

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, the implementation of dialogue journal in improving students' achievement in writing recount text was showed the improvement. The dialogue journal writing strategy was recommended to apply in the writing class. It was effective ways to decrease students' anxiety in writing because dialogue journal lets students write based on what they feel and what they want to write, the topic is chosen by the students.

During the implementation of dialogue journal writing, the students were relaxed by the steps of this strategy that have been arranged like a games. Every student should write a journal in several minutes then stopped by the researcher, after they stopped they were exchange their writing each other. They wrote the story like they will send a letter to their pal; their pal read the letter and reply. This activity went out into 3 until 4 times. Most of them seemed fun during the activity. The students also actively involved during the teaching writing process. There was no other activity except writing. Through dialogue journal writing, they are free to write based on their interesting topic and their personal experience. So they couldn't depend on what their friends' do or write. They were confidents of what they write. It was shown in the observation sheet. It argued that DJW strategy can give the effect for the students' attitude during the teaching and learning process.

Then, to know the students' perception about the implementing of dialogue journal strategy, the researcher got the data from the students' questionnaire which shows that the students feel enjoy in writing class by using dialogue journal writing. It was found that 30 students felt happy with the implementation of the dialogue journal as an additional writing activity.

The improvement of the students' skill in recount writing was also shown by the result of the post-test from the two cycles. The mean score of the first cycle was 26.73 and the mean score of the cycle 2 was 32.00. Between the both results we know that the students' achievement increased from the criteria of success in the first cycle 53.33% to the 93.33% in cycle 2. Therefore, they can make a recount text better than before because the students' score are mostly improved in cycle 2.

Thus, it could be conclude that there was an improvement of students' achievement in writing recount text after they are taught by using dialogue journal writing.

B. Suggestions

In accordance with the success of implementation of dialogue journal in improving students' achievement in writing narrative text, some suggestions are drawn for:

a) The Students

The researcher believes that this research may useful for students to improve the students' achievement in writing a recount text by using dialogue

journal writing strategy and also the other strategy of writing. It's very helpful for them especially in getting a better achievement in writing a text.

b) English Teacher

In order to improve the students' achievement in writing recount text, English teachers are suggested to use dialogue journal as an additional activity in the teaching of writing without leaving the process of writing. A dialogue journal can increase students' motivation in writing as they feel free to express their ideas without any pressure and it helps fluency in writing.

It is also suggested to English teachers that writing response journal should be continued in order to have writing habit. Although writing journal is an additional exercise, the teacher can take more control so that the students write journal regularly. Moreover, it is suggested to use a dialogue journal to teach other kind of text types.

c) Next Researcher

Finally, the next researcher is recommended to explore the more about the dialogue journal in the teaching of writing other text types. Besides, this study also can be used as a reference for the next researcher who will conduct a similar study with a different subject of the study.

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