THE EFFECTIVENESS OF DIALOGUE JOURNAL WRITING
IN TEACHING WRITING
(A Quasi-Experimental Study at the Eighth Grade of SMP N 16 Surakarta in the
Academic Year of 2015/2016)

A THESIS

MAYANG MAHUDARA

K2212050

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2016
PRONOUNCEMENT

I would like to certify that this thesis entitled "THE EFFECTIVENESS OF DIALOGUE JOURNAL WRITING IN TEACHING WRITING (A Quasi-Experimental Study at the Eighth Grade of SMP N 16 Surakarta in the Academic Year of 2015/2016)" is not a product of plagiarism or made by others. Anything related in others' work is written in quotations, the source of which is listed on the bibliography.

If then this pronouncement proves wrong, I am ready to accept any academic punishment.

Surakarta, July 2016

Mayang Mahudara
THE EFFECTIVENESS OF DIALOGUE JOURNAL WRITING
IN TEACHING WRITING
(A Quasi-Experimental Study at the Eighth Grade of SMP N 16 Surakarta in the
Academic Year of 2015/2016)

A THESIS

MAYANG MAHUDARA
K2212050

Submitted to Teacher Training and Education Faculty of Sebelas Maret
University to Fulfill One of the Requirements of the Completion of
Undergraduate Degree of Education in English Education Department

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2016
APPROVAL

This thesis is approved by the consultants to be examined by the Board of Thesis Examiners of English Education Department of Teacher Training and Education Faculty of Sebelas Maret University.

Title : THE EFFECTIVENESS OF DIALOGUE JOURNAL WRITING IN TEACHING WRITING (A Quasi-Experimental Study at the Eighth Grade of SMP N 16 Surakarta in the Academic Year of 2015/2016)

Name : Mayang Mahudara
NIM : K2212050

On :

Approved by :

First Consultant,

Dr. Ngadiso, M.Pd
NIP. 196212311988031009

Second Consultant,

Hefy Sulistyawati, S. S., M. Pd
NIP. 197812082001122002
APPROVAL OF THE EXAMINERS

This thesis has been examined by the Board of Thesis Examiners of Teacher Training and Education Faculty of Sebelas Maret University and accepted as partial fulfillment for the requirements for achieving Undergraduate Degree of Education in English Education Department.

Day :
Date :

Board of Examiners:

1. Chairperson:
   Teguh Sarosa, S.S., M.Hum
   NIP. 197302052006041001

2. Secretary:
   Dra. Dewi Rochsantiningsih, M. Ed, Ph. D
   NIP. 196009181987022001

3. Examiner 1:
   Dr. Ngadiso, M.Pd
   NIP. 196212311988031009

4. Examiner 2:
   Hefy Sulistyawati, S. S., M. Pd
   NIP. 197812082001122002

Teacher Training and Education Faculty
Sebelas Maret University

Prof. Dr. Joko Nurkamto, M.Pd
NIP. 196101241997021001
ABSTRACT


The aim of this research is to find out: (1) whether there is a significant difference in writing skill between students taught using dialogue journal writing and students taught using guided writing; and (2) whether dialogue journal writing is more effective than guided writing to teach writing.

This research was conducted at SMP N 16 Surakarta in the academic year of 2015/2016. The population of the research is the eighth grade of SMP N 16 Surakarta. The samples are class VIII A as the experimental class which consists of 30 students and class VIII B as the control class which consists of 30 students. The research instrument used to collect the data in this study is test. The data were analysed by using t-test formula.

The computation of the t-test shows that t observation (t_o) = 2.6288 is higher than t table (58, 0.05) = 2.0017. Therefore, it can be concluded that there is a significant difference in writing skill between the students taught using dialogue journal writing and the students taught using guided writing. The mean score of the experimental group is 72.3, while the mean score of control group is 69. Therefore, it can be concluded that dialogue journal writing is more effective than guided writing to teach writing.

The result of the research shows that there is a significant difference in writing skill between students taught using dialogue journal writing and students taught using guided writing, and teaching writing using dialogue journal writing is more effective than using guided writing.

Keywords: dialogue journal writing, guided writing, writing skill, experimental research.
MOTTO

“Laa Haula Wa Laa Quwwata Illa Billah”
There is no might nor power except in Allah SWT
(HR. Ibnu Hibban and Ahmad)
DEDICATION

This thesis is dedicated to:

- My beloved parents and my little “twin” brother.
- English Education Department
ACKNOWLEDGEMENT

The researcher praises Allah SWT for His blessing so that the researcher can complete writing this thesis. This thesis can never be finished without help and support of others during the process of writing. The researcher would like to express my deepest gratitude and appreciation to the following:

1. Prof. Dr. Joko Nurkananto, M.Pd, the Dean of Teacher Training and Education Faculty.
2. Teguh Sarosa, SS., M. Hum, the Head of English Education Department of Teacher Training and Education Faculty.
3. Dr. Ngadiso, M.Pd, the first consultant, for his invaluable guidance, encouragement, and patience in writing this thesis.
4. Hefy Sulistyawati, S. S., M.Pd, the second consultant, for her invaluable guidance, encouragement, and patience in writing this thesis.
5. Dra. Dewi Rochsantiningsih, M. Ed, Ph. D, the academic consultant, for the motivation and advice.
6. All lecturers of English Education Department, for the invaluable knowledge.
7. Supono, S.Pd, M.Pd, the Headmaster of SMP Negeri 16 Surakarta, for his permission to conduct a research at the school.
8. Bambang W. Kesdu, S.Pd, the English teacher of SMP Negeri 16 Surakarta, for facilitating the researcher in collecting the data.
9. My beloved parents and my little “twin” brother for endless love, prayer, support, and encouragement.
11. My friends in English Education Department, especially B class for unforgettable memories.
12. Everyone who has helped me complete writing of this thesis, who cannot be mentioned one by one.
Hopefully, this thesis will be useful for everyone who concerns with the same research and give little contribution for the improvement of teaching English. Any criticism is welcomed for the better research in the future.

Surakarta, July 2016

Mayang Mahudara
mygmahudara@gmail.com
TABLE OF CONTENTS

TITLE OF THE RESEARCH ................................................................. i
PRONOUNCEMENT ........................................................................... ii
SUBMISSION .................................................................................... iii
APPROVAL ......................................................................................... iv
LEGALIZATION OF EXAMINERS ....................................................... v
ABSTRACT ......................................................................................... vi
MOTTO .............................................................................................. vii
DEDICATION ...................................................................................... viii
ACKNOWLEDGEMENT ....................................................................... ix
TABLE OF CONTENTS ........................................................................ xi
LIST OF TABLES ................................................................................ xiv
LIST OF FIGURES ............................................................................... xv
LIST OF APPENDICES ....................................................................... xvi

CHAPTER I INTRODUCTION

A. Research Background ................................................................. 1
B. Problem Identification ............................................................... 5
C. Problem Limitation ................................................................. 5
D. Problem Statements ............................................................... 5
E. Objectives of the Study ............................................................ 6
F. Benefit of the Study ............................................................... 6

CHAPTER II LITERATURE REVIEW

A. Writing ......................................................................................... 7
   1. Definition of Writing .......................................................... 7
   2. Aspects of Writing ............................................................ 8
   3. Macro and Micro Skills of Writing .................................... 9
   4. Process of Writing ............................................................ 10
   5. Teaching Writing ............................................................ 12
   6. Approaches to Teach Writing .......................................... 13
   7. Evaluating Writing .......................................................... 15

xi
CHAPTER III RESEARCH METHODOLOGY

A. The Setting of the Research .................................................. 30
B. The Method of the Research ................................................... 30
C. The Subject of the Research .................................................... 31
   1. Population ........................................................................... 31
   2. Sampling ............................................................................. 31
   3. Sample ............................................................................... 32
D. Techniques of Collecting Data ................................................... 32
E. Techniques of Analyzing Data .................................................... 34
   1. Normality Test ..................................................................... 35
   2. Homogeneity Test ............................................................... 36
   3. T-test ................................................................................. 36
F. Statistical Hypothesis ................................................................. 37

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Description of the Data ............................................................ 38
   1. Pre-test Scores .................................................................... 38
      a. Experimental Group ...................................................... 38
      b. Control Group ............................................................... 40
2. Post-test Scores .............................................................. 43
   a. Experimental Group .............................................. 43
   b. Control Group .................................................. 45
B. Prerequisite Testing ..................................................... 47
   1. Pre-test Scores ...................................................... 48
      a. The Result of Normality Test .............................. 48
      b. The Result of Homogeneity Test ......................... 49
      c. Similarity of Two Classes ................................. 49
   2. Post-test Scores ........................................................ 49
      a. The Result of Normality Test .............................. 49
      b. The Result of Homogeneity Test .......................... 50
C. Hypothesis Testing ...................................................... 51
   1. The First Hypothesis ............................................... 51
   2. The Second Hypothesis .......................................... 52
D. Discussion of Research Findings ................................... 52

CHAPTER V CONCLUSION, IMPLICATION, AND SUGGESTION
   A. Conclusion ............................................................ 55
   B. Implication .............................................................. 55
   C. Suggestion ............................................................. 56

BIBLIOGRAPHY ................................................................... 58

APPENDICES ...................................................................... 63
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Analytical scoring rubric</td>
<td>16</td>
</tr>
<tr>
<td>3.1</td>
<td>The schedule of the research</td>
<td>31</td>
</tr>
<tr>
<td>3.2</td>
<td>Scoring rubric for writing test</td>
<td>33</td>
</tr>
<tr>
<td>3.3</td>
<td>Readability of writing test</td>
<td>34</td>
</tr>
<tr>
<td>4.1</td>
<td>The frequency distribution of experimental group pre-test scores</td>
<td>39</td>
</tr>
<tr>
<td>4.2</td>
<td>The frequency distribution of control group pre-test scores</td>
<td>42</td>
</tr>
<tr>
<td>4.3</td>
<td>The frequency distribution of experimental group post-test scores</td>
<td>44</td>
</tr>
<tr>
<td>4.4</td>
<td>The frequency distribution of control group post-test scores</td>
<td>46</td>
</tr>
<tr>
<td>4.5</td>
<td>The result of normality test for experimental and control groups pre-test scores</td>
<td>48</td>
</tr>
<tr>
<td>4.6</td>
<td>The result of normality test for experimental and control groups post-test scores</td>
<td>50</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

Figure 4.1 The histogram of frequency distribution of experimental group pre-test scores .......................................................... 40

Figure 4.2 The polygon of frequency distribution of experimental group pre-test scores .......................................................... 40

Figure 4.3 The histogram of frequency distribution of control group pre-test scores .................................................................. 42

Figure 4.4 The polygon of frequency distribution of control group pre-test scores .................................................................. 42

Figure 4.5 The histogram of frequency distribution of experimental group post-test scores .......................................................... 44

Figure 4.6 The polygon of frequency distribution of experimental group post-test scores .......................................................... 45

Figure 4.7 The histogram of frequency distribution of control group post-test scores .................................................................. 47

Figure 4.8 The polygon of frequency distribution of control group post-test scores .................................................................. 47
# LIST OF APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1</td>
<td>Syllabus of the eighth grade of Junior High School</td>
<td>63</td>
</tr>
<tr>
<td>Appendix 2</td>
<td>Lesson plan of the experimental group</td>
<td>77</td>
</tr>
<tr>
<td>Appendix 3</td>
<td>Lesson plan of the control group</td>
<td>94</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>Writing test instruction and readability of writing test</td>
<td>110</td>
</tr>
<tr>
<td>Appendix 5</td>
<td>Students’ answer of readability of writing test</td>
<td>111</td>
</tr>
<tr>
<td>Appendix 6</td>
<td>Result of readability of writing test</td>
<td>112</td>
</tr>
<tr>
<td>Appendix 7</td>
<td>Lesson plan of the control group</td>
<td>113</td>
</tr>
<tr>
<td>Appendix 8</td>
<td>Descriptive statistics of experimental and control groups pre-test scores</td>
<td>119</td>
</tr>
<tr>
<td>Appendix 9</td>
<td>Normality test of pre-test of experimental and control groups</td>
<td>121</td>
</tr>
<tr>
<td>Appendix 10</td>
<td>Homogeneity test of pre-test of experimental and control groups</td>
<td>125</td>
</tr>
<tr>
<td>Appendix 11</td>
<td>Computation of t-test of pre-test of experimental and control groups</td>
<td>127</td>
</tr>
<tr>
<td>Appendix 12</td>
<td>Students’ worksheet</td>
<td>129</td>
</tr>
<tr>
<td>Appendix 13</td>
<td>Post-test scores of experimental and control groups</td>
<td>132</td>
</tr>
<tr>
<td>Appendix 14</td>
<td>Descriptive statistics of post-test scores of experimental and control groups</td>
<td>138</td>
</tr>
<tr>
<td>Appendix 15</td>
<td>Normality test of post-test of experimental and control groups</td>
<td>140</td>
</tr>
<tr>
<td>Appendix 16</td>
<td>Homogeneity test of post-test of experimental and control groups</td>
<td>144</td>
</tr>
<tr>
<td>Appendix 17</td>
<td>Computation of t-test of post-test of experimental and control groups</td>
<td>146</td>
</tr>
<tr>
<td>Appendix 18</td>
<td>Students’ answer sheet</td>
<td>148</td>
</tr>
<tr>
<td>Appendix 19</td>
<td>Standard normal distribution table</td>
<td>150</td>
</tr>
<tr>
<td>Appendix 20</td>
<td>Lilliefors table</td>
<td>151</td>
</tr>
<tr>
<td>Appendix 21</td>
<td>Chi-square distribution table</td>
<td>152</td>
</tr>
<tr>
<td>Appendix 22</td>
<td>t-distribution table</td>
<td>153</td>
</tr>
<tr>
<td>Appendix 23</td>
<td>Photographs</td>
<td>154</td>
</tr>
<tr>
<td>Appendix 24</td>
<td>Legalization</td>
<td>156</td>
</tr>
</tbody>
</table>