

DOUBLE ENTRY DIARIES: A STRATEGY FOR TEACHING READING COMPREHENSION

Vivin Krismawanti Modjanggalo

Abstract: The objective of this research is to know the effect of double entry diaries strategy toward students' reading comprehension. The sample of this research was Class XI IPA 3 consisted of 28 students. This research was pre-experimental research design. Based on the result of the study, it indicates that the use of double entry diaries strategy can affect students' achievement in reading comprehension.

Keywords: *double entry diaries, strategy, reading comprehension.*

Reading involves the understanding of the main and supporting ideas of a written language. The students should understand the meaning of the text when they read the text. The preliminary observation conducted in SMAN 3 Poso revealed that the students faced difficulties in comprehending analytical exposition, such as lack of vocabulary, finding out main idea and information of the text, and low motivation for the lesson. Regarding the observation result, to solve students' problems in reading comprehension, the researcher would like to propose an effective strategy that is called double entry diary. This study aimed to test the effectiveness of double entry diaries as a strategy in teaching reading comprehension.

Double Entry Diary Strategy

The Double Entry Diary creates an interactive setting between the reader and the text by allowing students to record dual entries that are conceptually related. The Double-Entry Journal strategy enables students to record their responses to text as they read (Joyce: 1997). Students write down phrases or sentences from their assigned reading and then write their own reaction to that passage. The purpose of this strategy is to give students the opportunity to express their thoughts and become actively involved with the material they read.

Double-Entry diary improves students' comprehension, vocabulary, and content retention. Ruddell (2002) states that double entry diary is interactive strategy to activate prior knowledge and present feelings, and promotes collaborative learning.

Steps of Using Double Entry Diary Strategy

In applying this strategy, teacher command students to do some steps. The steps of double entry diary in teaching reading according to Tovani (2004) are as follows:

1. Student's divide a piece of notebook paper in half lengthwise.
2. In the left hand column, students copy sentences or words directly from the text.

3. In the right hand column of the page, students write down their inferential and critical thinking about sentences, or text they wrote on the left hand side.

Examples of what students could write about in the right column include the following: this reminds me of, I wonder, I infer, this is important because, I am confused because, the picture in my head looks like, and I think this means.

On the other hand, Ruddell (2002) states that teacher can create and use double entry strategy by introducing a passage of text to the students. Discuss the Double Entry Diary technique and model the procedure including specific guidelines for writing. Have students read the selected text making journal entries whenever a natural pause in the reading occurs, so that the flow is not interrupted constantly.

1. Students fold a piece of paper in half, lengthwise.
2. In the left hand column, the students write a phrase or sentence from the selection that was particularly meaningful to them, along with the page number.
3. In the right hand column, the students react to the passage by writing personal responses to the quotes on the left. The entry may include a comment, a question, a connection made, or an analysis.
4. Students can share their responses with the class or literature discussion group.

The steps proposed by the experts are similar. However the researcher sum up that there are some steps in teaching reading by using double entry diary strategy. First, the teacher should prepare the text that will be discussed by the students. Second, the teacher introduces the double entry diary and explains how to use it and showing the practice before. Finally, the teacher asks the students to do activity of double entry diary that instructed. In this strategy, the teacher act as facilitator who guide the student in express their thoughts and become actively involved with the material they read.

Advantages of Double-Entry Diaries Strategy

Espinosa (2011) states that there are several advantages of double entry diary strategy in teaching reading comprehension. First, double entry diaries strategy helps students read “text and event” and then reflect on and make meaning of them. Second, it is one of the most simple and direct way to teach students to read text carefully. By reacting to specific lines and ideas as they go, the students engage in the kind of close analysis of text necessary for articulating that text overall “message”. Third, it helps students practice the habits of good readers by slowing down the reading process and demanding that they become aware of the “conversation” they are having with themselves about what text might mean. This strategy also can help students respond emotionally, ask question, make prediction and connect the text to their own lives. Fourth, the strategy support English-language learners in numerous ways. As they read and select their quotations, they are improving reading comprehension skills.

Then, Tovani (2004: 12) states that there are some advantages from the Double-Entry Diaries strategy in teaching reading. The students have written records of their thinking, which they can rely upon during class discussions, when reviewing for exams, and when seeking clarification from the teacher and other classmates. The students can improve their ability in reading Double-Entry Diaries strategy and their performances on comprehension in the question.

Method

This research is pre-experimental with pretest-treatment-posttest design. The research hypothesis that guided this research was that “the use of double entry diary strategy could increase students’ reading comprehension test scores.” This research was conducted at SMAN 3 POSO, located in PulauSeram, Poso Regency. The population of this research was all the eleventh grade students at SMAN 3 POSO 2014/2015 academic years, while the students of Class XI IPA 3 was selected purposively as the sample, consisted of 28 students. The data were gathered through test and observation. Data from observation were descriptively described, while the quantitative data were statistically analyzed to find out the effectiveness of double entry diaries to students’ reading comprehension test score by conducting t-test manually.

Findings and Discussions

The observation result

The researcher observed the implementation of treatment. The data were written down in observation sheet. The result of the observation showed that more than half students (60%) listened to the researcher’s explanation but only 40% of the students responded to the explanation. Most of the students participated in the activity of filling out the double entry column. Surprisingly, all students did the assignment individually but unfortunately, only few of them were able to comprehend the material being discussed.

The researcher could see that all students did the exercises from the researcher but only 40% of the students asked about unclear questions. 20% of the students could make a conclusion and 20% of them added some additional information or fixed their friends’ conclusion.

The statistics result

Before conducting the treatment, the researcher conducted pre-test to find out students’ average mean score before getting involved in the treatment. The result of the pre-test is shown in Table 1.

Table 1. Students’ Pretest Score

No.	Initial	Raw Score	Standard Score
1	ACF	8	53
2	AND	9	60
3	ADM	7	47
4	ARD	9	60
5	ASW	11	73
6	AWD	6	40
7	CMD	6	40
8	DIA	11	73
9	DRH	6	40
10	FMT	6	40
11	FPM	7	47
12	FRI	9	60
13	FTF	8	53
14	KRN	8	53
15	LWM	7	47
16	MGF	6	40
17	MRT	8	53
18	MWF	6	40
19	MRS	6	40
20	NZB	6	40
21	NRS	6	40
22	NSA	7	53
23	PTA	11	73
24	RWN	6	40
25	RPR	10	67
26	SHT	9	60
27	SRL	6	40
28	YSK	8	53
	TOTAL SCORE	213	1425

As shown in Table 1, the average mean score for students’ pretest was 50.89.

The researcher gave the treatment to the experimental class. The treatment was conducted in three meeting, each lasted for about 2 times 40 minutes.

1. First Meeting. The treatment was done in while-activity of this meeting. In while activity, the researcher described analytical exposition text, gave chance to the students to communicate of shared ideas about the material, described and gave the model analytical exposition material to the students, and together with the students discussed the material being discussed.
2. Second Meeting. In the while-activity, the researcher reviewed the material given in the previous meeting, introduced double entry strategy and also the advantages, and gave the example on how to use double entry diary with analytical exposition.
3. Third Meeting. In the while-activity, the researcher described about double entry diary strategy and its function, distributed analytical exposition text and the double entry diary to be filled by the students, instructed the students to fill the double entry diary, and then assigned them to submit the diary to the researcher.

Later, the result of students' score (as shown in Table 2) shows the average mean score for students' posttest score was 64.46. Later, students' scores for pretest and posttest then were statistically analyzed to test for the research hypothesis. results of students' posttest score after being involved in the treatment. The research hypothesis was accepted if t-counted value was greater than that t-table value. The result of the research showed that the t-counted value was 6.95, which was greater than the t-table value (df=26, level of significance 0.05, t-table=2.056). This means that Double Entry Diaries strategy affected students' reading comprehension scores. Students' posttest score is displayed in Table 2.

Table 2. Students' Posttest Score

No.	Initial	Raw Score	Standard Score
1	ACF	10	67
2	AND	10	67
3	ADM	10	67
4	ARD	12	80
5	ASW	10	67
6	AWD	10	67
7	CMD	9	60
8	DIA	10	67
9	DRH	10	67
10	FMT	10	67
11	FPM	9	60
12	FRI	10	67
13	FTF	10	67
14	KRN	9	60
15	LWM	9	60
16	MGF	9	60
17	MRT	10	67
18	MWF	9	60
19	MRS	6	40
20	NZB	9	60
21	NRS	10	67
22	NSA	11	73
23	PTA	10	67
24	RWN	10	67
25	RPR	10	67
26	SHT	10	67
27	SRL	8	53
28	YSK	10	67
	TOTAL SCORE	270	1805

Conclusion and Suggestions

The use of double entry strategy can affect students' achievement in reading comprehension at SMAN 3 Poso. It can be seen from the result of data analysis in this research. Based on this, the researcher would like to give some suggestions as follows:

1. The English teacher should apply appropriate strategy to improve the student's achievement especially in teaching reading comprehension.
2. For the students, this strategy can attract students' interests in studying English, especially reading comprehension.
3. The next researcher should apply this strategy to make students interested in studying English; especially reading comprehension.

References

- Brown H. D. (2004). *Language assessment principles and classroom practices*. New York: Pearson Education
- Brown, D.A.J. (2004). *Language Assessment Principles and Classroom Practices*. California: Pearson Education, Inc.
- Byrne, K. (2004). *Using Authentic literary text with advanced learners*, Retrieved October 11th 2012. From: www.developingteachers.com/articles/chtraining/aulitlp1_Kathy.htm.
- Espinosa. (2011). *Teaching Strategies Double-Entry Journal Strategy*. <http://www.learner.org/workshops/tml/workshop8/teaching.html>. retrieved on Tuesday, January, 10, 2012. 14 : 10
- Harris, D.D. & Sipay, L. (1980). *Teaching reading vocabulary*. New York : Holt, Rinehart.
- Harmer J. (2003). *The Practice of English Language Teaching*. Third Edition. Cambridge University Press
- Harmer , J. (1998). *How to Teach English*. Edinburgh: Addison Wesley.
- Joyce, M. (1997). *Double Entry Journals and Learning Logs*. from <http://www.maslibraries.org/infolit/samplers/spring/doub.html>
- Lenawati Ni Luh. (2011). *Improving Students' Reading Comprehension Through Cooperative Integrated Reading And Composition (CIRC) Technique Of Seventh Grade Students Of SMP Negeri 1 Tegallalang In Academic Year 2010/2011*. Universitas Mahasaraswati Denpasar.
- Rivers, W. (1981). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.
- Ruddell, R. (2002). *Teaching Children to Read and Write: Becoming an Influential Teacher (3rd Edition)*. Boston: Allyn and Bacon.
- Tovani, C. (2004). *Do I Really Have to Teach Reading? Content Comprehension, Grades 6-12*. Portland, ME: Stenhouse.

About the Author

Vivin Krismawanti Modjango, S.S., M.Pd, was born in Poso, 5 May 1984. She finished her under graduated program in 2008, at Satya Wacana School of Foreign Language, Salatiga and her master program in 2014, at Tadolako University, Palu. Her interests are in English literature and English education. She is an English lecturer in Faculty of Teacher Training and Education, Sintuwu Maroso University Poso Since August 2009.

Email: vivinmodjango@rocketmail.com

HP: 085225471392