1990:14). Dialogue journal believed where the teacher do not have time to converse at length with individual students each day, regular written interaction increases student-teacher contact time considerably (Peyton, 1990:14).

Meanwhile, based on the background above, the researcher choose the difficulties of EFL teachers using dialogue journal in teaching writing because of two reasons : The previous studies were about the use of dialogue journal in CAR and the teachers failed in implementing dialogue journal in teaching writing in the previous year, but in this semester the teachers find some problem solving using dialogue journal in teaching writing at SMP N 1 Kembangbahu, so the researcher here is interesting in finding out the difficulties using dialogue journal in teaching writing and the last the writer also describe the teachers way in solving the problems.

REVIEW OF RELATED LITERATURE

Teaching English at Junior High School

In Indonesia, English is considered as a foreign language because it is taught as a school subject. It is not used as the medium of instruction and it is not widely used by people in the country. The government has decided to include English as the foreign language taught to the student of junior high school or SMP (this word is used for the next term) and senior high school up to university nowadays. English is included in the curriculum as a compulsory subject for the student of junior and senior high school up to university level. This is in line with the issuance of the decree

of the Minister of Culture and Education No. 096/1967 has stipulated that English becomes the first foreign language and compulsory subject that should be taught formally to all Indonesian students starting from junior high school (SMP) up to university level. Therefore, all Indonesian students have to study English as their compulsory subject at school.

Moreover, teaching English in junior high school has a purpose that is by the end of their study, the students are expected to master two skills, that are productive skill (speaking and writing) and receptive skills (listening and reading) and linguistic components such as grammar, vocabulary, pronunciation and spelling. The language skills and component should be taught integrated

Based on 2004 Competence Based Curriculum, the objective of the teaching English at SMP is that by the end of their study. The students are expected to master the competences are that listening, speaking, reading and writing equally through the chosen themes. This based on the level of their competence and interest, level of vocabulary mastery (500 entry words) and the appropriate grammar (Diknas, 2004). Thus, the linguistic competence such as grammar, vocabulary, pronunciation and spelling can be taught to support the development of those four competences.

Writing

Some people considered writing is a difficult thing to do. Writing is not simply a skill to transfer a spoken language into a readable text, but it also requires some particular aspects to convey a message into piece of paper clearly. Taufiq (2010:23) stated that Writing is a tool of communication to convey some information in certain rules and

sequence. The sequence of writing covers a process to produce a finished text.

When people learn a foreign language, they learn to communicate with others, to understand them, to talk to them, to read what they have written and write to them. In writing, people learn how to communicate when the other person is not around them, listening to the words they said, and looking at the gesture and facial expressions.

Writing is considered as boring and difficult activity. Some students simply do not like to do writing. They will abandon the writing process in the class when they assume that they cannot write. Jerry G Gebhard (1993:237) said that such negative attitudes are problematic in EFL writing classroom. When students believe they cannot write or have a defeatist attitude toward writing, they disengage themselves from the writing process. Rose B. Axelrod and Charles R. Cooper (1985:3) said that writing is a complex process and such contain element of mystery and surprise, but we know and believe that writing is a skill that anyone can learn to manage. Then Bernertand Stubbs's (1983:3) define writing as a physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice.

From several definition of writing above, it can be concluded that writing is not a simple speech that written on the paper. In fact, writing is more complicated rather than speech because writing requires some aspects not only grammatical, rhetorical devices, vocabulary but also other elements as mentioned above. The important thing of learning writing for the students is to express themselves on the paper and they expected to be able to produce it in their own language. And the students should more practice it so they could write well.

Teaching Writing

Teaching writing began along with the introduction of the Grammar Translation Method (GMT) which signaled the beginning of the methodology of language teaching. Writing has been an important aspect of language teaching. In teaching writing, students can also have feedback from their teacher as the reader of written text. Writing is considered to be a learning activity which is beneficial for a language learner (Cahyono and Utami 2011 : 69 - 71).

According to Cahyono and Utami, 2011 : 70,

The fact that writing is an important skill in supporting other language experiences, as a means of recording, assimilating and reformulating knowledge, and of developing through his / her own ideas.

Dialogue Journal

Dialogue journal is a conversation between a teacher and an individual students (Peyton, 1990:3). Dialogue journal is which a student records thoughts, feelings, and reactions and which an instructor reads and responds to ostensibly written for one self or has two audience. The other name is self-writing (Brown, 2001:344).

According to Toby Fulwiler, journal writing is an important way of individualizing instruction and encouraging independent thinking. Journals record the students' "individual travel through the academic world"; at the same time, journals can provide a springboard for more formal papers or projects (Fulwiler : 2000).

The primary purpose of the dialogue journal is "to foster communicativeness in students. Every student and his or her teacher keep an individual written dialogue frequently and over a certain period of time about whatever interests them.

Teaching Using Dialogue Journal

Teaching dialogue journal is the students write about their experiences and concerns, and the teacher has the chance to replay with empathy and understanding (Peyton, 1990:16).

Students write regularly in learning journal. as much as they want and about whatever they choose, and the teacher writes back – not grading or correcting the writing, and not responding with simple platitudes or evaluative comments such as “Good!” or “Interesting point!” , the teacher is a partner in a conversation, who accepts what is written and responds as directly and openly as possible, while keeping in mind the students’ language ability and interest.

Integration of the Dialogue Journals in a Class

Dialogue journal writing can successfully be integrated into a conversation class, because the dialogue journal is interactive. Typical for this kind of writing is a close collaboration of at least two writers. Furthermore, the interaction that is present in the dialogue journals allows both writers to share an equal effort to keep the communication flow going quite easily. (Godev:2010)

The writers can put in practice many of the functions which are typical for conversation. These functions are for example: “informing, requesting, thanking, expressing regret, and expressing opinions and feelings”. (Godev: 2010) This is one of the features which make dialogue journal writing interactive in almost the same way as a conversation. What also makes this writing activity close to the conversational discourse is the fact that the reader is a concrete individual that the writer knows.

It is important for us to make a decision about the specific time when

students are supposed to write their dialogue journals and in what format. There are two possibilities. (Godev: 2010)

First, students can write their dialogue journal at home as a part of their homework. It means they would not be stressed by the time limit and they could write as long as they want and class time could be utilized for any other activity or for explaining new grammar. (Godev:2010)

Second, 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 (Godev: 2010):

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.

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.

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.

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.”

METHOD

The researcher uses case study design. This research is categorized as qualitative research, because the researcher presents the data by describing the phenomenon based on data from interview with the teachers and classroom observation in teaching writing using dialogue journal at seventh grade of SMPN 1 Kembangbahu.

The researcher interviewed three EFL teachers of SMPN 1 Kembangbahu and the researcher joined the classes at 7th grade when the teachers were teaching writing using dialogue journal. In this research, the researcher is also as an instrument to collect the data of the research. The researcher attendance is as an observer that observed the phenomena happened during the class. The instrument used by the researcher in this study are interview and classroom observation.

Table 3: The identity of teacher's being the respondent of the research

No.	Teachers	Age	Years of teaching	Gender	Education background
1	Triana Dewi, M.Pd	42 years old	21 years	Female	S2
2	Ainur Rif'atul W.S.Pd	34 years old	11 years	Female	S1
3	Deli Akustria, S.S.M.Pd	34 years old	12 years	Female	S2

The second instrument is .classroom observation. Classroom observation is used to get the data on teaching and learning process during the teachers' teaching writing using dialogue journal in the class.

The researcher analyzes the data in this research some steps are used to data analysis. Firstly, stating the criteria of teachers' difficulties in teaching writing process using dialogue journal. Secondly, describing the teachers' way in solving problems of teaching writing using dialogue

journal. The researcher described teachers' difficulties in teaching writing process using dialogue journal. The last, the researcher had some steps to analyze the data which is collected from observation.

FINDING AND DISCUSSION

Teachers' Difficulties in Implementing Dialog Journal Techniques

The researcher found some teachers' difficulties in implementing dialogue journal as follows:

1. Based on Specific Situation

Pyton (1990) stated that there are 5 difficulties of dialogue journal based on specific situation. But based on the interview with the teachers, the researcher only found four difficulties in implementing dialogue journal. See table 4.1

Table 1: The difficulties of dialog journal based on specific situation

No.	The difficulties of dialog journal based on specific situation	Research finding
1.	Writing with the reluctant writer	√
2.	Writing with the repetitive writer	√
3.	Writing with the stdents who has " Nothing to write about"	√
4.	Responding to entries that are difficult to decipher	√
5.	Addressing behavior problems	X

1. Writing with the reluctant writer:

According to Triana Dewi, M.Pd and Ainur Rif'atul W. S.Pd, not all students are enthusiastic about dialogue journal writing, some may fulfil the requirements to write. Sometimes the students' responds are not good. The students were not interested in writing. According to Deli Akustria,

S.Os.,M.Pd, it is often happened to most of the students. The students think that writing is very difficult, because from 4 language skills,the most the students are lazy to do is writing.So these make the teachers difficult in implementing the dialog journal in writing class.

2. Writing with the repetitive writer

According to TrianaDewi, M.Pd and AinurRif'atul W. S.Pd, teachers got difficulty for the students who have low – proficiency often write with the same pattern. Such I like, I want, etc. But Deli Akustria, S.Sos.,M.Pd stated that not all students, some of students have good vocabulary and do not write the same in their journal.

3. Writing with the students who has “Nothing to write about”

TrianaDewi, M.Pd stated that the teachers feel difficult in motivating students to write when the students have no idea to write, and no topic to write. It makes the students can not think of anything about. According to AinurRif'atul W. S.Pd,the students were confused starting in writing when the students want to write but confusing what to write. Deli Akustria, S.Sos.,M.Pd also stated that teacher feel difficult in facing the students who lost their idea to continue their writing.

4. Responding to entries that are difficult to decipher.

According to TrianaDewi, M.Pd, AinurRif'atul W. S.Pd, and Deli Akustria, S.Sos.,M.Pd, most of students have difficulties in writing. They can not write well. It is difficult for the students to explain what they mean in writing. And it is also difficult for the teacher to read what the students mean in writing.Missunderstanding is also happened, sometimes the teachers do not understand what the students mean because the students' writing unclear.

Table 2: The difficulties of dialog journal based on strategies for the teachers

No.	The difficulties of dialog journal based on strategies for the teachers	Research finding
1.	Keeping the conversation going	√
2.	Finding time for dialogue	√
3.	Correcting the writing	X
4.	Finding topics to write about	X
5.	Keeping writing from becoming too personal	X
6.	Maintaining privacy	X

1. Keeping the conversation going

According to TrianaDewi, M.Pd, sometimes the students feel shy and do not confident to tell their privacy. Deli Akustria, S.Sos.,M.Pd, stated that not all students are enthusiastic to tell more about their privacy, but some of them are very glade to tell their experience even their activities.

2. Finding time for dialogue

According to TrianaDewi, M.Pd, AinurRif'atul W. S.Pd, and Deli Akustria, S.Sos., M.Pd, time is as a big problem and main factor for writing class because time is the most important factor in dialogue journal, if the teacher could not give the students time for responds the writing, it is impossible. Teacher should give the time for the students, checking the students' writing, giving responds and feedback.The teacher are as the guide, sometimes finding a difficulties time because the teachersdo not teach focus only one class.

2. Based onCharacteristicof the interaction

Pyton (1990) stated that there are 4 difficulties of dialogue journal based on characteristic. But based on the interview with the teachers, the researcher only found three difficulties in implementing dialogue journal. See table 4.3

Table 3: The difficulties of dialog journal based on characteristic

No.	The difficulties of dialog journal based on characteristic	Research finding
1.	The writing has the qualities of good writing	√
2.	The writing is students – generated	√
3.	The writing is continual	√
4.	The writing is functional	X

1. The writing has the qualities of good writing

According to TrianaDewi, M.Pd, it was difficult when the students are getting difficulties in creating the first sentences to open the story.

2. The writing is students – generated

According to TrianaDewi, M.Pdand DeliAkustria, S.Sos., M.Pd it was difficult when the students do not do their task or forget to write. There are some difficulties in some writing in responding the students topic, supporting and encouraging their writing.

3. The writing is continual

According to TrianaDewi, M.Pdand DeliAkustria, S.Sos., M.PdThe difficulties are when they are not consistent with the certain topping on several weeks in writing. they feel difficult to write continuously with the same topic. As like lost idea to continue the discussion. According to TrianaDewi, M.Pd, AinurRif’atul W. S.Pdthe difficulties are when the students can not think more and can not continue their dialogue after the teacher respond the students writing.

Teachers’ Solution in overcoming the problems of Implementing Dialog Journal Techniques

The researcher found some teachers’Solution in overcoming the problems of Implementing Dialogue Journal Techniques based on interview and observation.

1. Based on Spesific Situation

1. Writing with the reluctant writer

According to Triana Dewi, M.Pd. and Ainur Rif’atul W, S.Pd. The students’ responds are not good. The students were not interested in writing. To overcome these problems, the teachers encourage the students to write by giving the students a new note book to write, giving some text for example and explain it, the students can learn to write something based on the text. Then the teacher can practice it in their dialogue journal. To motivate the students, the teachers always give a reward. According to Deli Akustriana, S.Sos, M.Pd. The teacher always invite them to think the interesting one that can make them happy.

2. Writing with the repetitive writer

According to Ainur Rif’atul W, S.Pd. and Deli Akustriana, S.Sos, M.Pd. For the students who have low – proficiency often write with the same pattern. Such I like, I want, etc. So, the teachers always support the students to write continuously even their writing is same. The teachers also give the students solution to know more about how to write well by explaining some text about pattern that is used.

3. Writing with the students who has “Nothing to write about”

According to Triana Dewi, M.Pd. and To overcome these problems, the teachers give examples to make some idea than give some theme, or give the teachers’ journal writing to the students as an example how to

make it easy. According to Ainur Rif'atul W, S.Pd. The teachers give the students some idea/topic to write then motivate them to make a new topic by discussing or telling about an interesting thing. According to Deli Akustriana, S.Sos, M.Pd. The teachers invite the students to go to some places around the school which can make the students having more idea to write, because, sometimes different situation will make the students different mood.

4. Responding to entries that are difficult to decipher.

The entries of some students at the beginning stages of learning English may be so difficult to read, because of handwriting and spelling, that the teacher has little idea of what they have written. Most of students in SMPN 1 Kembangbahuat VIIA and VII B classes have difficulties in writing. They can not write well. It is difficult for the students to explain what they mean in writing. And it is also difficult for the teacher to read what the students mean in writing.

According to Triana Dewi, M.Pd. and Deli Akustriana, S.Sos, M.Pd. To overcome these problems, the teachers support the students by giving good response in each of the students writing and trying to ask the students explain what they mean in their writing slowly. The teachers never force the students to write perfectly. The teachers replay the students writing as easy as possible to understand and giving feedback of students writing. So the students enjoy the writing. The teachers also restart mentally before responding the students.

According to Triana Dewi, M.Pd. Misunderstanding is also happened, sometimes the teachers do not understand what the students mean because the students' writing unclear. So the teachers ask the students to explain in their language. The teachers did not underestimate the students.

2. Based on Strategies for the Teachers

1. Keeping the conversation going

The teachers are simply responsive to what students have written, affirm them and express interest in them as individuals and in what they are doing, communication begins to occur. Not all students are enthusiastic to tell more about their privacy, but some of them are very glad to tell their experience even their activities. Sometimes they feel shy and do not confident to tell their privacy.

To make the students keeping an interesting to make best conversation, According to Triana Dewi, M.Pd. The teachers ask the students to tell about their daily activities and their interest. The teachers always ask the students to write and make such a report in their diary book at least twice a week. And the more important the teacher make the students trust the teacher that the teacher do not tell anything to other person, so the students write free. According to Ainur Rif'atul W, S.Pd. The teachers also give the students some responds and reward to keep an interesting to make best conversation.

2. Finding Time for Dialogue

Time is most important factor in dialogue journal, it is a big problem, because if the teacher can not give the students time for responds their writing, it is impossible. The teacher should give the time for the students for checking the students writing, giving responds and feedback. Time is everything to manage the students in writing continuously, and the teacher are as the guide, sometimes finding a difficulties time because we do not teach focus only one class. So time can be a big problem and main factor for writing class.

According to Triana Dewi, M.Pd., Deli Akustriana, S.Sos, M.Pd. and Ainur Rif'atul W, S.Pd. To solve this problem or manage the time, the teacher never let the

students work or write with no teachers responds, the teachers sure that the students are waiting for their teacher respond on their writing. so even the teachers are so busy, the teacher always give times to know what the students are writing and writing back as a respond.

Discussion of Finding

The discussion is based on data obtained from interview and classroom observation. Here the reasearcher present the table of teachers' difficuties and teachers' solutions of teaching writing using dialogue journal based on interview with the teachers.

Table 1: The teachers' difficulties and the teachers' solutions

No.	Teachers'difficulties	Teachers' Solutions
1.	Writing with the reluctant writer	giving the students a new note book to write and giving some text for example and explaining it
2.	Writing with the repetitive writer	supporting the students to write continuously even their writing is same
3.	Writing with the stdents who has "Nothing to write about"	giving the students some idea/topic to write then motivating them to make a new topic by discussing or telling
4.	Responding to entries that are difficult to decipher	giving good response in each of the students writing and trying to ask the students to explain what they mean in their writing slowly
5.	Keeping the conversation going	asking the students to tell about their daily activities and their interest
6.	Finding time for dialogue	giving times to know what the students are writing and writing back as a respond
7.	The writing has the qualities of good writing	asking the students to make such an outline

8.	The writing is students-generated	asking the students to write and giving reward to the students if the students do their duty
9.	The writing is continual	giving continuously feedback, always giving good responds and asking the students to try write everyday

The results of the researcher's interview and classroom observation toward the difficulties are faced by EFL teachers in teaching writing process using dialogue journal and how the teachers solve their teaching writing process problems using dialogue journal at 7th grade of SMP N 1 Kembangbahu Lamongan discussed the teacher told that writing is difficult subject for students, so sometimes the students' responds are not good. The students were not interested in writing, so the teacher should encourage the students to write by giving a new note book to write on, it make the students happy and spirit to write more and more. The teachers always try to help the students in every moment in the class. The teachers give the students some reading text so much, so the students can learn to write something based on the text then they can practice it in their dialogue journal. The students also could use that reading text as the model in order that the students can write by seeing the model.

The problems are often faced by the teachers for this areas is the students' motivation in writing. Therefore, to solve these problems, the teachers gave some examples to make some ideas and gave some themes, or gave the teachers' journal writing to the students as an example how to make the lesson easier. Most of students have difficulties in writing. They can not write well. It is difficult for them to explain what they mean in writing. The teacher can support them by giving good response in every their

writing, the teachers replay their writing as they are easy to understand as possible, and giving feedback so that the students enjoy their writing.

The teachers sometimes do not understand what the students mean. The students write unclear therefore the teachers ask the students to explain in their language. The teacher always give a reward to the students when the students have written, It is done to make the students write continuously. The teachers are a model. So, the teachers have to create a lesson plan or a plan for action before teaching, then the teacher can ask the students to make the students' journal activities, the teacher ask the students to make a report about what the students do everyday, about their interest. Therefore, the students can write diligently.

The teachers are simply responsive to what students have written, affirm them, and express interest in them as individuals and in what they are doing, communication begins to occur. The students sometimes feel shy and do not confident to tell their privacy. Therefore, the teachers ask the students to tell about their daily activities and their interest and ask them to write and make such a report in their diary book at least twice a week. And the more important, the teachers must make the students trust the teacher that the teacher will not tell anything to other person, so the students can write freely.

The time factor is important because most teachers are already busy. Because in dialogue journal teachers are more than a burden, teacher gain valuable knowledge about students' interests and problems, receive feedback about the day's activities and lesson as cited by Peyton (64 : 1990)“ teacher who have experienced success with dialogue journals over extended periods of time have found ways to make the activity manageable”. The teacher thinks that time is

most important factor in dialogue journal, because if the teacher can not give the students time for responds their writing, it is impossible. The teacher should give the time for the students, checking the students' writing, giving responds and feedback. The teachers think that the time is a big problem for teaching responds to the students, time is everything to manage the students in writing continuously, and the teacher are as the guide, sometimes find a difficulties time because the teacher do not teach focus only in one class. Therefore to solve the problems, the teachers never let the students work or write with no teachers' responds, the teachers were sure that the students are waiting for the teachers' respond on the students' writing. so even the teacher are so busy, the teacher always give the times to know what the students are writing and writing back as a respond.

In deciding the topics on students dialogue writing, the teachers discuss with the students what are the interesting thing to write then decide the topic with the students together. The teacher can make the students comfort in discussing the topic and introduce another one. The teachers have a good strategy to make the students comfort and enjoy telling their activities and do not forced them to tell what the students think too secret. The teachers believe that the students can write easily.

Most teachers and students agree that the journal communication is a private dialogue, to be shared with other teachers, students, or parents only at the discretion of the students. The teacher ask to the students weather it is OK or NOT if the teachers share the students' writing to other people, if the students do not allowed the teachers keep the writing and give the best feedback to the students, the teachers keep the students privacy and do not tell it to anyone else. But if the students allowed the teacher to share the

writing, the teachers make a group discussion to discuss about the writing. The teachers agree if the students do not want to be shared. As Pyton (1990:68) states, "teacher needs to make it policy not to discuss student's journal entries in the teacher' lounge or in the teachers' meeting".

The writing has the qualities of good writing, both students and the teachers can choose topics to discuss. Sometimes the students are getting difficulties in creating the first sentence to open the story. The teachers ask the students to make such an outline. It will be easier for the students to start writing. The difficulties in responding the students' topic, supporting and encouraging in writing are when the students do not do their task or forget to write. Therefore the teacher should give examples then ask the students to write then the teacher give a reward to the students who do their duty.

In addition, the results of the researcher's observation, the researcher found some phenomena about the material and the learning process. Based on observation the researcher found that the teachers gave the material based on topic forms, experienced by the students and the material also demands the students to express new idea. The learning process of teaching writing, the teachers used dialog journal, the teachers helped the students' difficulties then gave the best responds to the students writing result so that the students feel enthusiasm with dialogue journal writing given. The students' ideas are not limited so the teachers ask the students do writing continuously every meeting, the teacher gave the students big opportunity to express their ideas. The teachers also observes the students activities, the teachers gave reward to students who do journal writing. The teacher did not limit the topic and the teachers always motivated the students in order to be able to write continuously.

CONCLUSION

The problems Faced by EFL teachers of SMP N 1 Kembangbahu in teaching writing using dialogue journal are teaching writing with the reluctant writer, repetitive writer, the students who has " Nothing to write about",students with thewriting difficult to decipher, keeping the conversation going, finding time for dialogue, the way of correcting the writing, finding topics to write about and keeping writing from becoming too personal are also some factors can stopped writing activities for teachers cannot control and give responds or feedback in every the students journal writing. The teachers' ways in solving the problems are guiding and controlling, giving best responds and feedback and supporting students in every writing moment.

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