

**THE EFFECT OF “DIALOGUE JOURNAL” ON
STUDENTS’ WRITING SKILL VIEWED FROM
STUDENTS’ INTEREST**

**(An Experimental Study at the Eleventh Grade Students of
SMA MTA Surakarta in the Academic Year 2016/2017)**

THESIS

**Submitted to the Department of Language Studies,
Graduate School of Muhammadiyah University of Surakarta
in Partial Fulfillment of the Requirements for
the Degree of Master of Education**



**By
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Supervisor's Approval:

I confirm that the thesis written by the above-named student meets the scholarly standards for the degree and is therefore eligible to proceed to an examination by the board of examiners of the Department of Language Studies, the Graduate School of Muhammadiyah University Surakarta.

Surakarta, 12th Februry 2018

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Surakarta, 12th February 2018

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APPROVAL OF THESIS FOR SUBMISSION

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WRITING SKILL VIEWED FROM STUDENTS’ INTERST (An
Experimental Study at the Eleventh Grade Students of SMA MTA
Surakarta in the Academic Year 2016/2017)**

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Has been examined by the board of examiners on 12th March 2018. All feedback, corrections, and suggestions recommended by the examiners have been considered and revision has been accordingly made by the student.

The boards of examiners certify that the thesis is eligible for submission.

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Prof. Dr. Bambang Sumardjoko, M.Pd.

STATEMENT OF AUTHORSHIP

I hereby confirm that the thesis entitled **“The Effect of “Dialogue Journal” on Students’ Writing Skill viewed from Students’ Interest (An Experimental Study at the Eleventh Grade Students of SMA MTA Surakarta in the Academic Year 2016/ 2017)”** is an original and authentic work written by myself and it has satisfied the rules and regulations of Muhammadiyah University of Surakarta with respect to plagiarism. I certify that all quotations and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

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MOTTO

**I am never afraid to fight the world because my mother always prays for me
everynight**

(NN)

DEDICATION

I have the deepest excitement of dedicating this final project to:

- 1. My beloved father and mother, Sutandi and Taurina Mardliyati;*
- 2. My beloved husband, Zulfikar Nur Alizaman;*
- 3. My beloved son, Alkhalifi Rizky Annurfikar;*
- 4. My beloved brother and sister-in-law, Dhimas and Ratna;*

THE EFFECT OF “DIALOGUE JOURNAL” ON STUDENTS’ WRITING SKILL VIEWED FROM STUDENTS’ INTEREST (AN EXPERIMENTAL STUDY AT THE ELEVENTH GRADE STUDENTS OF SMA MTA SURAKARTA IN THE ACADEMIC YEAR 2016/ 2017)

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ABSTRAK

Penelitian ini bertujuan: (1) untuk mengetahui perbedaan pengaruh teknik pembelajaran menggunakan *Dialogue Journal* dan *Direct Instruction* terhadap pembelajaran menulis; (2) untuk mengetahui perbedaan pengaruh tingkat minat belajar tinggi dan tingkat minat belajar rendah terhadap pembelajaran menulis; dan (3) untuk mengetahui pengaruh interaksi teknik pembelajaran dan minat belajar terhadap pembelajaran menulis.

Penelitian ini menggunakan model eksperimen. Jumlah populasi penelitian ini 155 siswa kelas XI SMA MTA Surakarta tahun pelajaran 2016/2017. Jumlah sampel dalam penelitian ini 64 siswa dari dua kelas, yaitu kelas XI IIS 4 dan XI IIS 5. Pada kelas eksperimen diberi perlakuan menggunakan *Dialogue Journal*, sementara kelas kontrol menggunakan *Direct Instruction*. Teknik pengumpulan data menggunakan kuesionnaire minat dan tes writing. Teknik analisis data yang digunakan adalah ANOVA atau analysis multifaktor varian dan test Tukey.

Hasil penelitian menunjukkan bahwa: (1) penggunaan *Dialogue Journal* lebih baik daripada penggunaan *Direct Instruction* untuk pembelajaran menulis; (2) siswa yang memiliki tingkat minat belajar tinggi lebih baik dalam pembelajaran menulis daripada siswa yang memiliki tingkat minat rendah; (3) ada pengaruh interaksi teknik pembelajaran dan minat belajar terhadap pembelajaran menulis.

Berdasarkan temuan diatas, dapat disimpulkan bahwa *Dialogue Journal* merupakan salah satu metode efektif dalam pembelajaran menulis pada siswa kelas XI SMA MTA Surakarta tahun pelajaran 2016/2017.

Keywords: *Dialogue Journal, Minat, Menulis*

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ABSTRACT

The main objectives of this study are: (1) to find out whether there is or not difference influence on Dialogue Journal and Direct Instruction toward teaching writing; (2) to find out whether there is or not difference influence of high students’ interest and low students’ interest; and (3) to find out whether there is or not difference influence of the interaction between learning method and students’ interest in teaching writing.

This study is experimental study. The population of the research is 155 students of eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017. The total sample were 64 students taken from two classes, XI IIS 4 and XI IIS 5. The experimental group was treated by using Dialogue Journal, while the control group was treated by using Direct Instruction. The instrument of this research is questionnaire of interest and writing test. The data were analyzed by using ANOVA or multifactor analysis and Tukey test.

The research findings show that: (1) There is significant difference influence of Dialogue Journal and Direct Instruction toward students’ writing skill.; (2) There is difference influence of students who have high interest have better writing than those who have low interest; and (3) there is difference influence of the interaction between teaching method and students’ interest in teaching writing.

Reffering to the finding above, it can be concluded that Dialogue Journal is an effective method for teaching writing to the eleventh grade students of SMA MTA Surakarta in the academic year 2016/2017.

Keywords: *Dialogue Journal, Interest, Writing*

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Surakarta, 12th March 2018

The Writer

Andita Destiana Winahyu

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