

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the finding of the research. It describes and discusses the data collected from the research.

A. RESEARCH FINDING

In research finding there were three data collected; the data from the preliminary study, cycle 1, and cycle 2. The identification of the problem on this classroom action research is stated by observing the teaching writing recount text document score in the pre-test. The scoring technique of the students' score is based on recount text scoring rubric for assessment which is the maximum score is 40. It is found the result as see in the table below:

Table 4.1 The Table Score of Preliminary Test

No	Name	P/L	SCORE
1	A N A	P	20
2	A N I	P	16
3	A D A	P	32*
4	D P	L	18
5	D L	P	16
6	D I L U	P	20
7	E R A	P	20

8	G N A N	L	18
9	H A	P	30*
10	J S	L	20
11	K S	P	24
12	M A H M	L	16
13	M D R	L	20
14	M S A	L	16
15	M S F	L	16
16	M F A	L	18
17	N N I	P	24
18	N O R	P	30*
19	N R	L	20
20	R I R F K W	P	24
21	S H Y	P	24
22	S P W A M	P	28
23	S H S	P	28
24	S I N	P	26
25	S M I	P	32*
26	S Y N A	P	20
27	W N H	P	24
28	W N G F	P	20
29	W F S	P	32*
30	Y H S	L	16
Total		668	
Mean		22.27	
Percentage of success		16,67%	

Table 4.1 showed that 25 students got score lower than 30. The target had been achieved if the students got score more than or equal with 30. Because of the problem, the researcher decided to apply the dialogue journal writing strategy in the cycle 1 in order to overcome those problems and to improve the students' writing recount text.

From the writing test in the preliminary study, the researcher found that the score of students' writing test were mostly did not achieve the target which is every student should achieve score more than or equal with 30 in writing test. There were only 5 students that achieved the criteria. Most of them got score below 30. Because of the students' score which below the targeted score, the researcher decided to apply the dialogue journal writing strategy in the cycle 1 in order to overcome those problems and to improve the students' writing in narrative text.

In the next section, the researcher started to apply and improve the students' writing comprehension on recount text through the use of dialogue journal writing strategy. The researcher did the first meeting on February, 24th 2016 at X-Bahasa class of MAN Tulungagung 1. The objective of the first meeting was focused in introducing recount text by the power point presentation. The students were mostly known about narrative text but they were still confused when the researcher asked the generic structure of recount text. So, the researcher explained the recount text by the helping of power point media. Then the researcher asks all of students to observe the example of a recount text showed in ppt. media. After that the researcher gives a task

to write a recount text the topic is chosen by the teacher, the story of “Beauty and the Beast” in 30 minutes. Teacher also asks the students to make short writing about the students’ difficulties to write recount text below their story paragraph.

The second meeting was conducted on February, 26th 2016. The researcher introduced dialogue journal writing strategy and it will be applied in writing class. The researcher gave an example about dialogue journal writing and how are the steps. Every student in pair will write back and forth like sharing their ideas of a topic. They wrote back and forth in about three or four times until their story finished. Next, the researcher and students are choosing the topic from the providing topic: my first day at school, my memorable journey, and my first love. From this meeting, the students choose the topic “my first day at school”.

The third meeting was conducted on March, 09th 2016. In the third meeting, the researcher gave a post-test. In the beginning meeting, the researcher entered the class, greeted the students and checked the students’ presence. Next, the researcher distributed the writing prompt for the post-test. The test was held to know the students’ understanding while they work individually. After the students did the test, they discussed the post-test together. At the end of the meeting, they concluded together about the activity they had done on that day.

Cycle 1. Below is the table for the result:

Table 4.2 The Table of Students' Scores in Writing Test Cycle 1

No	Name	P/L	SCORE
1	A N A	P	30*
2	A N I	P	24
3	A D A	P	32*
4	D P	L	24
5	D L	P	20
6	D I L U	P	28
7	E R A	P	30*
8	G N A N	L	20
9	H A	P	32*
10	J S	L	24
11	K S	P	28*
12	M A H	L	22
13	M D R	L	20
14	M S A	L	24
15	M S F	L	20
16	M F A	L	24
17	N N I	P	32*
18	N O R	P	28*
19	N R	L	24
20	R I R F K W	P	28*
21	S H Y	P	28*
22	S P W A M	P	28*
23	S H S	P	32*

24	S I N	P	34*
25	S M I	P	28*
26	S Y N	P	26
27	W N H	P	30*
28	W N G F	P	30*
29	W F S	P	32*
30	Y H S	L	20
Total		802	
Mean		26.73	
Percentage of success		53.33%	

Table 4.2 showed that percentage of success is still 53.33% from the target that should be achieved at least 75% students got scores greater than or equal with 30 in writing test. It indicated that the criteria of success could not be reached yet.

The data gained from the observation in cycle 1 were carefully analyzed and would be compared with the criteria of success. The result of it was taken into consideration as the reflection. The result of the first cycle showed that there were 14 students didn't meet the target. There was only 53.33% students who could meet the criteria of success. Whereas, the class was classified into success classically if there was 75% of the students got score more than or equal with 30. The mean score of the students' post-test only 26.73. Some problems that occurred during the acting process were some students didn't paying attention to the researcher while she was explaining the steps of dialogue journal writing, the effect is some students were confused during

the dialogue journal applied in class and it was consuming more time than the time allocated before. Then the students also need some more practice about dialogue journal. Those conditions, of course, required the teacher to do some improvement in her lesson plan and acting in the next cycle.

From the result of writing test in cycle 1, it was concluded that there were some problems on the teaching and learning process through the use of dialogue journal, it was found that the students were still difficult to generating ideas, developed the sentences, and complete the recount text structure. Those problems caused the students' score in cycle 1 test was not satisfied yet.

Before the action was implemented in the next cycle, the researcher and the teacher were revised the lesson plan. The teacher as the observer suggested adding the time allocated to do the writing test and ordered to be more careful to manage the class. Also, she explained again about the new strategy to the students. To measure their understanding about recount text, the researcher asked some questions to students who were still confused about recount text. The researcher added new information in order to make them more understand. The researcher asked all students to do their best because their result of previous text was not satisfied yet. They should do the concept and write the text seriously.

Table 4.3 The Difference of Acting Implementation in Cycle 1 and Cycle

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Cycle 1	Cycle 2
<ul style="list-style-type: none">- The students were practice dialogue journal just once- The students didn't ask to make dialogue journal purposed to the teacher- Consuming more time allocation because some students still confuse about the steps of dialogue journal	<ul style="list-style-type: none">- The students' will be given more practice about dialogue journal- The students are introduced dialogue journal that purposed to the teacher- Adding time allocation

Table 4.3 Explain about the difference of acting implementation in cycle 1 and cycle 2, by adding more activity during the teaching process, it can attract their motivation to write.

The implementing of the classroom action research for cycle 2 was accomplished in three meetings. The first meeting was done on March 11th 2016. In this meeting the researcher directly applied the dialogue journal strategy again but in this time the students was explain about dialogue journal that required to the teacher. The students should write their major difficulties in writing recount text. If the students didn't have difficult anymore, they should write dialogue journal about their feeling during they are taught by using dialogue journal. The researcher called the first meeting in the cycle 2 as the calming down section before the students did their post-test in the next 2 meeting. After they finished, the teacher read some journal and give feedback to the students.

The second meeting was done on March 16th 2016. In this section, the researcher gave instructions while the students write the topic chosen ‘‘My Dream Comes True’’. The researcher reminded about the rule that recount text is generally comprises conflict that faced by the actor in the story. The researcher remembered to classify the structure of recount text. The researcher said to the students that it would be the nice activity because the students should write the story like writing a letter to their friend, then their friend will answer it directly. The class became active and controlled well. In this meeting the researcher did not get any difficulties to apply dialogue journal writing because the students had already adapted with the strategy. Beside that the students expectation was increased because the teacher’s motivation.

The third meeting was done on March 18th 2016. The researcher wanted to know the students’ score so that the researcher gave the writing post-test in cycle 2. The researcher distributed the writing prompt related to recount text in the form of sheet. The topic was ‘‘My First Love’’. The researcher and the students already chose this topic in the previous meeting because this topic was unique and suggested to motivate the students to write and generating their ideas freely.

In the cycle 2, the English teacher as the observer saw that the most students were actively involved during the lesson. They didn’t depend on their clever friend because they had already known that they wanted to compete among their friends in

the class. They also already know what they want to write because they write their personal experience. Moreover, the class situation was conducive.

Furthermore, the researcher as the English teacher took a qualitative data from the students by asking them about applying dialogue journal strategy in teaching writing directly. Most of them said that they were interested, because dialogue journal made them more enjoy expressing their ideas and feeling; they also learn to be the nice reader while they read their friend's journal and reply it. Based on the data above, the researcher considered that the strategy dialogue journal which had applied by her could succeed and had to hold out even must be improved as much as possible. The data of the students' score in post-test 2 as see in the table below:

Table 4.4 The Table of Students' Scores in Writing Test Cycle 2

No	Name	P/L	SCORE
1	A N A	P	32*
2	A N I	P	30*
3	A D A	P	32*
4	D P	L	30*
5	D L	P	30*
6	D I L U	P	32*
7	E R A	P	32*
8	G N A N	L	30*
9	H A	P	34*
10	J S	L	32*

11	K S	P	32*
12	M A H	L	30*
13	M D R	L	30*
14	M S A	L	32*
15	M S F	L	32*
16	M F A	L	28
17	N N I	P	34*
18	N O R	P	34*
19	N R	L	32*
20	R I R F K W	P	34*
21	S H Y	P	34*
22	S P W A M	P	30*
23	S H S	P	32*
24	S I N	P	36*
25	S M I	P	32*
26	S Y N	P	32*
27	W N H	P	36*
28	W N G F	P	32*
29	W F S	P	36*
30	Y H S	L	28
Total			960
Mean			32.00
Percentage of success			93.33%

The researcher got the quantitative data from the score of cycle 2. The percentages of success of students' score in cycle 2 was 93.33%. It means that the students' achievement increased well, it was because some factors: the students were

more actively involved during the teaching learning process, they also feel enjoy while they wrote using the dialogue journal writing, and their score was higher than cycle 1. The students' average score in cycle 2 is 32.00. It was higher than cycle 1 which is only 26.73. It means that dialogue journal is effective to improve students' achievement in writing narrative text. So it can conclude that this cycle was successfully implemented even there were two students still got score under the target.

Based on the result of the students' writing test, the researcher felt satisfied with the classroom action research that had been implemented for about 3 weeks. The result showed that dialogue journal is effective to improve the students' writing achievement at MAN Tulungagung 1.

To know the students' perception about the implementing of dialogue journal strategy, the researcher collected data from the students' questionnaire which shows that:

- In terms of students' feeling toward the implementation of a dialogue journal, it was found that 30 students felt happy with the implementation of the dialogue journal as an additional writing activity.
- Dealing with the dialogue journal was motivated or not, there were 25 students who felt motivated (yes), 5 students who felt unmotivated (no).

- Dealing with the dialogue journal implementation in recount text was pleasuring or not, there were 28 students from 30 respondents who say yes while 2 students say no.
- Dealing with the question whether the students thought that their English achievement was increase or not, there were 29 students who thought that dialogue journal method really helped them and improve their writing achievement, only 1 student who thought that dialogue journal could not help him to improve writing achievement.
- Referring to question whether the students thought that a dialogue journal helped them to decrease their problem to write or we can say that dialogue journal can helped them write with a better vocabulary or not, 23 students said yes if dialogue journal helped them to use better vocabulary in writing, while 7 students who thought that this strategy did not help her to write with better vocabulary.

The researcher analyzed the data gained from the observation sheet, questionnaire and the result of score in post-test two to decide whether the implementation of dialogue journal was successful or not. It was found that the observation sheet and observer's questionnaire showed some improvements. All the plans that had been made by the researcher could be done very well. The data from students' score in post-test 2 also showed the same thing. From 30 students in X-Bahasa class, there were only 2 students could not reach the criteria of success; the

other 28 students could reach the criteria of success. The percentage was 93.33%. Considering that the criteria of success had been achieved and the students' achievement in writing narrative text had been improved properly, the researcher concluded that the research could be finished.

B. DISCUSSION

The result of this study indicated that at the end of cycle 2, the students' writing achievement improved significantly after taught by using dialogue journal. The evidence was the score of cycle 2 were better than the score of post-test cycle 1, and the score of cycle 1 were also better than preliminary study. It revealed that there was a progress in each test.

The way that the researcher conducting the research was very attracts the students' attention because the steps of dialogue journal was planned to be fun in the implementation. The researcher arranged the activity like in a game where the students should finish a paragraph in 5-10 minutes then they exchanged with their pair. They wrote the story freely based on their own experience of course still in the topic that already chose together. By this ongoing activity, the students are practiced to write continually and they can learn from their misuse through their writing. It contributes to the students' better understanding recount text.

The researcher knew that from this research dialogue journal very help the teacher to decrease the students' anxiety in writing, for example their anxiety to create the ideas or their lack understanding of vocabulary. This goes on what Asmal Wafa (2010) said on his research that journal is the place to express what the students feel and think about something without worrying of having wrong or bad opinion. It may also have no privacy because other people can read it. In other words, it is a way to record what happens in the students' life, what they think about something and others. Tarigan also states that journal is the personal note like diary, but the difference is that on journal we let other people to read our journal while on the diary we usually keep our privacy.

The researcher believed that dialogue journal can help students to organize their ideas because they have already known their story and it will be fun during writing. This statement in accordance with Lewis (2007) that stated journal is one of the effective ways in helping students to organize and in inspiring the students to their writing. Therefore, teacher can use journal writing as one of the strategies in the teaching of writing. The benefits of journal writing in term of improving learning and professional development should be considered by the educators or the teachers. While dialogue journals involve the students' and the teacher's writing. They exchange their writing to give comments to each other like conversation, but in form of writing.

According to Gundah Basiswi's study about dialogue journal, it found that dialogue journal was easier for students to write since they are free to write. The students will have thoughts so that they have a freedom to write. The students are free to 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. It is similar to Peyton (1993) who states that freedom to write anything of their interest is very important as the students are easy to explore and expressing their ideas.

A dialogue journal is to provide students with a real reader. Therefore, the students will write as clear as possible since they think about the readers. This idea goes with Gebhard (2000) who said that a dialogue journal can teach the students to write to an audience. Dialogue journal also motivates the students to write continually as they may have the problem solved from the teacher's comment. The comments are related to the students' writing, just like a real conversation. This is a long the same line with this study showing that in teaching and learning process by using dialogue journal, the students showed high motivation and attention to write. They were also actively involved during the teaching and learning process. Dialogue journal helped them to decrease their problem in writing recount text. The students also more interested during teaching and learning process. The students' achievement also increased because of the material of recount text that suit to the strategy. Recount text

is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened.

Finally, it was confirmed that the use of dialogue journal in teaching writing lead to better result in students' scores. The result of this study also revealed that the students' achievement in writing narrative text could improve after the use of dialogue journal writing strategy.