

THE EFFECTIVENESS OF USING DIALOGUE JOURNAL WRITING TO ENHANCE STUDENTS' WRITING SKILLS AT LEMBAGA YASIN ALSYS

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Abstract

*This research investigated how the effectiveness of using the Dialogue Journal writing (dialogue journal writing) toward writing skills in recount text at Lembaga Kursus Yasin alSys students. This study concerned on find out the effectiveness of dialogue journal writing and explaine the five aspects of writing skill as proposed by Anderson, i.e. grammar, vocabulary, mechanics, fluency and form. This research is classified as experimental study which was done with the participation of 26 students class as the object of the study. The data obtained during the research were in quantitative and qualitative forms. The qualitative data were acquired from the field notes, interview transcripts, and photographs. The quantitative ones were collected from the results of the students' pre-test and post-test and also from the students' texts written in their dialogue journal writing books which were analyzed to get the mean scores to be compared and then determine the gain scores . In regard to the actions performed in two cycles, the use of dialogue journal writing was effective in improving the students' skills in recount texts based on the following evidences. First evidence, the researcher found that from the data description demonstrated 0.004 score in *Asymp Sig (2-tailed)*, because the *Asymp Sig (2-tailed)* score is lower than 95% the confidence interval that is 0.05, then the data is significant. Second evidence, from six male and female responses consisted lowest to highest sampling toward dialogue journal writing was found that there were five aspects appeared, i.e grammar, vocabulary, mechanic, fluency, and form. Following the result of this research, it could contribute to language teaching especially in writing sill.*

Keywords: *Dialogue Journal Writing, Writing Skill, Recount Text*

INTRODUCTION

Communication is the fundamental foundation to civilize human being. In correspondence, language is an indivisible piece of it. It is the scaffold for individuals to share what they have in minds. They pose inquiries, share musings, thoughts and believing, and furthermore express their real thoughts through language. Universally, correspondence sets up a circumstance where there are no reasonable limits among nations. Be that as it may, to speak with individuals from one side of the planet to the other, the need isn't just to have the capacity of oral relational abilities yet in addition

the capacity to convey in written form. Written forms are the most compelling pieces of our life today. In addition, the presence of web empowers overall associations for individuals from one side of the planet to the other to convey, to get and to give the new data in all parts of lives which arises an extraordinary interest of having written capacity in English. In addition, writing ability is one of the abilities instructed in senior secondary schools in Indonesia. It is written the communication relating to their thoughts, considerations, conclusions, and feelings in the written form, understudies ought to have the writing abilities expected to confront the globalization time.

This particular research is investigating a way of improving the students' skills of writing since the products of writing are deemed to be crucial parts of our everyday life. The following reasons are supporting the focus of the research. First, writing is a skill which is considered very difficult by many students.

As indicated by the psycholinguist hypothesis, Eric Lenneberg in Brown states that writing in any form of text is like swimming.¹ All people are such naturally walking and speaking yet swimming just as writing is an educated conduct which needs additional endeavors. The most ideal method of showing writing must consistently be examined. The second, writing skill is the fourth ability subsequent to tuning in, talking and perusing that must be educated at Senior secondary schools as per the motivations behind learning and showing English in Indonesia expressed in the both in course institute, that the students should foster their skills in both spoken and written correspondence to have the option to accomplish educational proficiency level as numerous schools guidelines all around the world that additionally request their students to have great orders recorded as a hard copy to pass the course scholastically. The process of writing is more complicated and completely different from speaking which most of people are aware of. There is a set of competencies they need to master to make a single piece of writing.²

¹ Brown, H. Douglas.. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (New York: Pearson Education co. 2ndEd., 2001) p.308

² Ibid. p.334

In view of the clarification above, it very well may be reasoned that the need to acquire English writing abilities is certainly significant. Nonetheless, to meet the objective language, there are worries that each English instructor faces during the educating and learning measure particularly in the writing class. the students are in general try not to write in English as well as in their own language as Brown says, there is continually something that keeps individuals from beginning to write. Individuals can't do writing normally as effectively as speaking.³

Additionally, as the teacher's admission during a interview, the students' capacities abilities in writing which were not quite the same as one to the next caused the class in a choice when they were approached to write. The teacher who knew how hard to get the students to begin writing was becoming hesitant on giving time for writing practices and concocting a rationalization on how tedious writing was. They couldn't let themselves to write in light of the fact that writing was an action they barely did which made negative perspectives towards it contrasted with different abilities as writing was the most disregarded expertise in the class.

In the point of writing is a process of finding, developing and organizing ideas and finally revising and editing to minimize the mistakes and errors.⁴ The students must go through the whole process as an ongoing part of their learning. The only way is to keep them practicing writing. They can experience the process of making plans on what they want to write, drafting it on paper, revising the errors and mistakes and finally editing. Learning is relatively permanent change in behavioral tendency and learning is the result of reinforced practice.

In the reason behind writing is a cycle of discovering, creating and sorting out thoughts lastly changing and altering to limit the mix-ups and mistakes. The students should go through the entire interaction as a continuous piece of their learning. The lone way is to keep them working on writing. They can encounter the way toward making arrangements on what they need to compose, drafting it on paper, updating the blunders and botches lastly altering. Learning is moderately lasting change in social inclination and learning is the consequence of supported practice.

³ Ibid.

⁴ Brown, H. Douglas, "*Principle of Language Learning And Teaching*. New", (York: Pearson EducationLtd. 2000), p.7.

To cause a positive circumstance for students to adapt particularly writing, teacher should give assortment methods of showing learning measure which are low pressing factor, uneasiness and can uphold them to construct their writing propensities. The thoughts are proposed by Lapp, Flood and Razak and Asmawi as referred to by Martino which are generally concurred: (1) students learning ought to be a continuous interaction of related encounters; (2) students accomplish when they are effectively learning and relating encounters outside the classroom..⁵ In the other hand, Harmer suggests journals as means to provide opportunities for students to think both about how they are learning and also what they are learning.⁶ A kind of journal which is used to foster students writing skills for decades is called Dialogue Journal writing. It is a journal that is kept to be an informal written conversation between teacher and students in response to their learning process in class. It is a free writing activity where they write what they feel with each other or share their experiences, feelings, ideas, and thoughts. The process involves them to write as much as possible after deciding on the topic of conversation and the teacher responding by writing back to the students. Teachers assist students by participating directly in conversation rather than evaluating student writing. Pierson explains that dialogue journal writing was first used with great success in an elementary school of both native and non-native-speaking students in Los Angeles, California. It has since been tested across multiple levels and educational settings. Many previous studies have been carried out by several researchers and teachers around the world showing its usefulness and effectiveness for various individuals from elementary to adult levels.

Besides, supporting the cases of journal dialogue writing has demonstrated to be appropriate and agreeable for students paying little heed to their degree of capability and age. It is informal and gives a method for nothing and uncensored articulation, permitting students to write without agonizing over being revised or evaluated. Maybe than open and definite adjustment of understudy mistakes, revision

⁵ Razak, A., and Asmawi, A..”The Use of Dialogue Journal through Email Technology in Developing Writing Interest and Skills. *MOJIT. Malaysian Online Journal of Instructional Technology*, 2004, 1(2):21

⁶ Harmer, Jeremy. *The Practice of English Language Teaching*. Edinburg, (Pearson Education Ltd. 2007) p.126

of linguistic structure and construction in exchange dialogue journal writing is displayed in the collaboration cycle.⁷ Hence, dialogue journal writing gives a chance to students to learn right linguistic structures and designs by perusing the teacher's reactions and copying them.

The main purpose of dialogue journal writing is to build students writing habits that can improve their writing skills and performances in classroom. The nature of dialogue journal writing which focuses on some aspects such as: meaningfulness, process orientation, participation, and fluency, is in the same path of Communicative methodology.

The primary motivation behind discourse diary composing is to assemble understudies composing propensities that can further develop their composing abilities and exhibitions in study hall. The idea of discourse diary composing which centers around certain viewpoints, for example, weightiness, measure direction, cooperation, and familiarity, is in a similar way of Communicative procedure.

One scope of English learning in Senior high school is that students should express and produce short functional written texts and simple essays in the forms of recount, narrative, and procedure. Senior high school students have to write short functional texts and express the meaning and rhetorical steps on the texts accurately and fluently. Furthermore, the students also have to use the variation in written language in the contexts of everyday life.

Recount is one of text genres which have to be mastered by students of Senior high school grade X. Based on the preliminary observation; it was found a fact that students still have difficulties in writing recount texts. The evidences were found from the confessions told by some students during interviews that writing recount was difficult because they did not know what to write and how to write it properly. Moreover, they also rarely did the activities of writing in the classroom. The teacher of English as a part of the research collaborator also told her difficulties in teaching the students the recount texts and in asking them to write. The research is taken based on some considerations made by the collaborator and the researcher based on

⁷ Peyton, J. Kreeft, *Writing Our Lives: Reflections on Dialogue Journal Writing With Adult Learning English*. (Washington DC: National Clearinghouse on Literacy Education, 1991). p.27

the theories suggested by some eminent experts on dialogue journal writing which is found to be a beneficial tool to improve the students' writing skills especially on recount texts.

REVIEW OF LITERATURE

Definition of Writing

Many experts have defined the definitions of writing. Writing is one of the four language skills after listening, speaking and reading.⁸ Moreover, writing is also a productive skill which is meant for communication to deliver messages in the forms of letters and symbols. In a message, there is something which is needed to be informed to others called a purpose. In other words, the activity of writing is aimed at creating a written product which is containing a certain message or information.

Accordance to Brown, writing skill is a written product which is completed after the process of thinking, planning, drafting, and revising and also demands efforts and specialized skills of generating ideas, organizing them coherently, making use of the discourse markers and the rhetorical conventions, putting all of them into one, revising the content for a clearer meaning, and editing for accurate grammar into a final product.⁹ Furthermore, writing is a learnt behavior that is similar to swimming. People speak as their natural behavior, but not all of them can write as it is a skill which only can be done consciously with efforts.

Writing Process

To make a good-structured writing, a writer should refer to a certain checklist. Nation states that in order to focus on the different aspects in writing, the best way is to face writing as a process.¹⁰ When we try to make a product of writing, we need to go through several steps as parts of a process. It is not merely putting words

⁸ Pulverness, A., Spratt, M., And Williams, M. *Teaching Knowledge Test Course*. (New York: Cambridge University Press, 2005), p.26

⁹ Brown, H. Douglas. Loc.cit. p.335.

¹⁰ Nation, I.S.P. *Teaching ESL/EFL Reading and Writing*. (New York and London: Routledge Publisher. 2009), p.114.

together into a sentence and then compiling sentences into a text. The steps act as guidelines for students to start their writing until they can finally finish it. In the process of writing, there are four stages as explained below.¹¹

Teaching Writing in English as a Foreign Language Classroom

In relating on Harmer states the reasons of why the teaching of writing is important for the students of EFL classes:¹²

- 1) **Reinforcement:** in order to get new knowledge in English, it is difficult if we just count on the oral or spoken form of language which the students usually see. The fact is that students are more at ease when they see the language is written down where they can read, reread, analyze, and comprehend with relatively longer time. Many students think that writing down what they just study will give them better memories whenever they try to recall it.
- 2) **Language Development:** writing is a skill which demands the learner to learning long term. It is an on going learning experience as the performance of it is the actual learning process itself. The mental activity involved in the making process of written text is all part of the learning.
- 3) **Learning Style:** there are some students who can unbelievably master new knowledge in English language very fast just by looking or listening, but in contrary there are also many of them who feel really burdened in learning the language because they cannot understand it even when they try very hard to absorb the knowledge. Writing gives them a chance to learn in a better way which is easier and effective. They are given time they need and they can make some reflection in their own way through writing.
- 4) **Writing as a Skill:** the writing skill is as important as the other three skills namely speaking, listening, and reading. In real life, not only speech form of language that is used for communication, but also the written one. Today, the one who holds the world is the one who know the information. And most information is written in mass media. The demand of writing ability is on the

¹¹ Harmer, J., *The Practice of English Language Teaching*, (Edinburg: Pearson Education Ltd. 2007) p.4.

¹² Ibid. p.79

stage. We need to know how to answer letters, respond to invitation, advertisement and etc. The importance of learning spelling, punctuation and etc. in writing is equal to the importance of learning pronunciation in speaking.

The Types of Classroom Writing Performances

In his book, Brown suggests five major categories of classroom writing performances.¹³

Imitative, or Writing Down

At the beginning stage of learning a language, students will simply imitate what they see. They can just write down English letters, symbols or probably sentences to learn the conventions of the orthographic code in English. Sometimes, the teacher can do some dictations for them to write and give them scores on their works.

Intensive, or Controlled

Writing can be performed as a tool for learning, reinforcing and testing grammatical concepts. This kind of activity usually appears in an intensive written grammar exercises. This activity does not allow a space of creativity on students' works. Controlled writing gives teacher times to break from controlling without losing a series of stimulators. Some activities such as giving students tasks which need them to change present tense into past tense.

Self-Writing

Self-writing which is also called free writing or creative writing is usually performed to promote creativity and build writing habits. Students write something down to be read and kept by them. The most common one is their note taking during classes. Diary or journal writing can also be categorized as self-writing. But in many cases, it is used as a record of student's thoughts, feelings, and ideas which is shared with a respondent to be given a response.

¹³ Brown, H. Douglas. Loc.cit. p.343

Display Writing

In every school, there is a requirement which obligates its students to make essays in examination, research reports and classroom assignments. Those can be categorized into display writing.

Real Writing

Different from display writing, real writing is aimed to be made for people who actually need the information or messages. From the explanations given from the experts above, it can be seen the sequence of learning writing from imitating or verbalizing until performing real writing autonomously. Students need to go through all the processes in order to master the skills in writing such as doing controlled tasks, free writing to build writing habits for fluency and etc.

Recount Text

Recount text can be considered as the most common kind of text we can find in our everyday life. The main goal of this text is to retell an event happened in the past. This is the basic form used in many story books or story telling texts and also in non-fiction usually used to make factual accounts of events, current or historical ones.

According to Anderson suggests that recount is a text which tells about events happening in the past in a sequence of time.¹⁴ The purpose of the text is to tell the audience about what happened in the past and when it happened. Furthermore, Knapp and Watkins also say that recount text is a sequential text that does little more than sequencing a series of events.¹⁵ It can be considered as the simplest type of narrative genre. Recount texts can function to inform and to tell stories of past events. In our lives, it is a common thing to tell a story to someone both in spoken and written forms. If students are able to speak it up fluently, it is possible for them to write it down with the same flow of fluency. This kind of texts where they share with others can also add references for them to read which also improving the skill of reading.

¹⁴ Anderson, M., and Anderson, K. *Text Type in English 1*, (Australia: Macmillan, 1997), p.49.

¹⁵ Knapp, P., and Watkin, M. (2005). “*Genre text grammar technologies for teaching and assessing writing*”, University of New South Wales Press. p.122

RESEARCH METHOD

This study was a mix method. The researcher applied a mix method. A mixed methods design is useful to capture the best of both quantitative and qualitative approaches. It is used because the researcher wants to understand better, explain, or build the result of research from the other approach.¹⁶ The design of this method is a sequential explanatory strategy. It was not merely about searching a certain way to learn why we do a thing in particular, but it was rather to find an answer about how we could do things better. It dealt with how to invent the better way of teaching for the students' sake. This classroom action research was done in order to find the best way of improving the writing skills at Lembaga Yasin alSys students.

FINDINGS

First finding concerns on writing significance on the use of dialogue journal writing.

In the wake of getting the students' score, the teacher then, at that point determined the score utilizing SPSS form 22. As the examination was expected to discover the appropriate response of the primary exploration question; "How does the utilization students' writing ability altogether improved by the utilization of journal dialogue writing? In table 3.14 in past part can be shown that post-test explore class critical worth is $0,070 > 0,05$ and post-test control class huge $0,391 > 0,05$, it implies both post test and control class is Homogeny. The speculation test should be possible after the t-test investigated. In this exploration, the teacher utilized T-test (Independent t-test) for the theory test. The Ho (theory invalid) expressed that there is no compelling worth of understudies in showing writing describe text throught Journal dialogue writing method and directed writing strategy at eighth grade of Lembaga Yasin alSys students. While Ha (Hypothesis alternatif) expressed that there is compelling worth of understudies in showing writing relate

¹⁶ Creswell, Mapping the Field of Mixed Methods Research, *Journal of Mixed Methods Research*, (2008), 3:(2):95-108 <https://doi.org/10.1177/1558689808330883>

text through journal dialogue writing strategy and directed writing procedure at eight grade of Lembaga Yasin alSys students.

Hypothesis test should be possible after the consequence of ordinariness and homogeneity test are satisfied. In this examination, the teacher utilized t-test for hypo testing test with mean from singular students' score (pre-test and post-test) in try class and control class. To know there is powerful or not agreeing t-test can be follow

Ho will dismissed if $T_{value} > T_{table}$ for huge a 0,05, so Ha acknowledged and read in T_{value} as well as can peruse in p-value (sig 2-tailed.) where Ho would dismissed if p-value (sig 2-followed) $< a$ 0,05.

The hypothesis test should be possible after the t-test examined. In this exploration, the researcher utilized Independence T-test for the hyphotesis test. The Ho (hypothesis null) expressed that directed writing strategy isn't viable to expand the writing ability in Lembaga Yasin alSys. While Ha (Hypothesis alternative) expressed that Dialog Journal Writing method powerful to expand the writing skill in SMA Islam Arrahmaniyah. From the information depiction over, the researcher acquired 0.004 score in Asymp Sig (2-tailed), on the grounds that the Asymp Sig (2-followed) score is lower than 95% the confidence interval that is 0.05, then, at that point the data was significance.

Second finding concerns on aspect of writing skills being improved by the use of dialogue journal writing.

In light of the teacher's journal, the researcher found that from five parts of writing skill like grammar, vocabulary, mechanic, fluency, and forms the aspect that is by Anderson executed in five parts of writing.¹⁷

Here are the aspects on writing recount text that receive improvement after the treatment in the experimental class. The aspects below was listed based on the highest improvement to the lowest improvement.

¹⁷ ¹⁷ Anderson, M., and Anderson, Loc.cit. p.49

a. Grammar

In grammar aspect, the students surprisingly improved the way they used regular and irregular verbs on the past participle tense. Most of the students successfully mad significant improvement in grammar based on the result of post test.

b. Vocabulary

This aspect of writing all students gained more improvement in vocabulary after the progress they already had in posttest that could be seen in varied words which made their stories far better written than before in pretest.

c. Mechanic

In mechanic aspect, the students improved the spelling of the words that they used on the paragraph. Nearly all the students mad even better writing as they paid attention to the mechanic aspects of their writing by checking their text before submitting the final version. Overall, they managed to make other considerable improvements in this posttest.

d. Fluency

This aspect was almost students made considerable progress in fluency of writing seen from the easiness of telling the details of their stories in good length compared with the result of pretest.

e. Form

All students did well in the organization of the text level. In the sentence level, most of them were successful to make recognizable effect although there were still few of them who still consistently made mistakes. Overall, they did really good job compared with the result of pretest.

It can be seen from the post-test result from 6 chosen students from experimental class. Most of them have successfully affected their style in writing especially in word choice. Style in writing such as, sentence structures and figurative language that used by the writer. In the other hand, there was another factors that also refers to the style of writing, which is called the mechanic of writing including spelling, grammar, punctuation and formatting.

In this research the researcher found that most of the students who successfully upgrade writing style are affected by the word choice, spelling and

grammar. It can be seen on the data analysis where the researcher explained about the teacher's note on the teacher's journal about each students work. Out of six students improve not only the word choice but also the grammar and the spelling.

DISCUSSION

This section dealt with significant of dialogue on journal writing and five aspects of journal writing. the Significant data is committing from students' achievement Pre-test and Post-test scores from the experimental class and control class in the teaching writing of recount text. The average scores for the experimental class from pretest was (66,5) and posttest (78,7). The average scores for the control group from pretest was (60,7) and posttest (71,6). The result If the "Asymp sig. (2-tailed)" score is lower than 95% of the confidence interval that is 0.05, it means that the data is Significant or our Hypothesis was right.. furthermore, in this study control class was given guided writing technique as teaching writing technique of recount text. Moreover, in the control class, teaching learning process using guided writing technique, students were quick to feel bored with the material provided. In learning to use the guided writing technique students were only given the basic knowledge to understand of recount text.

Furthermore, students in the experimental class were given a Dialogue journal writing technique as teaching learning process of recount text. Dialogue Journal writing is not a new technique in teaching world. The actual name "Dialogue Journal" was created in 1979 by Jana Staton. Dialogue journal Writing helps students to minimize their confidence.in the implementation of Dialogue Journal Writing, the students took the challenge to write more and frequently because they got feedback on their writing from the teacher. The teacher had more time to communicate and motivate the students through writing Dialogue Journal Writing; it created a good atmosphere among the students and the teacher. Since some students had lack of confidence to write English, this technique helped the teacher to gain the students confidence. The teacher could learn about the students personalities, diagnose students writing skill, and understand their language problem.

Dialogue Journal writing also created non threatening forum for writing which fosters the students' writing confidence because the students were brave to exchange their thoughts and ideas with the teacher. This trust gained the students comfort in expressing their thoughts and ideas. Dialogue Journal Writing focused on meaning rather than form so that it led the students to practice writing regularly and encouraged their writing skill. Furthermore, the result of the study is supported by the theory proposed Garmon, the students are more likely to have expressed their ideas in their comfort zone here they feel safe when corresponding with their teachers.¹⁸

On the other hand, five aspects demonstrated that the teacher's journal, the researcher found that from five aspects of writing skill such as grammar, vocabulary, mechanic, fluency, and forms the aspect that is developed by Anderson implemented in five aspects of writing. The most aspect appeared was grammar and vocabulary.¹⁹

It can be conclude that the students enjoyed the teaching process using Dialogue Journal Writing than Guided Writing that is provide by the average of post-test score in the control class (71,6) is lower than the average of posttest scores in the experimental class (78,7). In addition the results of T-test result score above that analyzed in SPSS, the data is significant, because the Asymp Sig (2-tailed) score is 0,004, the score is lower than 95% the confidence interval that is 0,05. It can be said that the use of Dialogue Journal Writing technique is effective to teach writing recount text at Lembaga Yasin alSys students.

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¹⁸ Datzman, Kaithlyn, "Using Dialogue Journals to Improve Writing for English Language Learners; (*A Journal*.University of Arkansas 2011), p.200

¹⁹ Anderson, M., and Anderson, Op.cit.

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