

**DIALOGUE JOURNAL  
TO IMPROVE  
STUDENTS' WRITING SELF-EFFICACY  
FOR TENTH GRADE AT SMAN 1 KARANGBINANGUN  
LAMONGAN**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English



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## ABSTRACT

Wahyuni, E. N. (2018). *Dialogue Journal to Improve Students' Writing Self-Efficacy for Tenth Grades at SMAN 1 Karangbinangun Lamongan*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel. Advisor I: Dr. Phil. Khoirun Niam. Advisor II: Hilda Izzati Madjid, MA.

Key Words: *dialogue journal, writing self-efficacy, tenth grades students*

Self-efficacy is the one of psychological factor which has the important role in improving student writing achievement. The aim of this research is to know whether "Dialogue journal improve students' writing self-efficacy in teaching writing. In conducting this study, researcher uses Quai-Experimental design by non equivalent pretest-posttest. The subject of this research is X IPA 4 as experimental group while X IPS 1 as control group. Then, SPSS 20 version is used to analyze the data by doing normality test, homogeneity test and T-test. The result of the research showed that dialogue journal is an effective method in teaching writing. It was evidenced by the result of statistical computation which revealed that the level of significance (0.000) is less than T-table, the level of significance  $< t$  -table, (0.000,  $\alpha = 0.05$  and  $df = 25$  ). So, the null hypothesis is rejected and alternative hypothesis is accepted, it means that dialogue journal can improve students' writing self-efficacy.

## ABSTRAK

Wahyuni, E. N. (2017). *Dialogue Journal to Improve Students' Writing Self-Efficacy for Tenth Grades at SMAN 1 Karangbinangun Lamongan*. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Dr. Phil. Khoirun Niam. Pembimbing II: Hilda Izzati Madjid, MA.

Kata Kunci: *jurnal dialog, efikasi diri dalam menulis, siswa kelas 10*

Efikasi diri merupakan salah satu faktor psikologi yang memiliki peranan penting dalam meningkatkan kemampuan menulis siswa. Penelitian ini bertujuan untuk mengetahui apakah jurnal dialog meningkatkan efikasi diri siswa dalam menulis. Penelitian ini menggunakan metode quasy-experimental dengan jenis non-equivalent pretest-posttest. Subjek dalam penelitian ini adalah siswa kelas X IPA 4 sebagai kelas experiment dan kelas X IPS 1 sebagai kelas control. Peniliti menggunakan kuesioner sebagai instrument penelitian yang disebarkan sebelum dan setelah adanya perlakuan. Kemudian SPSS versi 20 digunakan untuk menganalisa data dengan melakukan uji normalitas, uji homogenitas dan uji-t. Hasil penelitian menunjukan bahwa jurnal dialog merupakan metode yang efektif dalam meningkatkan efikasi diri siswa dalam menulis. Hal ini terbukti dari hasil perhitungan statistik yang menyatakan bahwa taraf signifikan (0.000) lebih kecil dari t-table, taraf signifikan < t -table, (0.000,  $\alpha = 0.05$  dan  $df = 25$ ). Jadi,  $H_0$  ditolak dan  $H_1$  diterima yang berarti dialogue journal dapat meningkatkan efikasi diri siswa dalam menulis.

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## CHAPTER I

### INTRODUCTION

This chapter presents the introduction of the research which includes background, research question, objectives of the study, significance of the study, scope and limitation of the study, and definition of key terms.

#### A. Background of the Study

Writing is an important skill to be mastered. It has some positive impacts.<sup>1</sup> Through writing, the writer can communicate and gathers information widely in great detail and accuracy. Then, it can be personal self-expression that is beneficial psychologically and physiologically. In the context of education, Students' writing performance is used to measure students' knowledge. It means that students are admitted as a clever student if they have writing ability. So, having writing ability is needed.

However, having writing ability is not easy. Renandya said that writing is the most complicated skill to be mastered.<sup>2</sup> The writers' challenges are related to linguistic factor and affective as cognitive. In linguistic, they should pay attention to their planning and organizing the idea, they also have to focus on spelling, punctuation, word choice, grammar, and so on. Although those aspects make student get difficult in writing process, but it will guide them to produce a good writing. Furthermore, other aspects that influence students' writing achievement are affective. As stated by McLeod that writing is an emotional as well as cognitive activity that can be influenced by affective domain.<sup>3</sup>

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<sup>1</sup>Charles A. Macarthur, et.al., *Handbook of Writing Research* (Newyork: The Guilford press, 2008), 1.

<sup>2</sup>Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (United States of America: Cambridge University Press, 2002), 303.

<sup>3</sup>Susan Mcleod, "Some Thoughts about Feeling: The Affective Domain and the Writing Process". *College Composition and Communication*. Vol.38, No. 4. 1987. 426.

One of the psychological factors that influence students' writing achievement is self-efficacy. It is one's appraisal toward their capability to achieve a specific goal. Bandura said that people with positive view on their capabilities will make them accept greater challenges and expend more effort to master that challenges.<sup>4</sup> It also happens to the student, they tend to engage in activities that make them feel competent. They will have high motivation and hard work to do their task even it is difficult because they think that their own capability will be able to complete their task. Automatically, it leads them to a successful learning outcome.

Self-efficacy is as predictor in students' writing performance. There are four main sources that play important role in developing students' self-efficacy. They are mastery experiences, indirect experiences, social persuasions and emotional excitement. All of them will determine student's self-efficacy, it can be high or low self-efficacy.

Student with low self-efficacy is indicated through negative behavior. They are unmotivated in the learning process because they do not have desire in. They will also give up easily because they think it is impossible for them to do the difficult task. Then, they will avoid those tasks that are not appropriate with their capabilities. So, their skill is never increased include writing.

Students' writing self-efficacy is students' appraisal about their ability in writing. It is influenced by previous success or failure in writing, previous opportunities for writing, prior writing assessment experiences, and current level of writing skills.<sup>5</sup> If those are not appropriate with students' standard or students' willingness so it will make them admit that they cannot complete writing task successfully. It means that they have low writing self-efficacy. The one problem of having low writing self-efficacy is cheating and plagiarism. It is because of they think that writing is very difficult thing to do, so they never practice to write. Automatically, their writing ability is not developed.

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<sup>4</sup> Frank Pajares and Tim Urdan, *Self-Efficacy Belief of Adolescent*, (Information Age Publishing, 2006) , 339.

<sup>5</sup> Wachholz, et.al., " Speaking for themselves: Writing Self-Efficacy Beliefs of High –and Low Apprehensive Writer". (Carol Plata Etheridge University of Memphis). 8.

Those cases also happen to the student of SMAN 1 Karangbinangun Lamongan. According to preliminary research that was done by the researcher, it is known student of tenth grade at SMAN 1 Karangbinangun Lamongan is indicated having low writing self-efficacy. The researcher has given some question that related with their writing self-efficacy. Almost of all students admitted that they were low in writing and writing was the most difficult skill in English lessons. The most difficult thing was when they translate their Indonesian writing into readable text in English because English has some rules that make them get confused. Moreover, they had a little opportunity to write. Those impacted on students' performance and self-efficacy in writing. Some students also expressed their negative behavior such as cheating, plagiarize and did homework in the class.

Research finding shows the problem of having low self-efficacy still become a tough proportion. Those facts explain about what any student has problem because of low writing self-efficacy. Although the teacher has implemented 2013 curriculum which is student-center, include teaching writing but it did not solve the problem whereas the improvement of students' self-efficacy is much needed. It is a big task for teacher to find the way to solve the problem. Teacher has the important role on student achievement beside student motivation and family support.<sup>6</sup> Teacher can increase student's quality through using appropriate way in teaching. Student's problem of having low writing self-efficacy can be solved by teacher who has competence to choose and apply the best method that is appropriate with student's characteristic, student's need, and student's interest.

Dialogues journal is one of methodology for literacy and language development.<sup>7</sup> It is discussion between teacher and student in the written form, so student will write what they want while teacher will give comment or response as a partner in

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<sup>6</sup>Yulia Yuyun, Thesis: "An Evaluation of English Language Teaching Programs in Indonesia Junior high Schools in the Yogyakarta Province", 118, <https://researchbank.rmit.edu.au/eserv/rmit:160956/Yulia.pdf>, accessed on 4 Nov 2016.

<sup>7</sup> Ingrid Haynes, Bernell M. and Shanna L. Broussard, "The Status of Dialogue Journal Writing as a Methodology for the Literacy and Language Development of African American Students". *ECI Interdisciplinary Journal for Legal and Social Policy*. Vol 1, issue 1 2011

discussion. So, student will enjoy in writing process because they can write anything based on their own topic that will be interesting for them. They also will not be afraid because teacher does not role as evaluator or a grader but motivator for the student in improving their ability, especially in writing. Teacher also can show to the student how to write well by giving the correct grammatical forms and structure. Then, it is expected student will do the same thing, write in grammatical. The important benefit by using dialogue journal is to make teacher closer to each student without exception. So, teacher will know students' need and students' interest that never got in the class because of limited time. Then, the quality of learning will be increased. Related to problem solver of students' writing self-efficacy, dialogue journal has special quality that can be seen from previous study.

According to Maryam et al, dialogue journal makes student enjoy in the process of writing.<sup>8</sup> Student can write based on their own topic. It makes them more comfortable. Their research also found there is improvement on the overall writing performance based on categories, content, organization, vocabulary, language use and mechanics.

Based on those explanations dialogue journal has element activity that can raise student writing self-efficacy. They are intervention strategies, encouraging student input and choice, teacher feedback, the use of authentic literacy tasks, and explicit instruction. Dialogue journal also can improve student writing ability. So, Dialogue journal will be the best solution in changing students' negative belief about their writing ability.

## **B. Research Question**

How is the improvement of students' writing self-efficacy after using dialogue journal for tenth grade at SMAN 1 Karangbinangun Lamongan?

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<sup>8</sup> Maryam Foroutan, et.al., "How can Dialogue Journal Writing Improve learners' writing performance in the English as a Second Language Context?," *IOSR Journal Of Humanities and Social Science* (IOSR-JHSS). Vol 7, Issue 2, 41

### **C. Objective of the Study**

Based on the background of the study and research question, this study has objective to know whether dialogue journal improve students' writing self-efficacy or not. The students are in tenth grade at SMAN 1 Karangbinangun Lamongan.

### **D. Significance of the Study**

The results of this study are expected to know the effect of using dialogue journal in students' writing self-efficacy.

- 1) For the teacher, this study can be consideration for the teacher in choosing the best method in teaching writing, especially for teacher who have student with low writing self-efficacy. This study also gives information about the influence of dialogue journal in student's writing self-efficacy.
- 2) For the result of this research will be useful for society or researcher, it can be previous study that is used as references for other researcher to do similar research studies.

### **E. Scope and Limitation of the Study**

The scope of the study focuses on students' writing self-efficacy. The writer will measure students' self-efficacy by using writing self-efficacy scale developed by Puspita Wening. The writer focuses on the differences level of students' writing self-efficacy after using dialogue journal as her approach to improve students' writing self-efficacy.

The limitation of the study is students of tenth grade at SMAN 1 Karangbinangun Lamongan in academic year 2017/2018. The researcher takes two classes. It is because of this study will use quasi experimental design that need two class; for control group and treatment group.

## F. Definition of Key Terms

The writer uses several key terms relate to the topic of this research. To prevent misunderstanding, the writer provides explanation about key terms that is used in this research. They are:

### 1. Dialogue Journals

According to Peyton, dialogue journals are teaching method that gives students opportunity to communicate with the teacher in written form.<sup>9</sup> In this research, dialogue journal is a weekly written dialogue between teacher and student. Here, students think about content rather than the technicality of grammatical rules and consequently, they may be able to write freely while teacher' response focuses on the content contained in the entry.

### 2. Writing self-efficacy

Pajares and Johnson defined writing self-efficacy is an individual judgment about his or her ability in writing.<sup>10</sup> While writing self-efficacy in this research is student belief that they can complete writing task.

### 3. Improvement

Based on Cambridge Dictionary, improvement is an occasion when something gets better.<sup>11</sup> Then in this research improvement is the changing of students' writing self-efficacy, from low into high level.

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<sup>9</sup> Joy Kreeft Peyton, "Dialogue journals: Interactive writing to develop language and literacy." *National Centre for ESL Literacy Education*. 2000, 1 [www.cal.org/caela/esl\\_resource/digests/Dialogue\\_Journal.html](http://www.cal.org/caela/esl_resource/digests/Dialogue_Journal.html), accessed 15 nov 2016.

<sup>10</sup> Frank Pajares, et.al., "Source of Writing Self-Efficacy Beliefs of Elementary, Middle, and High School Students" *Research in the Teaching of English*, Vol 42, No 1, August 2007

<sup>11</sup> Cambridge dictionary press , accessed 25 May 2017.  
<http://dictionary.cambridge.org/dictionary/english/improvement>

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presents some theoretical framework related to the research. Those are writing concept, Self-efficacy, and dialogue journal. In writing concept, it includes the definition of writing, writing stages, types of writing text. In self-efficacy, it includes self-efficacy factors, dimension of self-efficacy and writing self-efficacy. Then, for dialogue journal point, it includes definition of dialogue journal, the implementation of dialogue journal, benefits for teacher and student in using dialogue journal as method in teaching writing.

#### A. Review of Related Literature

##### 1. Writing Concept

###### a. Definition of Writing

Larry Lewin defined writing as the writer tool to communicate with the reader.<sup>1</sup> It means that through writing, we can communicate with other. We can share our ideas, feeling and thought in written form. Writing has purpose to express idea, provide information, persuade readers, create literary work. The process of writing is not simple, even some people admit that they get the difficulties in delivering our thought in form of written.

In other explanation from Richard and Renandya, writing is the most complicated skill to be mastered by English foreign learner.<sup>2</sup> It is called as complicated skill because to be good in writing, the writer must give much effort. The writer is demanded to arrange

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<sup>1</sup> Larry Lewin, *Paving the Way in Reading and Writing: Strategies and Activities to Support Struggling Students in Grades 6-12*, ( San Fransisco: Jossey Bass, 2003), 117.

<sup>2</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*... 303

and organize the idea coherently and cohesively. They should pay attention on the component of writing. If they get wrong in using those component, it influences the meaning. So, the reader will not get to the writers' point.

## b. Writing Stages

There are some stages to make writing. Based on Richard and Renandya, stated that there are four stages.<sup>3</sup>

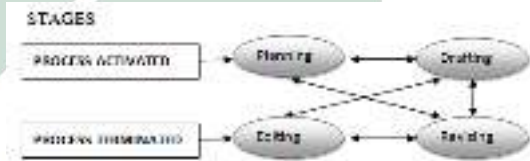


Figure 2.1 Writing Stages

### 1) Planning

It is the first process to get the idea what the writer wants to write. Each writer has different way to begin their writing. Some writer usually make detailed noted, few words or even write down their planning in their heads only. But all of them have planned.

In the planning process, writers have to consider three main issues. They are purpose, the audience and the content structure. For the first, the writer must think about the purpose of their writing because it relates with the type of text they will be produced, the language use and the information they choose to include. Then, for the audience, it is about the target of the writers who will be their reader. It influences the shape of the writing and choice of language; formal or informal in tone. The last, the writer have to

<sup>3</sup>Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching...* 315-317

consider the content structure. It is about how best to sequence the facts, ideas or arguments which they have decided to include.

2) Drafting

A draft is the first version of a piece of writing. The writers write down their idea in the planning process into complete thoughts, such as sentences and paragraphs. Then to make the reader understand with the message of the text, the writer should organize their idea logically and develop the topic with enough detail.

3) Revising

The writer re-thinks about their writing, is it effective or not. They consider their writing through reader's point of view. They also can ask their friend or teacher to check their writing. Then, they know what they should do; change of the order information, expand certain section or cut details in others. So, the writer can make writing clearer through improving global content and the organization of the ideas.

4) Editing

In this stage, the writer began to tidy up their writing. They focus on editing their work for grammar, spelling, punctuation, diction, sentence structure, accuracy of supportive textual material such as quotations, examples and the like.

### c. Descriptive Is the One of Writing Text Type

In this study, the researcher uses descriptive text which is appropriate with students' topic. This text is chosen because have simple language features and student will learn descriptive text in the first semester.

According to Kane "descriptive text is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also

deals with other kinds of perception.”<sup>4</sup> It means that descriptive text is a text which tells clearly about what subject matter is like based on writer’s sensory experience. So, reader will be able to imagine, see, hear and taste the subject matter clearly in their mind.

The social function of descriptive text is to describe a person, place or a thing. Through writing descriptive text, the writer can promote or persuade other to interest on him or hers. It is used when the writer want to make a job application. It also can be used to promote a product. So, the reader buys that product. Then, describing a place, it can be used for travel agent when they want stimulate a desire of people to see them. So, descriptive text enables to give information, persuade, and entertain.

To make a good descriptive text, writer should master the generic structure of descriptive text.<sup>5</sup> It consists of identification and description. Identification is a statement or a short paragraph to introduce the subject of the description. It should be interesting to provoke the reader read the text. Whereas, description may consist of several paragraph. It is used to give description about the object as mentioned in the identification part. In description talk about parts, qualities, characteristic of the object in detail.

Beside the structure, there are several grammatical features in making descriptive text.<sup>6</sup> They are: (1) using simple present tense but sometimes using past tense to describe a thing which is extinct or not available nowadays; (2) using relational verbs to classify, to describe appearance and parts of phenomena; (3) action verb to describe behaviors; (4) using mental verb to describe feelings based on writer’s personal view about

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<sup>4</sup> Thomas S. Kane, *The Oxford Essential Guide to Writing* (New York: Oxford University Press, 2000), 348.

<sup>5</sup> Pardiyono, *The Art of Teaching* (Yogyakarta: Andi Offset, 2010), 44.

<sup>6</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press, 2005), 100.

the subject; (5) using adjective to give an extra information to nouns and may be technical, everyday, or literally, depending on the text; (6) Using adverb to add extra information; (7) using adverbial phrase to provide more information; (8) using similes, metaphors, personification and alliteration.

## 2. Self-Efficacy

Beside teaching strategy, personality has effect on student's achievement including learning writing. Personality has important role in second language acquisition include learning writing. Self-esteem, self-efficacy, inhibition, risk-taking, anxiety, empathy, and extroversion include on personality factor.<sup>7</sup> They are part of affective domain. According to Douglas Brown, the affective domain is the emotional side of human behavior, and it may place cognitive side. So, it can give negative effect or positive effect in student achievement. Affective domain comes from receiving surrounding phenomena; it will be stimulus. Then, person must go beyond receiving to respond and commit themselves. Next, is valuing; It means taking characteristics of beliefs as value are internalized. Then forth level is organization value into a system of beliefs. Finally, individuals become characterized that is form through their evaluation.

In order to face a cognitively challenging task as writing, students need motivation and belief if they can succeed to complete the task through their own ability. According to Bandura, self-efficacy is an individual perception toward her or his own capability to success the specific task.<sup>8</sup> Thus, self-efficacy is domain specific. It means that student can have high self efficacy in some academic areas and low self-efficacy in others. It will affect

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<sup>7</sup>H. Douglas Brown. *Principles of Language Learning and Teaching* 5th Ed.( New York: Pearson Longman, 2007) , 154.

<sup>8</sup> Larry A. Hjellev – Daniel J. Ziegler. *Personality Theories; Basic Assumptions, Research, and Application*, Third Edition ( Singapore: McGraw Hill Book, 1992), 14

their achievement in these areas. Self-efficacy impacts on student' interest, persistence, extent of effort student invests in writing learning. High or low self -efficacy is influenced by situation related with someone's successful or failure in every effort. Self-efficacy can drives people motivation and personal accomplishment if people have a high self-efficacy. In other hand people who have low self-efficacy will show negative behavior such as avoiding something that they think difficult for them.

#### **a. Self-Efficacy Factor**

Self-efficacy is influenced some factors, Bandura explained four factors that construct self-efficacy.<sup>9</sup> They are;

##### **1) Mastery Experience**

It is the most self-efficacy factor that has crucial role in constructing student self-efficacy. It is about ones' experience to achieve their success. It builds ones' belief on her or his self-efficacy. To improve self-efficacy, effort and belief are needed to face some obstacles.

##### **2) Vicarious Experience**

Vicarious experience is a skill or behavior from observing other's performance. Self- Efficacy is influenced by other peoples' experience. When someone has other people that they think having similarities with them, it will increase their self-efficacy if that people get successful. It is different if they get failure. It will make them having low-self-efficacy.

##### **3) Verbal Persuasion**

Verbal persuasion is the third factor. It is an action to boost person's belief about their capabilities. When student are persuaded by other people positively, it will make their self-efficacy higher than before. It is caused by the improvement

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<sup>9</sup> Albert Bandura, " Self-Efficacy: Toward a Unifying Theory of Behavioral Change".  
*Psychological Review* 1997, 84, No 2, 195

of their conviction to be able complete their task. This conviction also gives positive effect on their effort to across some obstacles.

4) Psychological and Emotional States

Physiological and emotional states effect on self-efficacy. They are stress, anxiety, worry, and fear. All of them will decrease self-efficacy. It happens when they are in the conditions that make them uncomfortable.

**b. Dimensions of Self-Efficacy**

Bandura vary self-efficacy into three dimensions <sup>10</sup>.

They are:

1) Magnitude

Self efficacy tends to be seen from the level of task difficulty that individual have. Individuals try to do a task that is appropriate with their ability. If they have higher self-efficacy they will be brave to face the difficult one. Their conviction toward their ability will lead them to get success in completing a task.

2) Generality

Mastering variety of task can be consideration to determine individuals' self-efficacy. Individual is admitted having high self efficacy if they be able to complete many tasks. High self-efficacy make individual be convinced to master variety of task.

3) Strength

Strength looks from willpower and endurance of individual in doing the task. Individual always faced many obstacles in the process of completing a task. It will make the wobbly but it is different with individual who have high self-efficacy. They will not give up easily. They try best to complete their task.

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<sup>10</sup> Albert Bandura, *Self-Efficacy*...194

### 3 Writing Self-Efficacy

Self-efficacy has the crucial role in improving students' writing ability. Some researchers have found there is connection between writing self-efficacy and writing performance.<sup>11</sup> High self-efficacy in writing bring positive writing outcomes, such as persistence for difficult task, exert harder to master, and decrease writing anxiety. It means that if student have high self-efficacy in writing, it will make them success in their writing.

Student self-efficacy in writing is student's appraisal toward their performance in writing. It can be student judge if they master in writing because writing is fun activity or on the contrary, they think that writing is difficult activity that is impossible for them to complete it. It will effect on their achievement. If they think in positive way, they will be motivated to learn writing more and more. So, their ability will improve whereas student who thinks that they cannot write, it will be obstacle for them to improve their ability. It is needed role of teacher to change their mindset to be better.

There are three ways of measuring writing self-efficacy.<sup>12</sup> The first is assessing students' confidence. Component of writing which is used as consideration in assessing students' confidence are related with performing in grammar, composition, and mechanical writing skill. The second way is assessing students' confidence in completing writing task. It focuses on specific writing type task because student may not judge themselves having ability on all types of writing. It can be writing term paper, authoring a short fiction story, writing a letter to a friend or writing a description about something. The last way needs theoretical and empirical information to be reference in evaluating the appropriateness of a self-efficacy measurement. Those information should shows an understanding of the domain under investigation, its different features, the type of

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<sup>11</sup> Puspita Wening, Thesis: "*The Correlation Between Students' Self- Efficacy and Their Writing Performance at SMAN 1 Kalirejo*" (Lampung: University of Lampung, 2016) , 34.

<sup>12</sup> Frank Pajares , " Self-Efficacy Beliefs, Motivation, and Achievement in Writing: A Review of the Literature". 2003, Vol. 19, 143

capabilities, and the range of situations in which these capabilities might be applied.

In this study, the researcher has determined topic for student writing. It is descriptive text. She also provides a rating of student belief.

#### 4 Dialogue Journal

According to Peyton, dialogue journals are students and teacher discussion in written form<sup>13</sup>. In the dialogue journal, student has their own interest topic. It means, they can write anything that they want; it can be their feelings, experiences and ideas. It looks like diary but they are different. The differences between diary and dialogue journal are, diary is written to be read by the writer only; it is personal whereas a dialogue journal is for two-way communication between student and teacher. In this case teacher has role as partner in discussion. There is no error correction and giving score to students' journal. So, teacher will collect, read, and respond to the journals regularly by giving feedback to student's entry every time the students write. Teacher makes sure that his answer provides recasting which are correct structures, grammar and spelling. From teacher's reaction, it is expected students' writing can be correct structures in further entries. These aspects of dialogue journals make them an effective method in teaching writing.

##### a. The Implementation of Dialogue Journal

According to Peyton, there are some steps to implement the dialogue journal in classroom.<sup>14</sup> The first step is modeling and giving instruction. Teacher will start by explaining and modeling what a dialogue journal is and how they are going to use it. These are some guidelines to practice dialogue journal: Student provides a book that is used for dialogue journals only.

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<sup>13</sup> Joy Kreeft Peyton, *Dialogue Journals...* 1

<sup>14</sup> Joy Kneeft Peyton, *Dialogue Journals...*96

Students are asked to write regularly and teacher will write back. It will be done at beginning and the end of the class. Five sentences is the minimum of each entry. Ten to fifteen minutes is adequate to read the teacher's response and write a new one. No scoring for students' writing. Then, teacher gives some sample regarding writing dialogue journal. The second, teacher requires student to write based on their own interest topic. The third, teacher will ask student to submit it and respond students' entry in out of class. The last, student will comment on teacher's response and write more about the topic.

#### **b. The Benefit of Using Dialogue Journal for Student**

There are some benefits student get after using dialogue journal. The enhancement in communication between the teacher and student is the most important benefit. It makes student practice authentic language. The characteristic of Dialogue journal which is private between teacher and student, it makes student become more open about expressing themselves; they do not to worry about peer pressure or being embarrassed by the nature of the topics. They also feel comfortable with the teacher.

Dialogue journal also give opportunity for student to have a writing habit. H Douglas Brown said that to be better writer, student should have more practice writing.<sup>15</sup> It means that familiarizing with writing is very important although it is not easy. Through giving freedom in choosing topic based on students' interest topic and no error correction, will convey student to enjoy in writing activity and dialogue journal facilitate it. So, dialogue journal is an effective technique to improve students' writing ability.

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<sup>15</sup> John Langan. *English Skills*, Eight Edition,(USA: Mc Graw Hill, 2012), 16.

Hedge explained that reading a lot will lead student to be a good writer.<sup>16</sup> Through teacher response, student gets reading text. This reading opportunity is the key for student to achieve other benefits. It is enjoyable because of reading takes place in a relevant context for student. It also makes student can understand indirectly how to write well through teacher's recasting. So, it makes the improvement on their writing and reading ability.

Another benefit of using dialogue journal related to changing of student's attitude. Beside student successes to decrease their fears related to writing and improve their willingness to participate in class with enthusiasm. Their confidences are increasing also. So, student gets many advantageous of using dialogue journal.

### **c. The Benefit of Using Dialogue Journal for Teacher**

Teachers also have many benefits after using dialogue journals. Through students' journals, teacher gets information that can make teaching writing more effective. The information includes students' need, interest, learning style, and frustrations. Teacher can use that information to be consideration in making lesson plan to the next meeting. So, the quality of teaching writing is increased.

Dialogue journal makes student and teacher having closer relationship.<sup>17</sup> As concept in dialogue journal use, teacher's role is as partner, advisor and consultant. So, it makes student more comfortable to share anything they want without hesitancy. They also ask for help and advice from the teacher. So, teacher creates strong ties with students because they have gotten students' trust.

Another benefit to teacher is in personal growth. To write back students' journals, teacher is demanded to

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<sup>16</sup> Tricia Hedge. "Writing. Resource Books for Teachers" – series editor: Alan Maley. (Oxford: Oxford University Press, 1993)

<sup>17</sup> Asma Alyahya, "Dialogue Journals as an EFL Learning Strategy in the preparatory Year Program: Learners' attitudes and Perceptions". *London United Kingdom*, 2015, 13 part VI, 808

be able give support to their student who have complained and frustration through giving motivation in written form. It makes teacher learn more to have versatility in words for their own responses. Then, teacher should try harder to match recast in each student. From seeing their own response, teacher can do reflection to what they have done, is it personal or political information. So, teacher will know them better.

Development of teacher's own writing becomes the next benefit. The teacher improves their writing through responding regularly to a large number of students. It means teacher have more practice writing. Each student has different level of writing ability. It means that teacher should try to adjust their own writing to be understandable for each student.

Another benefit for teacher is enthusiastic. When teacher has known student deeper, they can build class circumstance based on student willingness. It is enjoyable and pleasant. It makes students more active. Automatically, it can increase teacher's passion.

So, we can conclude that dialogue journal need to be implemented because of some benefit that can we reach, especially in improving students' self-efficacy in writing. Dialogue journal can improve students' self-efficacy in writing because dialogue journal has characteristic that is needed in improving students' writing self-efficacy.

## **5 Improving Students' Writing Self-Efficacy Using Dialogue Journal**

Writing self-efficacy is students' judgment about their ability in writing. It can be changed or improved through the one of self-efficacy factors or the combination. They are mastery experience, vicarious experience, and verbal persuasion, psychological and emotional states.

Dialogue journal can be used as media to combine those factors in improving students' writing self efficacy. The main factor in changing self-efficacy is individual experience in the past. Specifically, experience which relates with successful

and achievement. Through dialogue journal, teacher gives student opportunity to get both of them. In dialogue journal activities, students are asked to write regularly. It makes them having writing habit and their writing skill will improve. Brown said more practice will lead student to be better writer.<sup>18</sup> Then, through teacher feedback, student can be realized that they can complete their writing task successfully

Moreover, other factors of constructing self efficacy in dialogue journal are verbal persuasion, psychological and emotional states. Teacher makes students' self-efficacy stronger than before through giving respond to each student entries. It is because of teacher only focuses on student contain of writing not in how student write. It will make student more comfortable to write. They do not need to worry about their grammar, composition and mechanical writing. It means that their afraid, anxiety and stressful are decreased. Teacher also gives student praise to students' writing and students' effort in completing writing task. So, the implementation of dialogue journal is expected to improve students' writing self-efficacy.

## B. Previous Studies

Several researchers have investigated using dialogue journal as their subject of the study. The first researcher is Gundah Basiswi and Anik Nunuk Wulyani. "*The Effectiveness of a Dialogue Journal in Improving Students' Writing Skill in Narative Text of the Eleventh Graders*" is their title of research. The problem of this research is student were not interest in teaching writing; they tend to be passive student. Furthermore, researcher applied dialogue journal to solve this problem.<sup>19</sup> Actually it has almost same problem with this research but the researcher indicate those

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<sup>18</sup> John Langan. *English ...*16.

<sup>19</sup> Gundah Basiswi - Anik N. Wulyani, "The Effectiveness of Dialogue Journal in Improving Students' Writing Skill in Narrative Text of Eleventh Grade", State University of Malang, 1, <http://jurnal-online.um.ac.id/data/artikel/artikel5C35119975919F48CEF85D45F48A9DA7.pdf>, accessed on 18 Oct 2016.

problem from students' self-efficacy in writing so, this study focus on use dialogue journal to improve students' self-efficacy in writing.

The second previous study is "*Effect of Dialogue Journal on L2 Students' Writing Fluency, Reflections, Anxiety, and Motivation*".<sup>20</sup> The researchers are Ming-Tzu Liao and Chia-Tzu Wong. The difference between their research and this research is on the object of the study. Although they are same in tenth grade but this object of the study is non –native speaker. Then, other difference is they emphasize on many independent variables while this study focus on students' self-efficacy only.

The third study was conducted by Lia Ardiana Safitri. Her research title is "*The Effectiveness of Dialogue Journal in Teaching Writing Viewed from Students' Creativity*".<sup>21</sup> She conducted this study in the third grade science students of SMA Negeri 1 Karanganyar Klaten. She found that dialogue journal is more effective than guided writing, students having high creativity has higher writing skill and there is interaction between teaching techniques and the students' creativity to teach writing. So, it is different with this study. Lia's research focus on seeing the effectiveness of dialogue journal through students' writing creativity while in this study emphasize on how can dialogue change students' evaluation toward their writing ability which is low to be higher than before.

The forth study is written by Ayu Lucky Widiarsari. Her research title is "*Improving Students' writing Narrative Text through Dialogue Journals at SMA Al-Kautsar Grade X*".<sup>22</sup> It is the same with the first previous study which correlated students'

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<sup>20</sup> Ming-Tzu Liao and Chia-Tzu Wong, "Effects on Dialogue Journal on L2 Students' Writing Fluency, Reflections, Anxiety, and Motivation", Vol. 9, No. 2, 140

<sup>21</sup> Lia Ardiana S. Thesis: "The Effectiveness of Dialogue Journal in Teaching Writing Viewed from Students' Creativity," (Surakarta: Sebelas Maret of University, 2016), 30.

<sup>22</sup> Ayu Lucky Widiarsari, Thesis: "*Improving Students' Writing Narrative text through Dialogue Journals at SMA AL- Kautsar Grade X*". (Lampung: Lampung University, 2016), 41.

improvement on students writing narrative with the using of dialogue journal.

*“Improving Students’ Writing Skills on Recount texts through the Use of Dialogue Journal Writing of Grade X Students of SMA IT Abu Bakar Yogyakarta in the Academic Year of 2012/2013”* are the research title of Arina Muflikhati.<sup>23</sup> This study focused on solving students’ problem in writing skills, especially on composing recount text. It is because of the object of the study has problem to compose recount text. It is different with the problem of this study. In this study object admits they cannot write because writing is difficult thing, not only in composing Recount text but other text types.

The last is Ali Dabbagh’s research. His research title is *“The Effect of Dialogue Journal Writing on EFL Learners’ Descriptive Writing Performance: A Quantitative Study”*.<sup>24</sup> Ali’s research has some objectives that are different with this study. They are the effect of dialogue journal on content aspect, organization aspect, vocabulary, language use aspect, mechanics aspect, and learners’ overall descriptive writing performance. So, the differences between this study and Ali’s study are Ali focus in the students’ writing performance while this study is in psychology side, self-efficacy that has relation with students’ achievement.

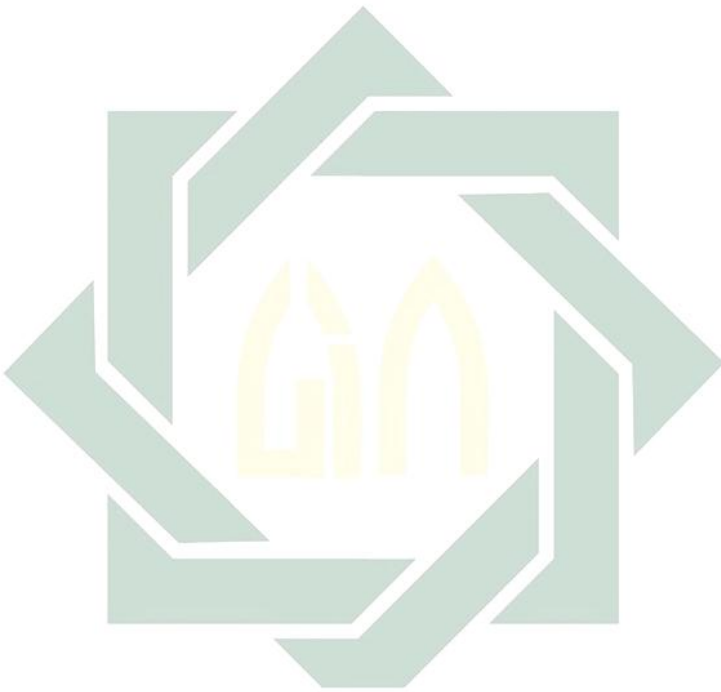
From all previous studies explained before, there are some differences which distinguish with this study. Although there are similarities in using dialogue journal but there are different focus. In my study, dialogue journal is used to improve student’s self efficacy in writing. Why self-efficacy because it has relationship with student’s achievement. Student with low self-efficacy has characteristic such as they don’t believe in themselves, they give up before trying and they are afraid to show their creativity. It will

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<sup>23</sup> Arina Muflikhati, Thesis: *“ Improving Students’ Writing Skills on Recount Text through the Use of Dialogue Journal Writing of the Tenth Grade Students of SMA IT Abu Bakar Yogyakarta ”*. (Yogyakarta: State University of Yogyakarta, 2013), 3.

<sup>24</sup> Ali Dabbagh, *“The Effect of Dialogue Journal Writing on EFL Learners’ Descriptive Writing Performance: A Quantitative Study”*. *International Journal of Applied Linguistic & English Literature*. Vol. 6 No 3, 2017, 74.

be obstacles for student to develop their skill. Through observation and interview I found that my object of study is indicated having low self-efficacy in writing. That's why I try to find the way to solve this problem by choosing the best method. By using dialogue journal is expected to be able improve student's self-efficacy in writing.



## CHAPTER III

### RESEARCH METHOD

In this chapter, the writer presents the research method that is used in this research. It consist of research design, research variable, subject of the study, source of data, research procedure, research instrument and research of hypothesis.

#### A. Research Design

This study was conducted by using experimental design. Experimental design is used to know the influence of variable toward other variable. According to Sugiyono, experimental research is research method to find any causal relation between variables; dependent and independent variable.<sup>1</sup> In the context of this research, quantitative research is used to know the changing differences between before and after giving treatment.

Based on the problem of the study and the objective of the study this research used quasi experimental design to know the effect of dialogue journal in improving students' writing self-efficacy for tenth grade at SMAN 1 Karangbinangun Lamongan. This research design cannot control other independent variables influence on treatment realization. It was used because of the researchers' difficulty to take place control group that free from other variable that could influence them.

Nonequivalent pretest-posttest control group design was chosen in quasi experimental design. So, control group and experimental group did not choose randomly but using already classes as their group. So, researcher chose two classes that predicted having same situation and condition. Those classes also were suggestion by the teacher of English course. They are X IPA 4 and X IPS 1. In this research design, researcher gave pre-questionnaire before giving treatment, either experimental group or control group. The following chart was represented the design:

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<sup>1</sup>Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2015), 107.

Table 3.1 Research Design

| Groups             | Pre-questionnaire | Treatment | Post-questionnaire |
|--------------------|-------------------|-----------|--------------------|
| Experimental group | O <sub>1</sub>    | X         | O <sub>2</sub>     |
| Control group      | O <sub>3</sub>    |           | O <sub>4</sub>     |

O<sub>1</sub> = Pre-questionnaire of Experimental group

O<sub>2</sub> = Post-questionnaire of experimental group

O<sub>3</sub> = Pre-questionnaire of Control group

O<sub>4</sub> = Post-questionnaire of Control group

X = Treatment that is given by researcher to the experimental group.

## B. Research Variable

According to Sugiono, variable is any entity of researcher determinant to be studied in order to gain the information, then concluding.<sup>2</sup> It means that variable can be defined as phenomenon that becomes the object of the observation research. There were two variable examined in this research. Those were independent and dependent.

### 1. Independent variable

Independent variable is a kind of variable that cannot be influenced by other variables. In this study, dialogue journal is as independent variable.

### 2. Dependent variable

Dependent variable is having opposite meaning with independent variable. It can be affected by others variables. These variables are expected to change as a result of an experimental manipulation of the independent variable. In this study, dependent variable was the improvement of student writing self-efficacy at the tenth grade of SMAN 1 Karangbinangun Lamongan.

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<sup>2</sup>Sugiyono, *Metode Penelitian Pendidikan...* 60

### **C. Subject of the Study**

The population of this study was student of tenth grade at SMAN 1 Karangbinangun Lamongan in academic year 2017/2018 as many as 180 students. There are 8 classes that consist of science and social class. They were chosen through some considerations. It is because of the learning outcome of student still need to be improved, especially for their writing. They were also indicated having low writing self-efficacy whereas in this grade, they learn how to write some kinds of text such as Descriptive, Announcement, Recount and Narrative text. In this study, researcher focused on descriptive text. Then a dialogue journal approach had not been implemented in this school.

Researcher took sample of the population. She did not choose the subject of the study by using random sampling. The researcher chose subject by the suggestion of English course teacher. Then, researcher determined who become an experimental group and control group. X MIA 4 was chosen to be experimental group while X IPS 1 was as control group.

### **D. Data and Source of Data**

#### **1. Primary data**

Primary data is the original data. The primary data of this study refer to concept and research question were the improvement of students' self efficacy in writing by using dialogue journal for tenth grade at SMAN 1 Karangbinangun Lamongan.

#### **2. Secondary Data**

The secondary data is the supporting data obtained from sources. In this study, secondary data related to the concept of self-efficacy, student's self-efficacy in writing, and students' self-efficacy by using dialogue journal.

#### **3. Source of Data**

In this research, researcher got the data from both primary and secondary, such as; students, book, document, and journal. Students of tenth grades at SMAN 1 Karangbinangun Lamongan became primary data of this

research while books, document and journal were used to find the theory to answer research question.

### E. Research Procedure

The research procedure was divided into some steps. The research was started through asking permission to the head of SMAN 1 Karangbinangun Lamongan. After getting permission, the researcher discussed with English course teacher about the purpose of the research, the research schedule, and the choice of the research which would be the sample of the research. After dealing with English course teacher, the researcher got two classes for the subject of the research. Then, the researcher divided them into two groups. One group as experimental group was taught by using dialogue journal and one class as control group was taught by using guided writing technique. The next step is pilot study. Pilot study is used to know the weakness of the method instruction. Then, the researcher gave pre-questionnaire to know students' writing self-efficacy before giving treatment and post-questionnaire was given to the student to know the result of using dialogue journal for students' writing self-efficacy. The research schedule is figures out in the text following table:

Table 3.2 Research Schedule

| No | Day/Date                                | Activity                                                                                                                  | Class/ Group                       |
|----|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| 1  | Wednesday,<br>May 24 <sup>th</sup> 2017 | Pilot Study                                                                                                               | X- 3                               |
| 2  | Thursday,<br>Sept 7                     | Pre-questionnaire<br>1 <sup>st</sup> Treatment<br>Introduction of<br>Dialogue Journal and<br>practice dialogue<br>journal | X MIA 4<br>(Experimental<br>Group) |
|    |                                         | 1 <sup>st</sup> Meeting<br>Introduce and explain                                                                          | X IPS 1<br>(Control)               |

|   |                   |                                                                                                                                                                                                                                                  |                                                                            |
|---|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
|   |                   | the topic based on the syllabus on writing skill (Guided writing technique)                                                                                                                                                                      | Group)                                                                     |
| 3 | Thursday, Sept 14 | <p>2<sup>nd</sup> Treatment<br/>Practice to answer teacher' response in the beginning of class and practice to write dialogue journal with new topic.</p> <p>2<sup>nd</sup> Meeting<br/>Teaching writing using Guided writing technique</p>      | <p>X MIA 4<br/>(Experimental Group)</p> <p>X IPS 1<br/>(Control Group)</p> |
| 4 | Thursday, Sept 28 | <p>3<sup>rd</sup> Treatment<br/>Practice to answer teacher' response in the beginning of class and practice to write dialogue journal with the third topic.</p> <p>3<sup>rd</sup> Meeting<br/>Practice to write based on teacher given topic</p> | <p>X MIA 4<br/>(Experimental Group)</p> <p>X IPS 1<br/>(Control Group)</p> |
| 5 | Friday, Sept 29   | <p>Post-questionnaire</p> <p>Post-questionnaire</p>                                                                                                                                                                                              | <p>X MIA 4<br/>(Experimental Group)</p> <p>X IPS 1<br/>(Control Group)</p> |

## F. Data Collection Technique

In the process of collecting data, the researcher used questionnaire. Questionnaire is technique of collecting data through giving to the respondent a number of questions printed in a definite order on a form.<sup>3</sup> In this study, the researcher used scale likert as the design of questionnaire. She used writing self-efficacy scale developed by Puspita Wening. It was used to measure student self-efficacy. The researcher carried out the questionnaire in two sessions, before and after giving treatment. Before giving treatment, pre-questionnaire was done to know is the experimental group and control group having similar ability or not before implementing dialogue journal. Then, questionnaire after treatment was given as post-questionnaire. It was given to know students' writing self-efficacy after implementing dialogue journal.

## G. Research Instrument

The researcher used writing self-efficacy scale as questionnaire to measure student's self-efficacy in writing. Writing self-efficacy scale was adopted from Puspita Wening. There were 15 items that has been validated and reliably. She used content and construct validities based on theory of self-efficacy by Pajares which states that self-efficacy has three keys namely levels, generality, and strength.<sup>4</sup> Then, the questionnaires were stated reliable after the internal consistency of those items were measured through *Cronbach alpha* for the internal consistency and get the result 0,799. It because of score is more than 7. So, those questionnaires could be used. But in this scale, there is no blue print, the researcher had prepared blue-print for this scale. Items were organized in a five point likert scales ranging from never to always. The objects of the study were asked to circle on given column.

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<sup>3</sup> Sugiyono, *Metode Penelitian Pendidikan...* 199

<sup>4</sup> Frank Pajares, " Self-Efficacy Beliefs, Motivation, and Achievement in Writing: A Review of the Literature". *Reading & Quarterly*terly. 2003, 142.

Table 3.3 *Blue Print* of Writing Self-Efficacy Scale

| Aspect                        | Indicator                                                                                 | Item               | Total |
|-------------------------------|-------------------------------------------------------------------------------------------|--------------------|-------|
| Dimension of Magnitude/ level | Having confidence on individual capabilities in making a written text well and correctly. | 1,2,3,4, 5         | 5     |
| Dimension of Strength         | Having encouragement on individual ability in writing and always try to be better.        | 6,7,8,9, 10        | 5     |
| Dimension of General          | Having confidence to be able complete the writing task even in difficult situation.       | 11, 12, 13, 14, 15 | 5     |
| Total                         |                                                                                           |                    | 15    |

Using writing self-efficacy scale, the researcher found students' writing self-efficacy level. There are three categorizations in students' writing self-efficacy level. They are low, medium, and high. In determining standard assessment, the researcher should find Mean and Standard deviation. After knowing mean and SD, the researcher continued with knowing the level and space on each level by giving standard score. These are categorization norm based on Azwar:

Table 3.4 Assessment Categories of Writing Self-Efficacy

| Criteria                    | Categories |
|-----------------------------|------------|
| $X > (M + 1SD)$             | High       |
| $(M - 1SD) < X < (M + 1SD)$ | Medium     |
| $X < M - 1SD$               | Low        |

## H. Data Analysis Technique

Data analysis technique is a data processing to be understandable information.<sup>5</sup> In this study, the researcher wanted to answer research question about the improvement of students' self-efficacy after using dialogue journal. The researcher collected the data from questionnaires. The questionnaires were distributed to the object of the study twice before and after giving treatment. After collecting data, the researcher found the difference students' writing self-efficacy between experimental group and control group. The student's pre and post-questionnaire from both experimental and control group was analyzed through independent sample t-test in SPSS 20.00.

Before analyzing the data using independent sample t-test, the researcher would find the mean score, normality and homogeneity of the data. It is the requirement of test. The researcher analyzes the data as follows:

### a. Finding the Mean Score

It is the first step in analyzing data. After getting the students pre-questionnaire and post-questionnaire score, the researcher found out the mean score of both experimental group and control group. The mean from the data was used to find out the average score from each group. So, all students' score was totaled and divide by amount of students. Then, the researcher compared both mean score of control group and the scores of the experimental group. It was done to know the improvement of students' writing self-efficacy of both groups, the experimental group which applied dialogue journal technique in teaching writing descriptive text and control group which applied guided writing technique in teaching writing descriptive text.

### b. Normality distribution test

Checking the assumption of normality before analyzing is very important. It is used to determine if a sample or any group of data is well-modeled by normal distribution. Then, the researcher knows what the appropriate statistical test will be chosen in analyzing the data. The researcher calculated normal

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<sup>5</sup> Sugiyono, *Metode Penelitian Pendidikan...* 207

distribution of students' pre-questionnaire and post-questionnaire score by using *Shapiro-Wilk* test. This tool normality was chosen because of the sample (N) is less than 50. The level of significance (Sig.)  $\alpha = 5\%$ . According to Santoso, there is a guidance to take decision about normality test as follow:<sup>6</sup>

1. If the significance value  $\leq 0.05$ , it means that the data does not have normal distribution
  2. If the significance value  $\geq 0.05$ , it means that the data has normal distribution
- c. Homogeneity test

In checking the homogeneity of variance, the researcher used *Levene* test if previous test on the normality test show that pre-questionnaire score of both experimental group and control group has normal distribution. The value of significance (Sig.)  $\alpha = 5\%$ . SPSS 20 was used in this calculating homogeneity of variance. According to Santoso, there is a guidance to take decision about homogeneity test as follow:<sup>7</sup>

1. If the significance value  $\leq 0.05$ , it means that the data is not homogeny.
  2. If the significance value  $\geq 0.05$ , it means that the data is homogeny.
- d. Hypothesis Test

After finding the result of normality test and homogeneity test of both experimental group and control group, the researcher calculated the data to test the hypothesis. If those have normal distribution and homogeny, so Independent Sample T-test can be done by the researcher in analyzing the data. In other hand, if the data is not normal distribution although it is homogeneous, the Independent Sample T-test cannot be continued but the researcher would use Mann Whitney U test to find out the significant different of the data that has been collected. In calculating those test, the researcher used SPSS 20.0 for windows.

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<sup>6</sup> Singgih Santoso, Aplikasi SPSS pada Statistik Parametrik (Jakarta: PT Alex Media Komputindo, 2012), 393.

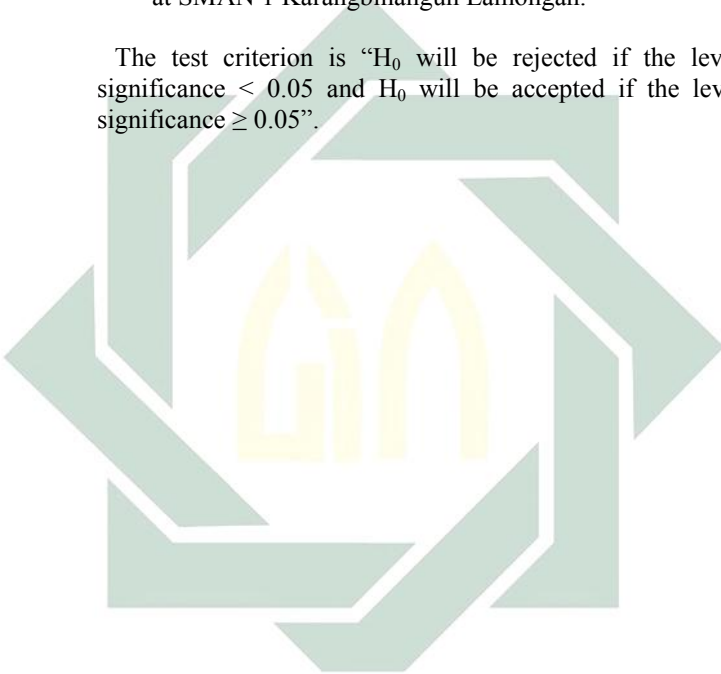
<sup>7</sup> Singgih Santoso, Aplikasi SPSS ...393

The hypothesis formulated:

H<sub>a</sub>: There is a significant improvement of students' writing self-efficacy after using dialogue journal for tenth grade at SMAN 1 Karangbinangun Lamongan.

H<sub>0</sub>: There is no significant improvement of students' writing self-ssefficacy after using dialogue journal for tenth grade at SMAN 1 Karangbinangun Lamongan.

The test criterion is "H<sub>0</sub> will be rejected if the level of significance  $< 0.05$  and H<sub>0</sub> will be accepted if the level of significance  $\geq 0.05$ ".



## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

The present study was an attempt to know whether dialogue journal improve students' writing self-efficacy or not. In this chapter, researcher present the result obtained was put through statistical analysis. Analyzing of the data uses independent sample t-test to calculate the result of Pre-questionnaire and Post-questionnaire from experimental and control. Then, the data to answer the statement of the problem has been found.

#### A. The Description of Data

This experimental research used two classes as the subject of the research. Students of X IPA 4 were the experimental group and students of X IPS 1 were the control group. Experimental group used dialogue journal and control group used guided writing. The material of this research is descriptive text. In this experimental research, the researcher conducted three activities to get the data. First activity was giving pre-questionnaire. It was done to know students' writing self-efficacy before getting treatment. In this treatment phase, the researcher implemented dialogue journal as technique in teaching descriptive text. To know the influence of dialogue journal, the researcher was giving post-questionnaire for both groups as the last activity. The researcher explained the process of activities below:

##### 1. Pre-Questionnaire

Before giving the treatment, the researcher did pre-questionnaire of writing self-efficacy at the beginning of the research. Doing pre-questionnaire had purpose to know students' writing self-efficacy before giving treatment. The pre-questionnaire had been validated by the expert judgmental with the lecturer of writing course. Then, the researcher distributed questionnaire as pre-questionnaire for control group and experimental group. Those questionnaires consisted of 15 items (*See appendix 1*). In this activity, the researcher explained about the instruction.

## 2. Treatment

After giving the pre-questionnaire for both control group and experimental group, treatment could be done by the teacher. The researcher used dialogue journal as her treatment for experimental group while guided writing technique for control group.

### a. Experimental Group

#### 1) First Meeting

In the beginning of the class, the teacher used picture to gain student to the topic. Then, the teacher divided students into 4 groups. Each group should write any vocabularies related to the picture as much as they can. After writing vocabularies on the whiteboard, the teacher asked student to write a sentence using those vocabularies. Then, the researcher introduced to the students if their material was about descriptive text. The teacher showed an example of descriptive text. Teacher asked students to read descriptive text which was given by the teacher. Through asking question, teacher explained more about descriptive text; purpose, generic structure and language feature. Then, teacher asked some student to write a sentence on the whiteboard to be identified together. In the 40 minutes, the teacher introduced about dialogue journal as media to improve their writing skill. The teacher gave each student a dialogue journal book. Then, the teacher explained how to do dialogue journal. The teacher asked student to write based on their own interest topic. The teacher also prepared theme to make them easier to determine what their writing talking about. They could tell about their friend, family or important person for them. The teacher also explained to the student if they did not need to be worried about mistake and teacher would respond to students' entry. The researcher's response was not about students' grammar but about their context. The teacher gave 20 minutes for student to write. After finishing their writing, they had to collect to the teacher to given respond.

## 2) Second Meeting

The teacher gave dialogue journal book to each student in the beginning of the class. The teacher asked student to read their column response and answered based on those response. The teacher guided students to answer on the teacher's response and gave them 15 minutes for it. After answer the teacher's response, student continued their study with deeper material about descriptive text. After read students' entry, the teacher knew the material that students did not understand and explained deeper.

The teacher guided students into descriptive text about places through asking about students' holiday. Then, the teacher asked student to play a guessing game about tourism places. Then, teacher asked students to arrange pieces of sentence become a good paragraph with their group partner and identified main ideas and the details. After finishing group task, the teacher asked student to choose one of tourism place. In 50 minutes learning process, students were asked to describe about place they want to visit in dialogue journal book. After finishing, they submitted to the researcher.

## 3) Third Meeting

In the beginning of the class the teacher asked student to read and answer the teacher's response. Then, the teacher asked about students' difficulties in writing descriptive text and explained more about material based on students' mistake. Then, the teacher invited student to play a game. It was guessing game to review their material. In the last activity students are asked to write about dialogue journal.

## b. Control Group

### 1) First Meeting

For control group in the first meeting, they were asked to mention kind of adjectives. This was done to lead students into the topic. Then, teacher showed a

photo. The teacher asked students to match their adjective with this photo. Then, teacher gave an example of descriptive text. Through asking question, teacher explained about social function, generic structure, the pattern of simple present tense. Then, teacher divided class into 5 groups. They were given topic by the teacher. Each student in a group should make one sentence based on given topic. Then, those sentences were combined to be a paragraph. The last activity, each group should presented their text.

## 2) Second Meeting

In the second meeting, the teacher started reviewing the last material to remind students. The teacher explained more about descriptive text. Then, the teacher leaded students to the next material. It was descriptive text about place. They were divided into some group. Each group should arrange pieces of sentence become a good paragraph. After completing the task, they were asked to identify main idea and the details. Then, they were discussed together. In the last activity, they were asked to write about Borobudur temple individually in 20 minutes.

## 3) Third Meeting

In the last meeting, it was used to review all material, descriptive text about person and place. The teacher divided student based on the last group. Each group should choose person and place that became their topic. Then, they played guessing game.

## 3. Post- Questionnaire

After giving treatment, researcher did post-questionnaire of self-efficacy. It used the same questionnaire like pre-questionnaire. The post-questionnaire were given to both groups, experimental and control. The purpose of this activity was to know students' writing self-efficacy after getting treatment. It could be identified after knowing the result of Post-questionnaire between experimental group and control group.

## **B. Research Findings**

In analyzing the data, there are some steps that researcher done. The first step, researcher find the mean score, normality test, homogeneity test, test of hypothesis and the last is independent sample t-test. The second step is, researcher interpret the data. The last is conclusion.

According to the objective of the study, the researcher wants to know whether dialogue journal improve students' writing self-efficacy or not. Therefore, the researcher measured the students score through test of both experimental group and control group. The researcher wanted to find the different score of both score. Then, researcher analyzed the data and concluded. The result of pre-questionnaire and post-questionnaire both of classes as mentioned below:

### **1. The Result of Pre-Questionnaire and Post-Questionnaire**

#### **a. The Result of Control Group**

The members of control group are the students of X IPS 1. There are 28 students. They were not taught using dialogue journal but task based language learning. In collecting main data, researcher also did pre-questionnaire and post test to them. It is done to find out whether there is an improvement in the whole score of pre-questionnaire and post-questionnaire.

The Pre-questionnaire was done on Thursday, September 7<sup>th</sup> 2017. The same questionnaire was given to the subject of the study. There were fifteen statements. After student had been taught about descriptive text by guided writing technique, they were asked to answer the same questionnaire like Pre-questionnaire as their Post-questionnaire. It was held on Thursday, September 28<sup>th</sup> 2017. The result of the students' pre-questionnaire and students' post-questionnaire scores are presented below:

Table 4.1 The score of Control group

| Test               | N  | Total | Mean  | Min | Max |
|--------------------|----|-------|-------|-----|-----|
| Pre-questionnaire  | 25 | 1293  | 51.72 | 40  | 62  |
| Post-questionnaire | 25 | 1318  | 52.72 | 43  | 63  |

From the table above, it showed that total of pre-questionnaire score was 1293 and mean score was 51.72. Then, total post-questionnaire score was 1318 and mean score was 52.72 (*See Appendix 2 and 3 for further description*). It could be concluded that there was an improvement of students' writing self-efficacy but it was not significant. The increasing of students' writing self-efficacy score was about 1 point. Then, based on the table, the researcher found the minimum and maximum score of pre-questionnaire score were 40 and 62 while for the Post-questionnaire, it was known that 43 and 63 were students' minimum and maximum score. The researcher also outlined with writing self-efficacy categorization (*See Appendix 6*).

From the table showed that pre-questionnaire score of control group categorization. The most of students with 48% (12 out of 25) is included in medium level of writing self-efficacy with ranging score between 45 and 58. Then, there are 32% (8 out of 25) for low level writing self-efficacy with score less than 45 while the least of student with score more than 58 are high writing self-efficacy with 20% (5 out of 25).

In the result of post-questionnaire score categorization, it found that the most student with 56% (14 out of 25) are medium level with ranging scores between 47 and 59. Then, there are 20% (5 out of 25) for low level writing self-efficacy with score less than 47 while high writing self-efficacy level with score more than 59 are high writing self-efficacy with 23% (6 out of

25). It showed there was no significant improvement after getting treatment.

**b. The Result of Experimental Group**

In this study, the experimental group was the students of X IPA 4. They were 28 students but only 25 students who got treatment because three of them should do marching practice. There were 3 days for them to learn about descriptive text. The researcher taught as usual and added dialogue journal use.

The main data are collected from pre-questionnaire and post test. The pre-questionnaire of the experimental group has done on Thursday, September 7<sup>th</sup> 2017. Then, after getting the data of pre-questionnaire, the researcher gave students Dialogue journal as the treatment. The last meeting is on Friday, Sept 29<sup>th</sup> 2017. It was used to do post-questionnaire. Post-questionnaire was done to find out whether there is changing of students' writing self-efficacy or not. The result of experimental group test was explained below:

Table 4.2 The score of Experimental Group

| Test               | N  | Total | Mean  | Min | Max |
|--------------------|----|-------|-------|-----|-----|
| Pre-questionnaire  | 25 | 1303  | 52.12 | 37  | 63  |
| Post-questionnaire | 25 | 1521  | 60.84 | 51  | 72  |

Based on table 4.2, it showed that total of pre-questionnaire score was 1303 and mean 52.17 while post-questionnaire score was 1521 and mean score was 60.84 (*See Appendix 4& 5 for further description*). So, it showed that there was a significant improvement on students' writing self-efficacy. It was about 12.72 point. Then, from the table above, the researcher found the minimum and maximum score of pre-questionnaire score were 37 and 63 while for the post-questionnaire, it was known that 51 and 72 were students' minimum and

maximum score. The researcher also outlined with writing self-efficacy categorization. (*See Appendix 6*).

From the table showed that pre-questionnaire score of experimental group categorization. The most of students with 60% (15 out of 25) is included in medium level of writing self-efficacy with ranging score between 45 and 58. Then, there are 28% (7 out of 25) for low level writing self-efficacy with score less than 46 while the least of student with score more than 59 are high writing self-efficacy with 20% (3 out of 25).

In the result of post-questionnaire score categorization, there were only two levels. It found that the most student with 64% (16 out of 25) are high level with scores more than 59. Then, there are 36% (5 out of 25) for medium level writing self-efficacy with ranging score between 46 and 59. It can be concluded that students' score in post-questionnaire after implementation of dialogue journal have a higher writing self-efficacy.

After collecting the data by giving post-questionnaire to both groups, the result of the test score and mean both of groups were shown in the following table:

Table 4.3 The Mean Score of Experimental and Control Group

| Group              | N  | Pre-questionnaire |       | Post-questionnaire |       |
|--------------------|----|-------------------|-------|--------------------|-------|
|                    |    | Total Score       | Mean  | Total Score        | Mean  |
| Control Group      | 25 | 1293              | 51.72 | 1318               | 52.72 |
| Experimental Group | 25 | 1303              | 52.12 | 1521               | 60.84 |

From table above, it could be seen the mean of post-questionnaire score of control group was 52.72 while the mean of post-questionnaire score of experimental group was 60.84. The result of mean score calculation of both control group and experimental

group, it showed that there were differences. The mean score of experiment group was higher than the mean score of control group.

To know whether the difference is significant or not, it was conducted a test of *Independent Sample T-test* with assumption must be qualified. In this data analysis, the researcher did some steps. The researcher calculated the normality test and homogeneity test. If those test showed normality and homogeneous data, the researcher would use *independent Sample T-test*.

#### **a. Normality Test**

Based on the normality test with Shapiro-Wilk (*See appendix 7*), it could be found the significance value of both experimental group and control group  $> 0.05$ . Experimental group is  $0.356 > 0.05$  whereas control group is  $0.197 > 0.05$ . In concluded, the pre-questionnaire data of both experimental group and control group have normal distribution.

For post-questionnaire of both groups, normality was also by using SPSS with Shopiro-Wilk, It can be found the significance value of experimental class is  $0.266 > 0.05$  while significance value of control class is  $0.258 > 0.05$ . It means that those classes have significance value  $> 0.05$ . So, the data is normal distribution.

#### **b. Homogeneity Test**

*Levene test was used* in homogeneity test because previous test on the normality showed normal distribution. Based on SPSS test result for the pre-questionnaire score of both groups (*See appendix 7*), the researcher found the significance value based on Mean is bigger than the level of significance. It is  $0.692 > 0.05$ . It meant that variance data is homogeneous.

For homogeneity test of post-questionnaire score of both groups, it can be found that significance value based on the mean is  $0.805 > 0.05$ . It is higher

than the level of significance. So, the data variance is homogeneous. Because of the normality assumption and homogeneity assumptions qualified, it means that the independent sample t-test is used.

### c. Independent Sample T-Test

After checking normality and homogeneity of pre-questionnaire and post-questionnaire data, calculating independent sample t-test become the next process. The researcher used Independent Sample T-test because the data distribution is normal. It is appropriate with the term of the use of independent sample t-test that the data distribution must be normal. In this calculation, the researcher used SPSS 20 (*See appendix 7*).

The researcher would compare pre-questionnaire score of both experimental group and control group. The significance value is 0.05. The output of pre-questionnaire independent sample T-test showed  $0.828 > 0.05$ . It means that there was no difference writing self-efficacy in pre-questionnaire average score between experimental group and control group.

In the post score of both groups, it was found that there was a significance difference of post-questionnaire average score between experimental group and control group. The result of significance value based on the table above is  $0.00 < 0.05$ .

## 2. Testing the Hypothesis

The hypothesis of this research states that:

- H<sub>0</sub>: There is no significant improvement of students' writing self-efficacy after using dialogue journal for tenth grade at SMAN 1 Karangbinangun Lamongan.
- H<sub>1</sub>: There is a significant improvement of students' writing self-efficacy after using dialogue journal for tenth grade at SMAN 1 Karangbinangun Lamongan.

Based on independent sample t-test, the calculation of the significance value of pre-questionnaire score was 0.828. It was higher than the significance limit (Sig)  $\alpha = 0.05$ . (0.828 > 0.05). Thus, the researcher concluded there was no significant difference between experimental group and control group.

In post-questionnaire score result, the result showed the significance value of post-questionnaire score is lower than the significance limit (Sig.)  $\alpha = 0.05$ . It is 0.00. It means there was significant difference in post test average score between experimental group and control group. It could be concluded that alternative hypothesis was accepted and approved or rejected the null hypothesis. So, the result of hypothesis test is dialogue journal can improve students' writing self-efficacy for tenth grade at SMAN 1 Karangbinangun Lamongan

## B. Discussion

As stated by Puspita Wening that self-efficacy and students' writing performance have positives relation.<sup>1</sup> Because of its effect on success in teaching writing, self-efficacy is important to be investigated. According to Bandura, he states that as a good teacher focus not only on students' ability but also students' perception of competence as to actual competence.<sup>2</sup> He also states that self-efficacy become students' ability predictor. So, writing self-efficacy improvement should be paid attention. To improve students' writing self-efficacy, researcher chose dialogue journal as teaching technique.

This study was conducted in SMAN 1 Karangbinangun. There were five meetings for each group, experimental and control group. In the first meeting, pre-questionnaire has administered in both of the experimental and control group. The second, third and

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<sup>1</sup> Puspita Wening, Thesis: " *The Correlation Between Students' Self-Efficacy and Their Writing Performance at SMAN 1 Kalirejo*" (Lampung: Universitas lampung, 2016), 29.

<sup>2</sup> Albert Bandura, *Self-Efficacy*...192

forth meeting, the researcher gave treatments by using dialogue journal to experimental group while control group was taught by using guided writing technique. In the last meeting, the students were given post-questionnaire.

The researcher used SPSS 20.00 in calculating the data. The researcher found means score of both experimental group and control group. It showed that the mean score of experimental group was higher than control group. It can be seen from the mean result from both classes (see table 4.5 and 4.9 above). Before getting the treatment, means score of pre-questionnaire for experimental class was 52.12 and pre-questionnaire mean for control group was 51.72. There is little different. It was only about 0.6 point.

After getting different treatment both groups are increased but they got different progress. The experimental group which was taught by using dialogue journal in teaching descriptive text showed the significant improvement on their writing self-efficacy. Experimental group's mean score of post-questionnaire is 60.84. It is different from control which was taught by using guided writing technique. Their improvement is not significant. It was 52.72. There was little difference. It was about 1 point.

Related to the improvement of students' writing self-efficacy, dialogue journal combine self-efficacy sources on this technique. There are mastery experience, verbal persuasion, psychological and emotional states. In dialogue journal activity, students write based on their own interest topic. They are able to express their idea freely without worried about grammatical error. According to Liao and Wong, some students admit that error correction make them worry and frustrated.<sup>3</sup> It makes students' attention from the message and the content are distracted. So, students' intrinsic motivation is reduced. It effects on students' writing self-efficacy also. In the other hand, they enjoy in writing activity when there is no error correction from teacher. In dialogue journal, teacher did not give error correction to the students (*See appendix 9*). Ali Dabbagh's finding states that dialogue journal effects on students'

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<sup>3</sup> Ming-Tzu Liao and Chia-Tzu Wong, "Effects... 140

overall descriptive writing performance. He finds that dialogue journal effects on content aspect, organization aspect, vocabulary, language use aspect and mechanics aspect. <sup>4</sup>It means that students' experience mastery is constructed. It is the one of self-efficacy factor.

Moreover, there are teacher' feedback in each students' dialogue journal which has role in improving student writing self-efficacy in writing. It is related with verbal persuasion, psychological and emotional states. Ferris and Hedgcock suggest that teacher's feedback should include praise as part of teacher feedback. <sup>5</sup>It is because of students who receive more praise feel confident in their writing ability. In dialogue journal, teacher' responses consist of complimenting as appreciate students' effort in writing dialogue journal and respond to contain of writing not in how student write.

After analyzing the data, hypothesis is done both groups to prove the hypothesis. Based on analyzing hypothesis test, it can be seen that there is significant difference on students' writing self-efficacy between experimental group and control group. Those are showed on post test score result based on independent sample t-test; researcher found that the result of significance value (sig.) is 0.00. It is smaller than the significance limit (sig.)= 0.05. So, the null hypothesis which said "there is no improvement of students' writing self-efficacy after using dialogue journal for tenth grade at SMAN 1 Karangbinangun Lamongan" is rejected and accepted the alternative hypothesis which said " there is a significant improvement of students' writing self –efficacy after using dialogue journal for tenth grade at SMAN 1 Karangbinangun Lamongan"

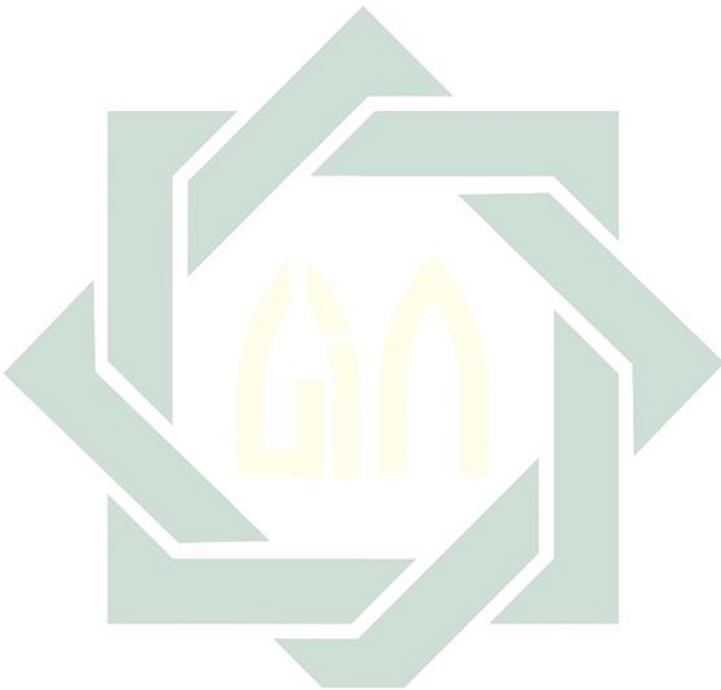
The result of this research showed that dialogue journal improves students' writing self-efficacy. There are difference of mean between pre-questionnaire and post-questionnaire of experimental group. Mean score of students' writing self-efficacy

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<sup>4</sup> Ali Dabbagh, "The Effect of Dialogue...72

<sup>5</sup> Dana R. Ferris and John Hedgcock. *Teaching ESL Composition: Purpose, Process, and Practice. 2<sup>nd</sup> Edition.* Mahwah: Lawrence Erlbaum Associates.

before using dialogue journal pre-questionnaire is 52.12 while mean score after using dialogue journal is 60.84. This difference means that experimental group has high improvement on their writing self-efficacy after using dialogue journal.



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the result and discussion will be summarized. It discusses the use of dialogue journal to improve students' writing self-efficacy. Moreover, this chapter includes the suggestion that are considered to be important for everyone especially teacher or other researcher who are going to conduct the research in the same field.

#### A. Conclusion

Based on the result and discussion of the previous chapter, it can be concluded that Dialogue journal is more effective technique in improving students' writing self-efficacy than guided writing technique. There is a significant different in the mean score between the students who are taught by using dialogue journal and students who are taught by using guided writing technique which was shown by the data. Means score of students who applied dialogue journal technique is 60.84 while means score of students who applied guided writing technique is 52.72. After applied different technique in each group give an improvement on students' writing self-efficacy but they have different improvement. Students who applied dialogue journal as their technique has more significant improvement than students who applied guided writing as their technique in teaching writing.

#### B. Suggestion

Based on the conclusion above, the researcher proposes some suggestion which are addressed to the teacher and other researcher which can be listed as follow:

##### 1. For Teacher

Besides concerning on students' score, teacher should consider to the students' self-efficacy as the one of psychological factor that has crucial role in improving students' achievement. Dialogue journal can be used as method in teaching writing that can improve students' writing self-efficacy. Dialogue journal is recommended to the students because students are not worried in producing grammatical

error and there is teacher feedback which motivate student in improving writing skill. It will make them comfortable in writing process. Besides the result of the students' writing self-efficacy is higher than before, it also can be used as rehearsal to improve the students' writing ability.

2. For the Further Researcher

The writer offers the suggestion for other researcher who wants to conduct the study in the same field. Since in this research the researcher used descriptive text for students' writing task and focus on students' writing self-efficacy, the next researcher is suggested to have the writing task in different type of text, such as narrative or recount text. Then, they can apply other variables involving intelligence, self-esteem, linguistic intelligence, and many other.



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