THE EFFECT OF APPLYING DIALOGUE LEARNING LOG STRATEGY ON THE TENTH GRADE STUDENTS' WRITING SKILL AT SMA PANCA BUDI MEDAN

SKRIPSI

Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

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MEDAN
2017

ABSTRACT

Miftahu Rizki Miranti, 1302050239, *The Effect of Applying Dialogue Learning Log Strategy on the Tenth Grade Students' Writing Skill at SMA Panca Budi Medan.* **English Education Program of the FKIP UMSU, Medan.2017.**

This study dealth with the effect of applying dialogue learning log strategy on the tenth grade students' writing skill at SMA Panca Budi Medan. The objective of the study was to investigate the effect of applying dialogue learning log strategy on the tenth grade students' writing skill at SMA Panca Budi Medan. The study applied the experimental research method. The population of this research was the eleventh grade of SMA Panca Budi Medan at academic year 2016/2017. The total number of population and sample were 73 students, consisted of two classes. They are X MIA-1, X MIA-2. The research is divided into two classes for Experimental Class 36 students and for Control Class 37 students. The instrument of collecting data was written test which administrated to the students. The teachis gave the writing test. The essay test was made by the teachis. The data were analyzed by using t-test formula. After analyzing the data, it was found that t-observed (3.7509) which was greater that t-table (1.99) with the level significant $\square$ = 0.05 and the degree of freedom (df) =71. The finding showed that the hypothesis of the study is accepted. It meant that using Dialogue Learning Log strategy was significantly effective to the students' achievement in writing recount text.

Keyword: Dialogue Learning Log, Recount Text

ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah SWT, the most beneficent and the most merciful. Praise to Allah. Firstly, the researchis would like to thanks to Allah the most Almighty who have given his the opportunity in finishing and completing this study. Secondly, peace be upon to the prophet Muhammad SAW, who has brought us from the darkness to the light.

This research is entitled : *"The Effect of Applying Dialogue Learning Log Strategy on the Tenth Grade Students' Writing Skill at SMA Panca Budi Medan"*. In writing this study, there were so many difficulties and problems faced by the researcher and without any helps from the following people, it may impossible for his to finish this thesis. Especially, her lovely great parents, Rianto, S.Pd and Sriwati, S.Pd who always give her more supports, material and their prayer during before and finish her academic year in completing her study in UMSU and the people mention below:

1. Dr. Agussani, M.AP, the rector of University of Muhammadiyah Sumatera Utara.

2. Dr. Elfrianto Nasution, S.Pd., M.Pd, as dean of Faculty of Teacher Training and Education.

3. Mandra Saragih, S.Pd., M.Hum, and Pirman Ginting, S.Pd., M.Hum as Head and Secretary of English Education Program of FKIP-UMSU who had help her in the administrative process in finishing the study.

4. Bambang Panca S, S.Pd, M.Hum, as her supervisor who had given her guidance and valuable suggestions, critics for showing her how to write a scientific writing well and giving her useful knowledge to complete the ideas of study

5. All Lecturers, who had given this valuable in English Teaching during academic year at University of Muhammadiyah Sumatera Utara.

6. Indra Syahputra Nst., TI. The head master of SMA Panca Budi Medan and Nurhasanah Harapan, S. Pdi who giving her the location and time of the research.

7. Her beloved brother, Annas Abdillah who always gives support, motivation and spirit in finishing her study at FKIP UMSU.

8. Her best friends, Ika Nurjana, Meitry Nindi Juwita, Hernita Permata Sari who always gives spirit, support, motivation and care in finishing her thesis.

9. All of her friends in VIII D morning who cared and supported each other in finishing this research.

Medan,   April 2017

The Researcher,

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a process of transferring idea, feeling, and thought into written form by giving more attention to the use of language as correctly. Writing activity has give important contribution to human. Harmer (2007:118) states that writing is an enabling activity where teachers have students write sentences in preparation for some other activity. Beside that, writing is used as a practical tool to help students practice and work with language they have been studying. It means that students can practice their language through writing as the form of written language. In other words, writing can be defined as a way of communication by transforming observation, information, thought, or ideas into written language, so it can be shared with others. Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

In the Curriculum 2013, syllabus of junior and senior high school curriculum requires students to be able to write some kinds of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical a procedure text in the daily context. This curriculum obviously indicates that writing receive bigger attention but it need to be segmented by the teacher into

some indicators of specific learning activities. The Standard of Competencies and Basic Competencies are stated clearly so that the teacher should be able to set up the objectives of teaching writing. Basic Competencies apparently can guide the teachers in deciding what writing activities they have to do in order to realize the basic competencies. Furthermore, This School-Based Curriculum (SBC) require the students to be able to write various types of texts. More importantly, writing activities are directed to writing for communication, not writing for exercise only. It also provides opportunities for teachers to help students to develop their writing.

In fact, students' ability in writing is relatively low. Based on researcher experiences in SMA Panca Budi grade X english, students' ability of such skill was quite low, especially in writing Recount Text. Students often failed in writing because they faced some problems such as they got difficulties to find out ideas and encouraging to learn to think more about the knowledge they have. Therefore, they did not give much attention and enthusiasm on writing especially in writing Recount Text.

In teaching writing especially in recount, the teacher usually teaches the students by explaining the material based on the student worksheet. The teacher seldom uses technique when teaching writing. After explaining the material, the students try to do the task on the worksheet or guidance book. The teacher asks the students to analyze the generic structure of the text and in the end the students make recount text based on their experiences. Of course students get bored with

this teaching learning process. Eventually, the technique is important to explore the students' imagination to make a good composition in writing.

There are many strategies, models and methods in writing recount text, one of them is dialogue learning log. Learning log is diaries or journal kept by students, which are used as tools for problem solving and progression. Learning log are documentary records of students' work process (what they're doing); their accomplishments, ideas, or question. They are record of learning as it occur. As students write in learning logs, they are able to reflect on their learning, determine gaps in their understanding, and explore relationships between what they are learning and prior knowledge (Tompkins, 2002). There are several ways in which students can respond to texts in their learning log, some of which are; "…tell what you have learned, ask questions, decide what you would like to learn next, tell about misconceptions or things you found confusing, list new words you have learned, explain how you feel about this topic, show how today's lesson relates to yesterday's, discuss what you learned from your peers" (Piazza, 2003, p.97).

Based on all reason above, the researcher thinks that dialogue learning log strategy can motive students to write, because dialogue learning log strategy is interested in conducting research entitle: The Effect of applying dialogue learning log strategy on the tenth grade students' writing skill at SMA Panca Budi Medan.

B. The Identification of the Problem

The problem of the study were formulated as follows :

1. The students ability in writing was still low

2. Students got difficulties to find out the ideas what they write.

3. Many students at senior high school found difficulties encouraging to learn to think more about the knowledge they have.

C. The Scope and Limitation of the Study

The scope of the study was about writing skill by using Dialogue learning log. The limitation of the study was Recount text.

D. The Formulation of the Problem

The problem of the study was formulated as follows :

Is there any effect of applying Dialogue learning log strategy on the tenth grade students' writing skill at SMA Panca Budi Medan?

E. The objectives of the Study

The objective of the study was:

to investigate effect of applying Dialogue learning log strategy on the tenth grade students' writing skill at SMA Panca Budi Medan.

F. The Significances of the Study

The findings of this research were expected to be useful theoretically and practically.

1. Theoretically was the result of this study is expected to find out strategy on the tenth grade students' writing skill by dialogue learning log.

2. Practically, this study and result of the study was expected to be meaningful for:

   a. For the teacher, teacher can use the material easier and teacher will have a new strategy to teach writing by using dialogue learning log strategy and teacher can make this strategy to be an interesting strategy in other students easy to understand in learning English writing.

   b. For the students, the students will be easy in increasing their ability in writing and students will know and understand how to writing recount text using dialogue learning log.

   c. For the readers, this study was also useful as a reference and especially to candidate of English teacher.

CHAPTER II

THE REVIEW OF LITERATURE

A. Theoretical Framework

To conducted a research, there some theories was needed to explain some concept and term to be applied in the research. The theoretical elaboration on the concept and terms used was presented in the following part.

1. Writing

Carrol, Wilson, and Forlini (2003: 3) said that "Writing is one of the most powerful communication tolls we will use today and for the rest of our life. We will use it to share our thoughts and ideas with others and even to communicate with ourselves". Writing is a form of manifestation of linguistic competence that is expressed in the form the use of writeen language, other than in the form of oral language. In addition to the use of language activity in the form of speaking and reading, the activity of writing is one of the manisfestation of the use of language as a communication media. The use of English as a foreign language, such as the Indonesian people, will always find that the writing is not easy as speaking, althought both are considered a form of active manisfestation of language (encoding).

Ken Hyland (2002: 7) stated that "Writing is disembodied". It is removed from contextual and the personal experience of the writer becouse meaning can be encoded in text and recovered by anyone with the night decoding skills.

Writing is the fore treated like an object and its rules imposed on passive user. This view of writing I alive and kicking in much teaching of bussiness writing and, indeed is implicit in some notion of learning in westrn education system. Cadric Cullingford (1995: 60) asserted that writing is an instrument to help thought as well as being the final form of that thought. When pupil stars to see that they can write more than one draft and that their first draft does not have to be perfect, they begin to understand two things. First, they understand the utility of writing, that it can help them. Secondly, they realized that even if the final product isn't perfect, they have improved what they are doing by thinking about it.

Harris (1968: 68) stated that "Writing process is a sophisticated skill combining five general components: contents, organization, grammar, vocabulary and mechanics". Heaton (1998: 135) stated that "Writing is the ability to use structure. Writing refers to the skill of using graphic symbols which have to be arranged to certain convention". It means writing is the act of skill in forming graphic symbol and combining a number a of drivers elements. It also one's ability in using grammar to express one's ideas in the form of written communications. In other words it can be said that writing is expressing ideas, feeling and desires through graphic symbol. Daniel J. Moran (2004) stated that "Traditionally, instruction in the proceed of writing and instruction in

grammar and punctuation proceed as two separate activities". Becouse the writing activity is a management nightmare, however, teacher tend to make few writing assignments. When students do write original compositions, teacher ,may cover the papers in jumble of red. Since they generally do not return the correction until many days later, writers may not learn how well they have done until it is too late to matter. In some programs, students learn to use copy editing marks: with the teacher guidance, the edit writing and apply the change in their rewrites. But, even those students do not write or edit their own work themselves nearly often enough those students do not write or edit own work themselves nearly often enough to learn how to writive. Effectively.

1.1. The Process of Writing

According to Joyce Armstrong Carrol, Edward E. Wilson and Gary Forlini (2001: 15) these are the stages of writing process:

a. Prewriting is a freely exploring topics, choosing a topic, and beginning to gather an organinize details before you write.

b. Drafting is getting your ideas down on paper in roughly the format you intend

c. Revising is correcting any major errors and improving the writings form and content

d. Editing and proopfreading is polishing the writing and fixing errors in grammar, spelling and mechanics

e. Publishing and presenting is sharing your writing

1.2. The Rule a Good Writing

Siagian (2008: 11) says that to "write a good writing in that writing must have grammar ang paragraph and accuracy". And Joyce (2001:32) states "if someone wants to write , he should pay these supporting detail, coherence, main idea topic sentence, unity and coherence.to write good writing there are some rules,especially in writing past exprience, they are grammar and paragraph where supporting detail, coherence, main idea topicsentence, unity and coherence, are include in part of pragraph.

1.3. Types of Writing

Joyce (2001:14) states "there are many types of writing". The various types can be group into modes, a word that refers to the central purpose of a piece of writing.

Table 1.3

The Models of Writing

No	Models of Writing
1	Narration
2	Description
3	Persuasion
4	Exposition
5	Research

6	Response to literature
7	Assignment
8	Workplace

Description involves putting into word how something looks or appears or the way something acts. Description focuses on detail, especially details that reveal the essence of what is being described. Often you will be asked to describe something that you are very familiar with (you house, a person close to you, your favorite place) or something very new to you (a painting for an art class, a character in a work of literature, a piece of new machinery used in your field of study).

Writing can also be dividing into two broader categories: reflexive and extensive. Based on the source of inspiration and audience for a piece of writing: when write reflexively what to write, what format to use, and whether to share your writing with other. Reflexive writing such as a journal entry, a personal essay, or a list is writing you do for yourself. Extensive writing which focuses on topic outside of your imigation and experience is writing that you do for other. Based on the explanation above writing past Exprience is including in reflexive writing.

2. Recount Text

According to Hyland (2004: 29), recount text is a kind of genre that has socialfunction to retell event for the purpose of informing of entertaining. The

tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. We can look at the simple of recount in personal letters,police report, insurance claims, and incident reports.

2.1. Generic Concepts of Recount

There are three generic structure of recount. They are :

a. Orientation : Provides the setting and produces participants. It provides information about "who", "where",and when".

b. Recod of Events : tell what happend, presented event in temporal sequence. It is usually recounted in chronological order. Personal comments and/or evaluative remarks, which are interspersed through out the record of events.

c. Re-Orientation-Optinal-Closure of events. It is rounds off the sequence of events

2.2. Grammatical Features of Recount

The common grammatical features of recount text are:

a. Use of nouns and pronouns to identify people, animals, things involved

b. Use of actions verbs to refer to evengts

c. Use of past tense to locate events in relation to speaker's or writer's time

d. Use of conjunctions and time connectives to sequence of events

e. Use of adverb and adverbial phrase to indicate place and time

f. Use of adjective to describe nouns.

2.3. Types of Recount

There are types of recount:

a. Personal recount: retelling of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

b. Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).

c. Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

Here the example of recount text:

2.4. Example Recount Text

My Holiday

Orientation - On Friday we went to the Blue Mountains. We stayed at David and Della's house. It has a big garden with lots of colourful flowers and a tennis court.

Event - On Saturday we saw the three Sisters and went on the scenic Railway. It was scary. The, Mummy and I went shopping with Della. We went to some antique shops and I tried on some old hats.

Reorientation – In the afternoon we went home.

3. Dialogue Learning Log Strategy

A learning log is a journal designed to develop reflection and self monitoring. It can be used students to give them some personal control over their own learning. In learning logs, students communicate how and what they have understood about a concept or unit of study. They record data and reflect on what they have learned. What they still have questions about, whether they found the material easy or hard, what part they enjoyed the most, what frustrated them, how the information connects to other areas, and what questions they still have. Writing a journal or learning log helps to reflect on what you've learnt and what you're trying to achieve. It encourages to think about topics covered in class, take a position on issues and think critically.

As students write in learning logs, they are able to reflect on their learning and prior knowledge (Tompkins, 2002). There are several ways in which students can respond to texts in their learning log, some of which are; "….tell what you have learned, ask question, decide what you would like to learn next, tell about misconceptions or things you found confusing, list new words you have learned, explain how you feel about this topic, show how today's lesson relates to yesterday's, discuss what you learned from your peers" (Piazza, 2003,p.97).

3.1. Theory and Models of Dialogue Learning log

Moon (2006) claimed that there are many different terms used in defining "learning journal." They may be called "diaries", but not the type of diary that notes dates for events, though they might do this as well. They may be

called "logs" or learning logs," however they are not logs only in the sense of recording. She added that scholars use journal logs, dialectical notebooks, and work book to describe reflective writing. Students typically are asked by their instructors to record learning-related incidents, sometimes during the learning process but more often just after they occur.

Porter, Goldstein, Leatherman & Conrad (1990) suggested four kinds of journals that are commonly used in initial teacher preparation: dialogue journal, response journal, teaching journal, and collaborative/interactive group journals. Dialogue journals include teachers and students writing exchanging their writing in mutual response, and are found to carry benefits like promoting autonomous learning, enhancing confidence, and helping students connect course content and teaching.

Anderson (1993) added that journal writing can improve students' writing, enhance critical thinking, and encourage observational and creative skills. It helps students develop their writing skills as they are encouraged to experience writing that may be highly personal, and relatively unstructured. As with structure, students were given great freedom in their choice of what content they thought most appropriate.

3.2. Procedure of Dialogue Learning Log Strategy

Learning logs were found to serve as a valuable means of helping learners connect theory with familiar working practice and also enabled them to reflect on their own personal development over time. Learning logs are documentary

records of learners' work process (what they're doing), their accomplishments, ideas, or question. They are a record of learning as it occurs. Teachers can use logs to determine what students are learning, where they are struggling, and how they need help. Learning logs can be prompted by questions about course content, assignments, exams, students' own ideas or students' thought processes about what happened in a particular class period. Journal and learning logs are then submitted to the instructor for feedback. Both paper-based and online journals or logs can be turned in before or after each class period or at any other designated time.

(Loughran, 1996) They are designed to encourage student-teachers to document their thinking about learning and teaching. It is anticipated that by writing about experiences, actions and events, they will reflect on and learn from those episodes.

At the start of the course, students were told that they were expected to keep a journal of their learning experiences through this class. The journal was to have entries written weekly, and to include reflections on each of the class, some commentary on and critique of at least two articles they read each week (one per teacher), and reflections on how their understanding of the subject of the course changed through taking the class. Students were also given guidelines about what the learning journal shoud include and how they might set about writing it. They were expected to write journal entries after each teacher or at least each week, in a style and format of their choice, and the journals would noy be looked at or collected in before the end of the course.

During dialogue learning log, a student's writing style for journals and logs can be informal and sometimes inappropriate. However, to help students learn more about a particular subject or content, teacher can require students to write more formal entries using correct terminology, facts, and connections to course content. Although they were provided with guidelines, students were deliberately given considerable freedom in deciding how they would go about writing their learning journal, with discretion over issues such as precise content and format, style, and approach. As with structure, students were given great freedom in their choice of what content they most appropriate. Common ingredients in many students' entries on particular class/theme were what they found interesting (or not) about it, what was new within it, what thoughts it triggered in their minds both at the time (during the class) and subsequently (after the class).

One of the most useful ingredients of many journals, to both the student and teacher, was feedback on the class. Students were instructed not to simply summarise the class, but rather to record their reactions to it. What was interesting, what was new, how it built on other classes, how well they understood the material, what thoughts it prompted in their minds. Learning new knowledge and applying it within a skills context usually takes time, effort and perseverance. A Learning Log will help the student to become more aware of how their learn, what learning tasks they enjoy (and don't enjoy) and of their emotional and cognitive (thought) processes.

At first it may seem difficult to start to critically reflect upon their own learning. Over time though they will find that it becomes easier. The more often that they practice the skill of self reflection then the easier it will become. They can use their Learning Log to record classes they went on, books they have read, discussions they have had, Internet sites they have looked at, television programmes they have watched. At the end of the day their log should become something that is directly relevant to them and their learning.

3.3. Advantages and Disavantages Of Dialogue Learning Log

a. Advantages

The dialogue learning log literature often claims the following advantages:

1) Be motivated, know what they are trying to achieve and why

2) Be pro-active in extending their understanding of new topics and subjects

3) Use their existing knowledge to help them to develop their understanding of new ideas

4) Understand new concepts by relating them to their previous experiences

5) Understand that additional research and reading widely will improve their understanding

6) Develop their learning and thinking by building on the critical evaluation of their previous learning experiences

7) Be self-aware, able to identify, explain and address their own strengths and weaknesses

8) Develops problem solving and creative skill

9) Bring out improvement in students' writing skill

10) Helping students to improve their writing by focusing on processes rather than on products, emphasing expressive and personal aspects, and serving as a record of though.

11) Helping to build trust between teacher and learner

b. **Disadvantages**

1) A recurrent theme in many journal entries was difficulty, which reflected a range of factors

2) A small number of students felt that the word limit defined for the learning log or journal which constrained what they could try to do

3) Many students expressed uncertainty over whether their journal had been properly done and met the requirements

4) Some students may be unwilling to honestly disclose their real perspective

5) Clear guidelines needed

4. **Traditional Method**

The traditional method (old concept) emphasizes the importance of mastering the lesson material. The traditional method generally is the learning center teachers, and placing students as objects in the study. So, here the teachers act as versatile and as a learning resource. Traditional learning system has a

characteristic that the learning management is determined by the teacher. The role of studnets only perform activities in accordance with the instructions of teachers. The traditional method is more focused effort or spend the subject matter, so that the traditional method is more oriented on the text subject matter. Teacher tend to deliver any material, problems understanding or the reception quality of the material the studnets get less attention seriously.

The lecture method is the traditional method, because it had always been used as a means of verbal communication between teachers and students in the learning process. According to Nana Sudjana (2000) states that lecture method is the narrative lecture lesson material orally. This method is not always bad when its use is well prepared, supported by tools and media.

From the passage above, it can be conclude that conventional or traditional method is teaching technique in which the teacher become the controller or teacher centered approach and the students just respond what the teacher ask and they study in silent way.

4.1 The Advantages of Traditional Method

As Chuda states, the very last thing the teacher does during the lesson is that "he sums up the topic and sets assignments for the next lesson". We can see that the studnets always know what follows. First, the previous lesson's subject matter is revised either collectively or by one students, who is examined, or possibly in a test that all the students take. The second component is the new subject matter: the teacher's explanation of it, followed by exercises, mostly

translations as practice. The last component is revision and the assignment homework.

So in traditional method the students just listen the explanation of the teachers about the subject. When teachers explain about the subject, the teachers using national language, so the studnets not using their language like mother tongue language is not use. It means that the students can know of the using of national languages.

4.2 The Disadvantages of Traditional Method

Traditional methodology, however, also appears to have some disadvantages. According Tyler (2008) there is not enough attention paid to teaching the basic skills, reading and writing, sepaking and listening. As mentioned above, "reading" in a foreign language seems to have more to do with deciphering than with reading in one's mother tongue. The student tries to understand every single word and its grammatical form, because he believes it is essential for understanding the text.

So the weakness in traditional method the learnng process is not interractive because the students just listen the explanation of the teachers. The student must pay more attention if they want to understand about the subject. It means the studnets not more active in learning process.

Based on the explanation above it can be concluded that the traditional method generally is the learning center teachers, and placing students as objects in the study. So, here the teachers act as versatile and as a learning resource. Traditional

learning system has a characteristic that the learning management is determined by the teacher. The role of students only perform activities in accordance with the instructions of teachers. The traditional method is more focused effort or spend the subject matter, so that the traditional method is more oriented on the text subject matter. Teachers tend to deliver any material the students get less attention seriously. The lecture method is the traditional method, because it has always been used as a means of verbal communication between teachers and students in the learning process.

B. The Previous Related Study

There were some research had been conducted related this study. The first research, Guntur Sopyan (2016: 47) conducted a research entitled "The Effect of Applying Dialogue Journal Writing on The Students' Achievement in Recount Text". The study aims to find the result of the effect of applying dialogue journal writing on the students' schievement in recount text. The result of this study was $t_{obs} > t_{table}$ (p=0,05) df = 75, or 3,9406 > 1.66. It meant that there was significant effect toward the students' achievement in writing recount text.

The second research was in journal of Guvenc (2010) vol.6 No. 5 entitled: *The Effect of Using Learning Journals on Developing self Regulated Learning and Reflective Thinking among Pre-Service Teacher in Jordan.* The study to investigate the effects of cooperative learning and learning journals on teacher candidate students' self regulated learning. Eighty-four university students (52 girls and 32 boys) participated in this research. A quasi pre-test/post-test

experimental design with control group was utilized. Both groups were taught by cooperative learning. The experimental group wrote their reflection in learning journals. The research has concluded that there is a difference between the experimental and control groups in favor of the students of the experimental group who have been affected more positively on self efficacy for learning and performance, elaboration, organization, critical thinking, and meta-cognitive control strategy dimensions of self-regulated learning.

So, the differences among previous research above with this research was in this research, the researcher just focused on the effect of applying dialogue learning log strategy on the tenth grade students' writing skill.

C. Conceptual Framework

Writing is a process of transfering ideas into symbols suchas letters, words, phrases, sentences and paragraph. Involving certain rules of grammar, spelling, and other elements in the language. Writing is very crucial human's life. People write through out their life. A researcher should be using Dialogue learning Log in teaching writing.

This research focused on the effect of applying Dialogue learning log in writing skill. Dialogue learning log is personal records of students' learning experiences which are used as tools for problem solving and progression.

The goal of writing is to focus subjectively on personal experience, reactions, and reflections, so the students should be able to record of learning as it occur. So, that was why this study using Dialogue learning log strategy in

writing skill because by using Dialogue learning log the students would be easy to express their ideas or thoughts in writing.

D. Hypothesis

The hypothesis of the study was as follow :

Ha : there is significant effect of applying dialogue learning log strategy on the tenth grade students' writing skill.

CHAPTER III

METHODE OF RESEARCH

A. Location and Time of the Research

This research was conducted at X grade of SMP Panca Budi Medan, which was located on Jl. Gatot Subroto km 4,5 Medan at Academic Year 2016/2017. The reason of choosing this school because the researcher had never been conducted there.

B. Population and Sample

The population of this research was the tenth grade student year of academic 2016/2017 of SMA Panca Budi Medan which consist 2 classes. There are two classes for the sample of this research.

Based Arikunto (2006; 131) says that "if the population of the research are less than 100, it is better to include all of them as the sample". However, if they are more than 100 they are taken out 10-15% and 20-25%. Because the population is less than 100, so the researcher took all population as the sample of the research. The total number of the students are:

Table 3.1

Population and Sample In SMA Panca Budi Medan

No	Class	Population	Sample
1	X MIA 1	36	36
2	X MIA 2	37	37
Total		**73**	**73**

C. Research Design

The research design was applied by using experimental quantitative design to investigate the effect of applying dialogue learning log strategy in writing skill. There were two groups of students namely the control group and experimental group. The control group was taught by using traditional method and the experimental group using Dialogue Learning Log Strategy. The design of this research can be seen as follows:

Table 3.2

Research Design

Group	Pre Test	Treatment	Post Test
Experimental	√	√	√
Control	√	-	√

X   : The experimental group, where the sample was taught by using Dialogue Learning Log.

Y   : The control group, where the sample was taught without using Traditional method.

D. Research Procedure

This part was defined into three steeps, namely pre-test, treatment, and post-test.

1. Pre-test

Pre-test was the test which was give before treatment process began. The test was aim to find out the students writing skill before having

treatment. The pre-test was given to the groups and their works was score. The result of the pre-test was consider as the preliminary data.

2. **Treatment**

The treatment was given to the experimental group. In experimental group, the students was taught by Dialogue Learning Log. In control group was not treatment for control group the students was taught without free writing model but use conventional model.

Table 3.3

Procedure of Research In Experimental Group

No	Teachers' Activity	Students' Activity
1.	The teacher give pre-test, the teacher ask to write recount text with relevant object.	The students will do the test, the students write Recount text and choose one of the topics.
2.	The teacher give treatment : 1. The teacher explained what is the Recount text 2. The teacher explained Generic Structure from Recount text 3. The teacher explained Recount text using Dialogue Learning Log model 4. The teacher give an example Recount text.	The students listen and give attention. The teacher watch, give attention and comprehend to teacher explain.
3.	The teacher gave post-test. Teacher ask the students about generic structure from Recount text	The students do the test, the students will write Recount text based on topic.
4.	The teacher collect the students answer sheet.	The students collected their answer sheet.

Table 3.4

Procedure of Research In Control Group

No	Teachers' Activity	Students' Activity
1.	The teacher give pre-test, the teacher ask to define recount text	The students' do the test, the students write define Recount text
2.	The teacher give pre-test, teacher ask to the students to write recount text based on topic, the teacher and the students were discussed the example	The students do the test, students write Recount text based on topic.
3.	The teacher collect the students' answer sheet.	The students collect their answer sheet.

   3. **Post-test**

   The post-test was administrate after the treatment. The post-test was conduct to measure the competence of the students, then find out the difference in mean score of both experimental group and control group. It also use to find out the students ability in writing after the treatment.

E. The Instrument of the Research

   The instrument for collecting the data of this research is written test. In this, students are write a recount text based on topic given. The test will be using as the instrument of the research. The test is give a score which is focus to testing the students ability in writing.

F. Technique of Collecting Data

   In collecting the data, some steps are applied as follows:

1. Giving the same pre-test to both of the groups.

2. Applying the treatment by using Dialogue Learning Log strategy to the experimental group and traditional strategy will be give to the control group.

3. Giving post-test with the same test to both of the groups.

To know the students' ability in writing there were some scoring the test. According to brown & bailey (2003 : 243-245) states that there were five scoring components scales namely :

A. content	27-30	Excellent to very Good : knowledge, substantive development of thesis, relevant to assigned topic
	22-26	Good to Average : some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	17-21	Adequate to fair : Development of ideas not complete or essay is somewhat off the topic; paragraphs aren't divided exactly right.
	13-16	Unacceptable-not : Ideas incomplete essay does not reflect careful thinking or was hurriedly written; inadequate effort in area of content.
B. Organization	20-18	Excellent to Good : Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expression used; arrangement of material shows plan (could be outlined by reader); supporting evidence given for generalizations; conclusion logical and complete.
	17-15	Good to Adequate : Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking some ideas aren't fully developed; sequence is logical but transition expressions may be absent or misused.
	14-12	Adequate to fair : Mediocre or scant introduction or conclusion; problems with the order of ideas in body; the

		generalizations may not be fully supported by the evidence given; problem of organization interfere.
	9-7	Unacceptable-not : Shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization.
C. Vocabulary	20-18	Excellent to Good : Precise vocabulary usage; use of parallel structures; concise; register good.
	17-15	Good to Adequate : Attempts variety; good vocabulary; not wordy; register OK; style fairly concise.
	14-12	Adequate to fair : Some vocabulary misused; lacks awareness of register; may be too wordy.
	11-6	Unacceptable-not : Poor expression of ideas; problems in vocabulary; lacks variety of structure.
D. Language use	22-25	Excellent to Good : Native-like fluency in English grammar; correct use of relative clauses, preposition, modal, articles, verb forms, and tense sequencing; no fragments or run-on sentences.
	18-21	Good to Adequate : Advanced proficiency in English grammar; some grammar problem don't influence communication, although the reader is aware of them; no fragments or run-on sentences.
	11-17	Adequate to fair : Ideas are getting through to the reader, but grammar, problems are apparent and have a negative effect on communication; run-on sentences or fragments present.
	5-10	Unacceptable-not : Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences.
	5	Excellent to Good : Correct use of English writing convention; left and right margins, all needed capitals, paragraphs indented, punctuation and spelling; very neat.

	4	Good to Adequate : Some problems with writing convention or punctuation; occasional spelling errors; left margin correct; paper is neat and legible.
E. Mechanic	3	Adequate to fair : Uses general writing conversations but has errors spelling problems distract reader; punctuation errors interfere with ideas.
	2	Unacceptable-not : Serious problems with format of paper; part of essay not legible; error in sentences punctuation; unacceptable to educated readers.

Based on these indicators, then the students ability in writing their daily activity using chronological order is classified in quantitative and qualitative systems. The scales were as follows :

Table 3.5
Skill in Qualitative and Quantitative form

Qualitative form	Quantitative form
Excellent to Good	90 – 100
Good to Adequate	70 – 89
Adequate to fair	30 – 69
Unacceptable-not	0 – 29

G. Technique of Analyzing Data

Arikunto (2010: 354) said, "the t-test is probably the most widely used in statistical test for the comparison of two means".

In this research, descriptive quantitative technique will be applied to Analyze the data, and the steps were :

a. Read the students' answer.

b. Giving score in two score table, first for the experimental group scores and second for the control group scores.

c. Listing score in two score table, first for the experimental group as X variable and second for the control group scores Y variable.

d. Measuring the deviation standard of variable X and Y by using the following :

$$M_X = \Sigma \frac{X}{N_1} \qquad \text{For variable x and}$$

$$M_Y = \Sigma \frac{X}{N_2} \qquad \text{For variable y}$$

e. Measuring the correlation between both variable by the formula :

$$DS_X = \sqrt{\frac{\Sigma X^2}{N_1}}$$

$$DS_Y = \sqrt{\frac{\Sigma X^2}{N_2}}$$

$$ESm_X = \frac{DSx}{\sqrt{N_{1-1}}}$$

$$ESm_X = \frac{DSx}{\sqrt{N_{2-1}}}$$

f. Finding out the error standard deviation between M_1 and M_2 by using the following formula :

$$ESm_1 - m_2 = \sqrt{ESm_1^2 + ESm_2^2}$$

g. Testing the hypothesis by applied T-test

$$T_o = \frac{M1-M2}{ESm1-M2}$$

Where :

Mx = Mean of the experimental group

My = Mean of the mean group

DSx = Deviation Standard of the experimental group

DSy = Deviation Standard of the control group

ESmx = Error standard mean of experimental group

ESmy = Error standard mean of control group

ESmx – Esmy = Error standard mean of experimental group - Error standard mean of control group

T_o = observation t

X = Experimental group

Y = Control group

CHAPTER IV

DATA AND ANALYSIS

A.   The Data Collection

The data of the research from the students' skill in writing recount text by dialogue learning log writing in experimental group and using conventional method in control group. The table shows of experimental and control group.

Table 4.1
The score of pre-test of experimental group

No	Initial	Indicators					Pre-test
		Cont	Org	Voc	Lu	Mech	
1	APS	18	10	10	13	3	54
2	AM	20	13	12	12	3	60
3	AAI	19	12	13	13	3	60
4	AN	17	14	15	14	3	63
5	ANA	20	10	18	10	3	61
6	AAP	15	12	12	10	2	51
7	BDS	18	10	10	10	2	50
8	CAS	16	10	10	11	3	50
9	CBR	15	13	13	11	3	55
10	DAA	17	10	11	10	2	50
11	DKN	18	12	10	10	3	53
12	DF	20	12	10	10	3	55
13	DS	18	14	13	14	3	62
14	FDY	20	17	10	14	3	59
15	KK	17	12	10	10	3	52
16	MAF	18	12	15	15	3	63
17	MAR	18	9	10	10	3	50
18	MIW	18	10	10	10	2	50
19	MKI	20	13	14	14	3	64
20	MAH	20	14	12	14	3	63
21	NA	18	13	14	15	3	63
22	NR	15	10	10	10	2	47
23	RMS	16	10	10	10	2	48
24	OPR	18	12	10	10	3	53
25	RHA	17	14	14	12	3	60
26	SA	15	10	15	14	4	58

No	Initial	Cont	Org	Voc	Lu	Mech	Pre-test
27	SAK	17	12	12	14	3	58
28	SA	17	10	12	15	3	56
29	SF	20	15	12	10	3	60
30	SM	18	15	14	15	3	65
31	TMH	18	10	10	10	2	50
32	TQR	18	12	10	11	3	54
33	WR	18	10	10	10	3	51
34	ZA	15	10	10	10	2	47
35	SDW	16	11	12	12	2	53
36	YMP	17	12	13	10	3	55
Total							**2003**

From the table above, it was known that the lowest score of experimental group was 47 and the highest score was 65. The total score of pre-test of each student obtained from the sum of the content, organization, vocabulary, language use and mechanic score. And the score of pre-test of control group can be seen in table 4.2

Table 4.2
The score of pre-test of control group

No	Initial	Indicators					Pre-test
		Cont	Org	Voc	Lu	Mech	
1	AK	19	12	15	15	4	65
2	AZM	20	15	15	15	3	68
3	AH	18	10	10	11	3	52
4	AA	20	15	15	15	4	69
5	AN	15	10	10	10	3	48
6	ADD	20	12	12	12	4	60
7	AJH	18	10	12	12	3	65
8	AD	16	12	11	12	3	54
9	BAP	13	7	10	8	2	40
10	CEN	20	15	15	9	3	62
11	DP	16	12	12	10	3	53
12	DA	15	10	11	12	2	50
13	ERP	18	14	12	14	3	61
14	EA	20	15	10	10	3	58
15	FAH	15	10	12	12	3	52
16	FMD	18	10	15	10	3	56

No	Initial						
17	GNZ	15	10	10	10	2	47
18	IAM	15	12	12	12	4	55
19	KWA	18	12	12	15	3	60
20	MBA	15	14	12	10	3	54
21	MRA	20	16	15	15	4	70
22	MRM	17	14	12	12	3	58
23	MSL	24	15	15	15	4	73
24	NP	13	10	10	9	2	44
25	PIP	15	10	10	12	3	50
26	RS	20	15	12	10	3	60
27	RP	19	10	12	12	4	57
28	SEP	22	14	12	10	3	61
29	SA	24	15	12	15	4	70
30	SYL	20	10	12	15	3	60
31	TS	20	15	12	11	3	61
32	TS	19	13	12	15	3	62
33	VYT	18	10	10	10	3	51
34	VKS	15	9	10	10	3	47
35	WI	20	12	10	15	4	61
36	WY	15	9	11	12	3	50
37	ZP	15	10	12	11	3	51
Total							**2115**

From the table above, it was known that the lowest score of control group was 40 and the highest score was 73. The total score of pre-test of each student obtained from content, organization, vocabulary, language use and mechanic score

Table 4.3
The score of post-test of experimental group

No	Initial	Indicators					Post-test
		Cont	Org	Voc	Lu	Mech	
1	APS	24	16	17	17	4	78
2	AM	25	16	17	18	4	80
3	AAI	26	17	18	18	3	82
4	AN	26	18	18	18	4	84
5	ANA	27	18	16	17	4	82
6	AAP	24	18	15	16	4	77

7	**BDS**	24	18	17	18	3	80
8	**CAS**	25	15	17	17	4	78
9	**CBR**	24	16	15	16	4	75
10	**DAA**	26	18	18	18	4	84
11	**DKN**	28	16	18	18	4	84
12	**DF**	25	16	18	18	4	81
13	**DS**	25	16	17	18	4	80
14	**FDY**	24	16	17	16	3	76
15	**KK**	24	16	16	16	4	76
16	**MAF**	25	17	18	18	4	82
17	**MAR**	25	18	16	18	3	80
18	**MIW**	27	18	18	17	4	84
19	**MKI**	26	18	17	17	3	81
20	**MAH**	28	17	18	18	4	85
21	**NA**	24	16	16	17	4	77
22	**NR**	22	18	18	16	3	78
23	**RMS**	26	17	18	18	4	83
24	**OPR**	23	16	17	18	4	78
25	**RHA**	24	16	18	16	3	77
26	**SA**	25	18	18	16	4	81
27	**SAK**	25	16	17	18	3	79
28	**SA**	23	17	17	16	3	76
29	**SF**	24	18	18	16	4	80
30	**SM**	26	18	18	18	4	84
31	**TMH**	26	17	18	16	3	80
32	**TQR**	25	18	16	18	4	81
33	**WR**	27	17	17	16	3	80
34	**ZA**	24	16	17	18	3	78
35	**SDW**	26	18	18	17	4	83
36	**YMP**	25	16	18	18	4	81
Total							**2885**

From the table above, it was known that the lowest score of experimental group was 76 and the highest score was 85. The total score of pre-test of each student obtained from the sum of the content, organization, vocabulary, language use and mechanic score. The score of post-test of control group can be seen in table 4.4

Table 4.4
The score of post-test of control group

No	Initial	Indicators					Post-test
		Cont	Org	Voc	Lu	Mech	
1	AK	21	18	18	17	4	76
2	AZM	20	17	18	16	4	75
3	AH	20	12	12	14	3	62
4	AA	19	18	18	18	4	77
5	AN	19	14	14	13	3	63
6	ADD	19	14	14	12	4	63
7	AJH	20	16	15	14	3	75
8	AD	18	13	12	12	3	58
9	BAP	18	12	13	14	3	60
10	CEN	20	15	15	14	3	68
11	DP	17	13	14	13	3	60
12	DA	18	12	14	14	2	60
13	ERP	20	16	15	15	3	69
14	EA	20	15	15	14	3	68
15	FAH	20	15	16	14	3	68
16	FMD	18	12	15	12	3	60
17	GNZ	16	15	15	11	2	60
18	IAM	20	13	12	14	4	63
19	KWA	22	15	15	15	3	70
20	MBA	18	14	15	15	3	64
21	MRA	20	18	18	18	4	78
22	MRM	18	14	15	14	3	64
23	MSL	22	17	17	17	4	77
24	NP	18	15	15	14	3	65
25	PIP	19	14	15	14	3	65
26	RS	22	15	18	15	4	73
27	RP	19	15	17	16	3	68
28	SEP	22	14	16	14	3	69
29	SA	24	16	16	16	4	76
30	SYL	20	14	14	15	3	66
31	TS	20	15	16	15	3	69
32	TS	19	14	15	15	3	66
33	VYT	19	14	18	15	3	69
34	VKS	18	12	13	12	3	60
35	WI	22	15	15	15	4	71
36	WY	19	12	14	14	3	62
37	ZP	22	14	14	14	3	67
Total							2484

From the table above, it was known that the lowest score of control group was 60 and the highest score was 78. The total score of pre-test of each student obtained from the sum of the content, organization, vocabulary, language use and mechanic score.

B. Data analysis

1. The Effect of Dialogue Learning log

After the data collected, it was continue in analyzing the data in order to know the differences score of pre-test and post-test of experimental group.

Table 4.5
The differences score of pre-test and post-test of the Experimental Class

No	Initial	Pre-test (X1)	Post-test (X2)	X (X2-X1)
1	APS	54	78	24
2	AM	60	80	20
3	AAI	60	82	22
4	AN	63	84	21
5	ANA	61	82	21
6	AAP	51	77	26
7	BDS	50	80	30
8	CAS	50	78	28
9	CBR	55	75	20
10	DAA	50	84	34
11	DKN	53	84	31
12	DF	55	81	26
13	DS	62	80	20
14	FDY	59	76	17
15	KK	52	76	24
16	MAF	63	82	19
17	MAR	50	80	30
18	MIW	50	84	34
19	MKI	64	81	17
20	MAH	63	85	22
21	NA	63	77	14
22	NR	47	78	31
23	RMS	48	83	35
24	OPR	53	78	25

No	Initial			
25	RHA	60	77	17
26	SA	58	81	23
27	SAK	58	79	21
28	SA	56	76	20
29	SF	60	80	20
30	SM	65	84	19
31	TMH	50	80	30
32	TQR	54	81	27
33	WR	51	80	29
34	ZA	47	78	31
35	SDW	53	83	30
36	YMP	55	81	26
	Total	**2453**	**2885**	**884**

Based on the table above, the mean score of experimental class was calculated as follows:

$$M_x = \frac{\sum X}{N} = \frac{884}{36} = 24.55$$

The Mean score of Experimental Class = 24.55

Which :

M_x : The mean scores of Experimental Class

$\sum x$: The scores of $X_2 - X_1$

N   : Sample of Experimental Group

Table 4.6
The differences score of pre-test and post-test of the Control Class

No	Initial	Pre-test (Y1)	Post-test (Y2)	Y (Y2-Y1)
1	AK	65	76	11
2	AZM	68	75	7
3	AH	52	62	10
4	AA	69	77	8
5	AN	48	63	15
6	ADD	60	63	3

7	AJH	65	75	10
8	AD	54	58	4
9	BAP	40	60	20
10	CEN	62	68	8
11	DP	53	60	7
12	DA	50	60	10
13	ERP	61	69	8
14	EA	58	68	10
15	FAH	52	68	14
16	FMD	56	60	4
17	GNZ	47	60	13
18	IAM	55	63	8
19	KWA	60	70	10
20	MBA	54	64	10
21	MRA	70	78	8
22	MRM	58	64	6
23	MSL	73	77	4
24	NP	44	65	21
25	PIP	50	65	15
26	RS	60	73	13
27	RP	57	68	11
28	SEP	61	69	8
29	SA	70	76	6
30	SYL	60	66	6
31	TS	61	69	8
32	TS	62	66	4
33	VYT	51	69	18
34	VKS	47	60	13
35	WI	61	71	10
36	WY	50	62	12
37	ZP	51	67	16
	Total	**2115**	**2484**	**377**

Based on the table above, the mean score of control class was calculated as follows:

$$M_y = \frac{\Sigma y}{N2} = \frac{377}{37} = 10.18$$

The Mean score of Control Class = 10.18

Which :

M_y : The mean scores of Control Class

Σy : The scores of $X_2 - X_1$

N : Sample of Control Group

Table 4.7
The calculating of Mean and Deviation Standard in Experimental Class

No	X	X =(X-M$_x$)	(X-M$_x$)^2
1	24	-0.55	0.3025
2	20	-4.55	20.7025
3	22	-2.55	6.5025
4	21	-3.55	12.6025
5	21	-3.55	12.6025
6	26	1.45	2.1025
7	30	5.45	29.7025
8	28	3.45	11.9025
9	20	-4.55	20.7025
10	34	9.45	89.3025
11	31	6.45	41.6025
12	26	1.45	2.1025
13	20	-4.55	20.7025
14	17	-7.55	57.0025
15	24	-0.55	0.3025
16	19	-5.55	30.8025
17	30	5.45	29.7025
18	34	9.45	89.3025
19	17	-7.55	57.0025
20	22	-2.55	6.5025
21	14	-10.55	111.3025
22	31	6.45	41.6025
23	35	10.45	109.2025
24	25	0.45	0.2025
25	17	-7.55	57.0025
26	23	-1.55	2.4025
27	21	-3.55	12.6025
28	20	-4.55	20.7025
29	20	-4.55	20.7025

No	Y	Y =(Y-M_y)	(Y-M_y)²
30	19	-5.55	30.8025
31	30	5.45	29.7025
32	27	2.45	6.0025
33	29	4.45	19.8025
34	31	6.45	41.6025
35	30	5.45	29.7025
36	26	1.45	2.1025
SUM	884	0.2	1.076.89

Table 4.8
The calculating of Mean and Deviation Standard in Control Class

No	Y	Y =(Y-M_y)	(Y-M_y)²
1	11	0.82	0.6724
2	7	-3.18	10.1124
3	10	-0.18	0.0324
4	8	-2.18	4.7524
5	15	4.82	23.2324
6	3	-7.18	51.5524
7	10	-0.18	0.0324
8	4	-6.18	38.1924
9	20	9.82	96.4324
10	8	-2.18	4.7524
11	7	-3.18	10.1124
12	10	-0.18	0.0324
13	8	-2.18	4.7524
14	10	-0.18	0.0324
15	14	3.82	14.5924
16	4	-6.18	38.1924
17	13	2.82	7.9524
18	8	-2.82	7.9524
19	10	-0.18	0.0324
20	10	-0.18	0.0324
21	8	-2.18	7.9524
22	6	-4.18	17.4724
23	4	-6.18	38.1924
24	21	10.82	117.0724
25	15	4.82	23.2324
26	13	2.82	7.9524
27	11	0.82	0.6724
28	8	-2.82	7.9524
29	6	-4.18	17.4724
30	6	-4.18	17.4724
31	8	-2.82	7.9524
32	4	-6.18	38.1924

33	18	7.82	61.1524
34	13	2.82	7.9524
35	10	-0.18	0.0324
36	12	1.82	3.3124
37	16	5.82	33.8724
SUM	377	-9.22	721.3588

Based on the tables the calculation of tables above, the following formula t-test was implemented to find out the critical value of both classes as the basis to test the hypothesis of this research.

Measuring the deviation standard of variable by using the following formula :

1. DS Variable X

$$DS_x \text{ Or } DS_1 \qquad = \sqrt{\frac{\sum x^2}{N}}$$

$$= \sqrt{\frac{\sum 884^2}{36}}$$

$$= \sqrt{\frac{781456}{36}}$$

$$= \sqrt{21707.1}$$

$$= 147$$

2. DS Variable Y

$$DSy \text{ Or } DS_2 \qquad = \sqrt{\frac{\sum y^2}{N}}$$

$$= \sqrt{\frac{\sum 377^2}{37}}$$

$$= \sqrt{\frac{142129}{37}}$$

$$= \sqrt{3841}$$

$$= 61$$

The calculating above showed the following facts:

DS_x Or DS_1 $\qquad$ = 147

DSy Or DS_2 $\qquad$ = 61

N_1 $\qquad$ = 36

N_2 $\qquad$ = 37

Σ^x $\qquad$ = 884

Σ^y $\qquad$ = 377

Measuring the mean of error standard between both variable. Therefore, the following formula was implemented :

$$ESm_1 \qquad = \sqrt{\frac{SDx}{\sqrt{N1-1}}}$$

$$= \sqrt{\frac{147}{\sqrt{36-1}}}$$

$$= \sqrt{\frac{147}{\sqrt{35}}}$$

$$= \sqrt{\frac{147}{5.916}}$$

$$= \sqrt{24.8478}$$

$$= 4.984$$

$$ESm_2 \qquad = \sqrt{\frac{SDy}{\sqrt{N2-1}}}$$

$$= \sqrt{\frac{61}{\sqrt{37-1}}}$$

$$= \sqrt{\frac{61}{\sqrt{36}}}$$

$$= \sqrt{\frac{61}{6}}$$

$$= \sqrt{10.1666}$$

$$= 3.188$$

Next, the following formula to find out the differences of the error standard od deviation between $M_x$orM_1 and $M_y$orM_2

$$ESm_1 \text{-} m_2 \qquad = \sqrt{S\,E\,m_1^2 - S\,E\,m_2^2}$$

$$= \sqrt{4.984^2 - 3.188^2}$$

$$= \sqrt{24.8402 - 10.1633}$$

$$= \sqrt{14.6769}$$

$$= 3.831$$

The result above then was applied to test the hypothesis :

$$T_o = \frac{M1 - M2}{SEm1 - M2}$$

$$= \frac{24.55 - 10.18}{3.831}$$

$$= 3.7509$$

C.   Testing Hypothesis

After the data above were calculated by using t-test formula, it was found the result that observed was 3.7509. Then after seeking the table of distribution of t-observed as the basic of counting critical in certain of degree of freedom (df), the calcution showed that df were 71 ($N_1 + N_2 - 2$) or (36+37-2=71). It was taken from the table of distribution was got pride t-table, for 0.05. the facts showed that day t-observed that day > t-table, 3.7509 >1.70

D. Research Finding

The effect of applying Dialogue Learning Log strategy gave a significant effect in writing skill. It means that the students who were taught by using Dialogue Learning Log strategy got higher score than without Dialogue Learning Log strategy. It was proved from the result of the test, in which the score of t_o was higher t_t. So, by this study it was hoped that using Dialogue Learning Log strategy could bring better result that without it, in order to improve sturdents' skill in writing recount text using Dialogue Learning Log strategy enable the students to apply knowledge in their context real-life and not just to memorize it. It coulb be said thought students developed their ideas by connecting academic subject with the context were able to express their easily.

So, the researcher was concluded the alternative hypothesis was accepted that "there was a significant effect of using Dialogue Learning Log strategy on the students' skill in writing recount text". In other words, the students who were taught by using Dialogue Learning Log strategy got better than those who were taught by conventional method in writing recount text.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the data analysis, finding can be drawn as following:

1. There was effect of applying Dialogue Learning Log strategy on the students' skill in writing recount text that they could be find easier to express their ideas and thoughts to write texts especially recount text. There were effect of applying Dialogue Learning Log strategy in writing recount text. It showed the final result was $t_{obs} > t_{table}$ (p=0.05) df = 71, or 3.7509 > 1.99. It meant that there was significant effect toward the students' achievement in writing recount text.

2. There were some difficulties students in learning writing text.

    a. First, the students had less interest to write, especially for writing a text. So, it took a teaching method that could make them became interested in writing.

    b. The seconds, the students had poor vocabulary. They had a little vocabulary and did not develop, making them difficult to make a sentence by sentence in composing.

    c. The third, students only knew the technique of writing very bored strategy used in teaching at their school only with traditional strategy, so the strategy was what the child very low interested to write. However difficulties of students in the X class os SMA

Panca Budi Medan in writing recount text had not too significant, because of the application teaching technique by researcher to use Dialogue Learning Log strategy. Here looked at the experiment their ideas in writing using the Dialogue Learning Log strategy as compared with control class.

B. Suggestion

From the conclusion above, the suggestion were advisable to improving the teaching of English writing in particularly writing recount text, the suggestion are staged as the following:

1. The students to add their knowledge skill about recount text and to assist them to construct the information that they will get in the real life into a good writing; especially in writing recount text.

2. The English teachers should apply Dialogue Learning Log strategy as one alternative way of teaching writing of text and beside that the teachers have to do more active to give them assignment to make them get used to write and also more creative to make the learning situation comport because it will influence to the students' motivation in writing.

3. The readers at UMSU library especially the candidate of English Teacher in University of Muhammadiyah Sumatera Utara.

4. The other researcher will use the result of this study as the information for further research in writing recount text.

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