THE USE OF THE DIALOGUE JOURNAL TO IMPROVE DESCRIPTIVE WRITING ACHIEVEMENT OF THE EIGHTH GRADE STUDENT OF SMP PGRI SUKAMORO

A THESIS
by

Rina Suci Ariska

Student Number: 06011181320018

English Education Study Program

Language and Arts Education Department

FACULTY OF TEACHER TRAINING AND EDUCATION

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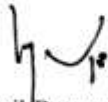FACULTY OF TEACHER TRAINING AND EDUCATION

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Approved by

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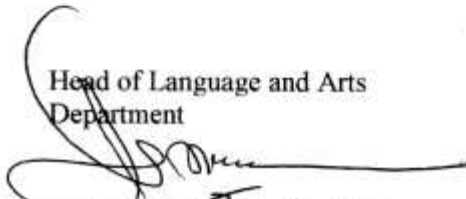
Dr. Ismail Petrus, M.A.
NIP. 196211151989031002

Advisor 2,

Soni Mirizon, MA., Ed.D.
NIP. 196711041993031002

Certified by,

Head of Language and Arts Department

Dr. Didi Suhendi, S.Pd., M.Hum.
NIP. 196910221994031001

Head of English Education Study Program

Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121003

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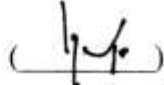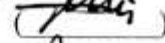
RINA SUCI ARISKA

Student Number 06011181320018

This thesis was defended by the writer in final program examination and was approved by the examination commitee on :

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4. Member   : Bambang A. Loeneto, MA., Ph.D.

5. Member   : Hesti Wahyuni Anggraini, S.Pd., M.Pd.

Indralaya, December 2019

Certified by

The Head of English Education Study Program

Hariswan Putera Jaya,S.Pd., M.Pd.
NIP. 197408022002121003

DECLARATION

I, the unsigned,

Name   : Rina Suci Ariska

Student's Number   : 06011181320018

Study Program   : English Education

Certify that ths thesis entitled " The Use of Dialogue Journal to Improve Descriptive Writing Achievement of the Eighth Grade Students of SMP PGRI Sukamoro" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding the plagarism in higher education. Therefore, I deserve to face the court if I find to have plagiarized this work.

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METERAI TEMPEL
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ENAM RIBU RUPIAH

Rina Suci Ariska

06011181320018

THESIS DEDICATION

I sincerely dedicate this thesis to:

My wonder mom Maryati and my super dad Anang who always support, loves and prays for me in every second of my life. I do love you.

You are what you believe yourself to be

- Paulo Coelho –

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Indralaya,　December 2019

The writer,

Rina Suci Ariska

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The Use of Dialogue Journal to Improve Descriptive Writing Achievement of the Eighth Grade Students of SMP PGRI Sukamoro

ABSTRACT

This research was intended to improve the ability in descriptive writing achievement through Dialogue Journal technique for the eighth grade students of SMP PGRI Sukamoro in the academic year 2018/2019. The objectives of this research were to find out (1) the significant difference in descriptive writing achievement of the eighth grade students of SMP PGRI Sukamoro between before and after they were taught by using dialogue journal and (2) the significant difference in descriptive writing achievement between the eighth grade students of SMP PGRI Sukamoro who were taught by using dialogue journal and those who are not. The research design used in this research was quasi experimental, there were 50 students from 2 classes as sample. The two classes were divided into the experimental group and control group. Each group had 25 students. Both groups were given pretest and posttest. The data were analyzed by using Paired Sample t-Test and Independent Sample t-Test. The results obtained from Paired Sample t-Test showed that there was a significant difference in descriptive writing achievement before and after the eighth grade students were taught by using dialogue journal since the $\square$-value was lower than 0.05 ($0.000 < 0.05$). The results obtained from Independent Sample t-Test of the posttest showed that there was a significant difference in descriptive writing achievement before and after the eighth grade students were taught by using dialogue journal as the $\square$-value was lower than 0.05 ($0.000 < 0.05$). In brief, dialogue journal were advantageous to be applied in teaching writing for the eighth grade students of SMP PGRI Sukamoro.

Keywords: Dialogue Journal, Descriptive Text, Writing Achievement

CHAPTER I

INTRODUCTION

This chapter introduces : (1) background of the study, (2) problem of the study, (3) objective of the study, and (4) significance of the study.

1. Background of Study

Language is a means of communication. English plays an important role in the world nowadays since it is widely to communicate among people around the world. As an international language, English must be taught to learners in order to that they can communicate orally and writing well.

In Indonesia, English has become one of the main subjects in the school curriculum and the requirement of students to graduate from junior high school. The Education First-English Proficiency Index (EF EPI, 2016) Indonesia takes place in the 32nd rank out of 72 countries in the world with EF EPI score of 52.94. It means that Indonesia has moderate level in proficiency category. In line with that, the results achieved by Indonesian IELTS test takers in 2016 showed that proficiency in writing area of English language was the lowest score. The mean score for Indonesia in academic purpose is only 5.8. Based on data above, it shows that Indonesia is very low in proficiency category.

English itself consists of four skills. They are listening, speaking, reading and writing skill. Major skill in English that must be taught is writing because if we compare with other skills, writing is the most complicated and difficult skill. As stated by Tangpermpoon (2008, p.1) "writing is considered as the most important among four skills of English". Writing involves pouring one's ideas and the mechanics of writing. It is written in the GBPP (DEPDIKBUD, 1995, p.2) that in order to express their ideas, thoughts, opinions and feelings in the written mode, students should have the ability in writing skills needed to face the globalization era.

Despite the importance of writing ability, many students complain that they do not have a good competence in writing. Hayati and Jaya (2018) stipulated that one

of the causes of students' difficulties in writing is related to the lack of knowledge on how to write. Moreover, Hedge (2000, p.1) states writing is the results of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities setting goals, generating ideas, making a draft, reading and reviewing it, then revising and editing. Those activities make the students assume that writing is more complicated than other skills. Writing is a skill, like the other skills, it needs more practice and it cannot be acquired without practicing.

As a teacher observes children while they are writing, they can note how children move through the writing process stages: gathering and organizing ideas during prewriting; pouring out and shaping ideas during drafting; meeting in writing groups to get feedback about their writing and then making substantive changes during revising; proofreading and correcting machanical erorrs during editing; and publishing and sharing their writing (Tompkins, 2000, p.144).

In writing class of SMP students, there are so many kinds of texts which must be taught. There are descriptive text, narrative text, recount text, and procedure text. From all of these kinds of texts, descriptive text is considered more challenging for the students, because the writer assumes that the students should explore and improve more their writing ability in desriptive text.

A descriptive text is considered as the simplest and easiest writing form compared to narrative, recount or procedure, particulary for the beginning writers (Ellis et. al., 1989). The primary purpose of descriptive writing is to describe a person, place or thing in such way that a picture is formed in students' mind. Teaching writing especially descriptive paraghraph is aiming a way of improving students' writing skill since the product of writing be crucial parts in our daily life. It also aims to make the students get used to write everyday, like building the students' writing habit. Through this research, the writer tries to improve the skill of students in writing descriptive texts by using dialogue journal.

Tompkins (2002, p. 232) points out that some of the purposes for journal writing are to : record experiences, stimulate interest in a topic, explore thinking personalize learning, develop interpretations, wonder, predict, and hypothesis,

engage the imagination, ask question, active prior knowledge, assume the role of another person, and to share experiences with trusted readers.

Dialogue jornals are similar to personal journal. The exception is that they are written with the intent to be shared with a teacher or classmate. Most importantly, dialogue journals are an authentic writing activity and provide the opportunity for real communication between students or between a student and the teacher (Tompkins, 2003, p.325). According to Moore Hart (2010) dialogue journals are a place for students to communicate with their teachers or peers. The teacher reads the entry and responds. The students write about a topic that is interesting to them. The techer's responses should be encouraging, supportive, and informative. Every time the students write in their dialogue journals, they write informally to the teacher about something of interest or concern, and their teacher writes a response. Students are in control of the topic choice, and they have the opportunity to take that topic in any direction.

The use of dialogue journals has been studied for its positive effect on children's personal adjustment, development of awareness for audience, understanding of others, increased motivation for purposeful writing, improved skill in conversin, and overall growth as writers (Nistler, 1998, p.203).

When the writer interviewed the English teacher in SMP PGRI Sukamoro, the teacher said that the students rarely had writing activity because they are not responsive with that. The lack of grammar, vocabulary, and how to produce a good paragraph that convey their ideas in writing also being a problems there. Moreover, the English teacher said that writing became a big problem for them.

Based on the explanation above, the writer implemented that technique in her study. Therefore, the writer chose The Use of Dialogue Journal to Improve Descriptive Writing Achievement of the Eighth Grade Students of SMP PGRI Sukamoro as the title of her study.

1.1 The Problems of the Study

Based on the background above, the problems of this study are formulated as follows:

1. Was there any significant difference in descriptive writing achievement of the eighth grade students of SMP PGRI Sukamoro between before and after they are taught by using Dialogue Journal?
2. Was there any significant difference in descriptive writing achievement between the eighth grade students of SMP PGRI Sukamoro who are taught by using Dialogue Journal and those who are not?

1.2 The Objectives of the Study

In relation to the problems above, the objectives of this study were:

1. To find out whether or not there is a significant difference in descriptive writing achievement of the eighth grade students of SMP PGRI Sukamoro between before and after they are taught by using Dialogue Journal.
2. To find out whether or not there is a significant difference in descriptive writing achievement between the eighth grade students of SMP PGRI Sukamoro who are taught by using Dialogue Journal and those who are not.

1.3 Significance of the Study

By using the Dialogue Journal, it is expected that it brings benefits to the English teachers, the students, and other researchers. For English teachers, it aim at giving a new alternative way of teaching English in order to improve the quality of teaching and learning processes especially in writing fluency. For the students, it is hoped to improve their ability in writing fluency. Furthermore, it can be performed by themselves after the research ended and as a way for them to find their interest in writing English. Moreover, to other researchers, it can inspire them to conduct further studies on the use of Dialogue Journal.

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