

ABSTRACT

Wulandari, Desy. Student Registered Number. 2813123010. 2016. *The Use of Dialogue Journal Writing (DJW) in Improving the Students' Achievement in Writing Recount Text at the Tenth Grade Students of MAN 1 Tulungagung*. Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung.

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Teaching writing in Senior High School seems easy, but actually it requires a lot of creativity from a professional teacher. It needs well-prepared material and activity. Besides, the students also have some problems that faced in the writing class, they are: the students' score of writing were mostly under the minimum mastery level of learning; they were not interested in teaching writing activity and tended to become passive, they also have problem in vocabulary mastery. Based on those problems, some improvements are needed. The writer conducted a research about strategy in teaching writing to improve students' achievement in writing narrative text. The strategy is dialogue journal writing.

The dialogue journal strategy is a written conversation between two or more people. The students write back and forth to their friend or teacher about a topic through the use of book. The students write a journal to the teacher to share their problems in writing, so the teacher can give them feedback and solve the students' problem. In the dialogue journal, the students have a freedom to write. They choose the topic they like and they should not feel afraid to write because the teacher will only give concern on the content of students' entry, not grammatical and mechanical errors in writing.

The formulation of the research problem was: How does dialogue journal improve the students' achievement in writing recount text at tenth grade students of MAN 1 Tulungagung? . Meanwhile, the purpose of the study was: To investigate whether teaching using dialogue journal writing can improve students' achievement in writing recount text at the tenth grade students of MAN 1 Tulungagung.

The research design which is used in this research is Classroom Action Research (CAR). The researcher is conducting a collaborative research between the researcher and the collaborative teacher of English. The subject of the study was the tenth grade students of MAN 1 Tulungagung in Language class. There were 30

students. The instruments for collecting data are tests, observation sheet, and questionnaire.

The result of the study showed that the students' progress during teaching and learning activity by using dialogue journal writing to improve students' achievement in writing recount text was good. The students' achievement in writing narrative text was improved, it was supported by the percentage of success of the pre-test in the cycle 1 was 16.67% with the mean score 22.27; percentage of success of post-test on the cycle 1 was 53.33% with the mean score 26.73; and the percentage of success of the post-test on the cycle 2 was 93.33% with the mean score 32.00. Finally, it was confirmed that the use of dialogue journal in teaching writing lead to better result. The result of this study also revealed that the students' writing achievement could improve after the use of dialogue journal writing strategy.