

## CHAPTER II

### THEORETICAL REVIEW

#### A. WRITING

##### 1. The Definition of Writing

Writing is a way to communicate with others using written form. It gives opportunity to people to explore their ideas and acquires information. Nuna (2003: 88) states that writing is the process of thinking to find the ideas thinking about how to express to make a good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore the ideas and make them into good paragraph. According to Harmer (2004: 86) writing is a process and what we write is often heavily influenced by constraints of genre, then these elements have to be present in learning activities.

Many experts have defined the definitions of writing. Writing is one of the four language skills after listening, speaking and reading (Pulverness, Spratt, and William, 2005: 26). Moreover, writing is also a productive skill which is meant for communication to deliver messages in the forms of letters and symbols. In a message, there is something which is needed to be informed to others called a purpose. In other words, the activity of writing is aimed at creating a written product which is containing a certain message or information. Writing concerns on some aspects such as: content, organization, originality, style, fluency, accuracy and the appropriate use of rhetorical forms of discourse.

Writing skill as said by Brown (2000: 335) is a written product which is completed after the process of thinking, planning, drafting, and revising and also demands efforts and specialized skills of generating ideas, organizing them coherently, making use of the discourse markers and the rhetorical conventions,

putting all of them into one, revising the content for a clearer meaning, and editing for accurate grammar into a final product. Furthermore, Brown (2001: 334) states that writing is a learnt behavior that is similar to swimming. People speak as their natural behavior, but not all of them can write as it is a skill which only can be done consciously with efforts. According to Harmer's theory (2004: 7), writing is the only skill that can produce a real product, which is touchable, readable, and keepable for long time. When the spoken form of language is an act of here and now world, the written one involves time and also space. In writing, people must get everything right. Unlike speaking where the clarification and explanation can be made directly in order to make the messages clearer we deliver to people we talk to, writing tends to be more exact, precise and uses some special devices to make it work properly on the readers without creating any confusion and misunderstanding or misinterpretation (Harmer, 2004: 8). From the definitions proposed by many experts above

From the definitions proposed by many experts above, it can be inferred that writing is a productive skill which functions as a permanent record of communication event in delivering messages and information which provides the opportunity to connect the world of past, present and even future and allows the communication from near and also far distances after going through the process of thinking, drafting, and revising.

## **2. The Importance of Writing**

Writing is very important for the students. It means that in writing the students have an opportunity to share their ideas onto a written form.

The importance of writing stems from the fact that writing is the primary basis upon which communication, history, record keeping, and art is begun. Writing is the frame work of our communication. We are encountered in writing every day of our lives. Whether it can be an office memo, restaurant menu, or a love letter. Writing is incredibly pliable; students can use it to give information, an opinion, a question, or poetry. Words can take a bounty of forms within writing. The words you use can show who you are as a person, the things writing has done in our lives and the world is profound. Harmer (2001: 79) states that writing is a basic language skill, just as important as speaking, listening, and reading.

Writing is extremely important in today's society. Communications is transmitted more through writing than any other type of media. The most binding contracts and agreements are written and signed. Writing is part of a creative project, whether it is a film, building, or a piece of literature. Without writing the flow of ideas halted shortly beyond the source.

Halliday in Nunan (1991: 84) says that writing play is function in everyday life primarily including action like public signs, social contact, for information like newspaper, magazine, etc, for entertainment like comic strips, fiction, book, etc.

From the description above, writing has many functions in our life. We now live in modern era where the development of communication increases very fast. Information spreads out quickly through out on the world. It shows that how writing can encourage human's brain to produce good written that contains good ideas.

### **3. The Purpose of Writing**

Writing has many purposes. Three of them are derived by O'Malley and Pierce. Bellow is the description of each:

1) Informative

It is represented by “informative writing” that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing involves describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers.

2) Expressive or Narrative

It is represented by “expressive writing” or “narrative writing is” that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.

3) Persuasive

It is represented by “persuasive writing” that is purposed to persuade the readers to do something. It effort to influences others and initiate action or change. This type of writing includes evaluation of book, movie, consumer product, or controversial issues.

In short, every writing has purpose, the meaning of purpose in writing is the respond or answer hoped by the writer from the readers. This clearance depends on the thought, organization, diction, and sentence structure used. Make a good concpet of one the purpose their writing will be understand easily to the reader.

#### 4. Writing Process

Writing activity is not an instant way of producing good writing product. Writers, especially students of English witing class need at least three stages. They are:

## 1) Prewriting

Prewriting is the first step; it is preparation step before writing process. Prewriting gives warming up the brain to gathering the ideas to write about. There are several ways to warm up before we write.

### a) Brainstorming

Brainstorming is a prewriting activity to enlisting the ideas related the topic. In this technique, we write down every single thing that passing through or comes into our minds.

### b) Clustering

Clustering is another technique to bind ideas. We visualize our ideas using circles and lines which are interconnected one to others. The topic is positioned in the center of blank paper as a core circle, while the ideas are spread around. There are the five steps of clustering process. For the first steps is to write our topic in the center of a blank piece of paper and draw a circle around it. Second, write any ideas that come into our mind about the topic in circles around the main circle. The third is to connect those ideas to the center word with a line. Fourth, think about each of our new ideas, and then connect them. And the last step is to repeat this process until you run out of ideas.

## 2) Writing

The next step is writing process. The result of brainstorming or clustering in prewriting process is guidance for us to write paragraph. As we write, the first draft on your paragraph, use the ideas we generated from prewriting as a guide. As we write, remember to begin with a topic sentence that states the main ideas, include several sentences that support the main

idea. Then, stick the topic does not include information that does not directly support the main idea. And also, arrange the sentences so that the other ideas make sense. Finally, use signal words to help the reader understand how the ideas in your paragraph are connected.

### 3) Revising

The last step is revising, it is the important step to do after we have produced a draft. We have to analyze the content of the draft may unclear, ambiguous or confusing. We have to ensure that our paragraph is unified and coherent and improve the grammatical accuracy. So, in this step we can enrich our writing content with add new sentence to support others idea, or deleting some sentences those are irrelevant with the topic.

It is almost impossible to write a perfect paragraph on the first try, so it needs to be revised. There are some steps to make good paragraph, namely for the first step is to add new ideas to support the topic and cross out sentences that do not support the topic. Second is to change the order of the sentences and use the following checklist to revise your paragraph. And the third step is to make sure you have a topic sentence then cross out sentences that do not relate to the main idea. The forth, do not forget to check to see if the sentences are in the right order and add new ideas if they support the topic sentences. The last step is to make sure you have included signal words to help guide thereader and also check the punctuations, spelling and grammar.

From the explanation above, it can be seen the sequence of writing process from prewriting is to give warming up the brain and clustering for gaining the ideas, second is the writing, and the last is revising to enrich our writing content

with add new sentence or deleting some sentences. Students need to go through all the processes in order to master the skills in writing such as doing controlled tasks, free writing to build writing habits for fluency and etc.

## **5. Teaching Writing**

Writing as one of the four skills has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.

The important given to writing differs from teaching situation to teaching situation. In some cases it shares equal billing with the other skill; in other curricula it is only used, if at all in its writing for learning role where students write predominantly to augment their learning of the grammar and vocabulary of the language.

Partly because of the nature of the writing process and also because of the need for accuracy in writing, the mental processes that a student goes through when writing differ significantly from the way they approach discussion or other kinds of spoken communication. This is just as true for single-sentence writing as it with single paragraph or extended text.

Writing is often not time bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books, or other reference material to help them.

Writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds.

However, this quite separates from the issues of writing process and genre. Since here students are not writing to become better writers, they are writing to help them learn better.

#### 1) Implications for Learning and Teaching

A consideration of the writing process, and how speaking and writing are related to each other-especially in a world of changing communication media-is not only of academic interest. It also has implications for the way we teach writing.

Many traditional approaches, for example, failed to incorporate the kind of insight into the writing process that we have been discussing. In some teaching, for example, students write a composition in the classroom which the teacher corrects and hand back the next day covered in red ink.

The students put the corrected pieces of work in their folders and rarely look at them again. For many years the teaching of writing focused on the written product rather than on the writing process. In other words, the students' attention was directed to the rather than the how of text construction. Product approaches expected the student to only analyze texts in term of what language they used and how they were constructed.

#### 2) Strategy for Writing Teaching Process

There are a number of strategies we need to consider for concentrate on the process of writing, they are:

- a) Get students to plan writing

Before getting students to write we can encourage them to think about they are going to write by planning the content and sequence of what they will put down on paper (or type into the computer). There are various ways of doing this. Including, at one end of the scale, brainstorming (where the students in pairs or groups come up with as many ideas as they can through discussion) to more guided tasks where the teacher or the course book includes a number of activities which leads students to plan for a forthcoming task. When students are planning we can encourage them to think not just about the content of what they want to say but also about what the purpose of their writing is, and who the audience is they are writing for.

b) Encourage students to draft, reflect and revise writing

Students who are unused to process-writing lessons will need to be encouraged to reflect on what they have written, learning how to treat first draft as first attempt and not as finishes product. We may want to train them in using and responding to correction symbols, we may offer them revision checklist to use when looking through whatthey have written with a view to make revision.

One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair of group ofstudents working together on a piece of writing can respond to eachother's ideas (both in terms of language and content), makingsuggestion for changes, and so contributing to the success of thefinishes product.

c) Respond to students' writing

In order for a process-writing approach to work well, some teachers may need to rethink the way in which they react to their students' work, in place of making correction to a finished version; they will need, at times, to respond to a work-in-progress. This may involve talking with individual students about a first, second, third, and fourth draft, while other members of the group are working on their own. Alternatively, teachers can read through a draft and then make written suggestions about how the text could be reordered. This is especially appropriate, for example, when the class is working in a computer at a time from a central console.

Another possibility is for the teacher to write out their own version of how a section of text might look better. Such reformulation will be beneficial to the student who compares their version with their teachers.

It is not just teachers who can respond to the students writing. It is useful to have students look at work done by their colleagues and respond in their own way. Such peer response may provide welcome alternative to the teacher's feedback as well as offering a fresh perspective on the writing.

From the explanation of the reasons why the learning of writing skill is important, teachers and students can get the idea of how important writing is for them in order to master English language.

## **B. RECOUNT TEXT**

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is for informing or entertaining. Its text is

based on the life experiences the writer. The tense that used in recount text is past tense. Some examples of recount text are newspaper reports, conversations, speeches, television interviews, eyewitness accounts, and letters.

Recount text is a text to retell past events. It is used in most subjects to show memory of a series of events as in accounts of a science excursion, everyday life in another time or culture, personal letters to friends are often recount of experience.

Based on the definition above, it can be concluded that recount text is a text that tells about events in the past in a form spoken or written text to share the writers' experience.

**a. Generic Structure of Recount**

The schematic or generic structure of recount text consists of three parts; those are orientation, events, and reorientation.

1) Orientation

It is in the first paragraph which provides background information, the setting and introduces participants about what, who, where and when.

2) Events

It contains the sequence of events. The writer's focus is on the temporal sessions of events by telling what happened at the time.

3) Reorientation

It contains the conclusion of the text that may include a personal comment, (not always necessary).

Here the example of recount text:

**Our Trip to the Blue Mountain**

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

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

On Sunday, we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower.

Finally, in the afternoon we went home and it was fun trip for us. Reorientation

Based on the definition above, it can be concluded that teaching recount texts to the students of Senior High schools is similar to the teaching of writing to students in common. The topics of writing recount texts can be selected from the students personal experiences as the nature of recount is to tell stories of events which emphasizes on the sequences. Recount text has generic structure that consist of three parts, such as orientation, events, and reorientation.

#### **b. Language Features of Recount**

There are typical linguistic features common to recount text. Based on curriculum, those features are:

- 1) The recount has a title, which usually summarizes the text.
- 2) Focus on specific and usually individualized participant (the writer), I, We, etc.
- 3) Use simple past tense. For example "We visited the beautiful beach named Bandengan beach"
- 4) Use linking verb. For example was, were, saw, etc.

- 5) Use of relational processes and mental processes. Forexample,“I was very happy”.
- 6) Use of chronological connection to do with the time.For example On Wednesday, at the same time, first,then, later and finally.
- 7) Using linking verb. For example was, were, saw, andheard.
- 8) Types of Recount

There are three 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 an imaginary role and giving details of events (e.g. a day in the life of a roman slave; how I invented).

## **C. DIALOGUE JOURNAL**

### **1. The Definition of Dialogue Journal Technique**

Dialogue journal is the kind of journal, according to Peyton (2000) is a written conversation in which the students and teacher communicate regularly (daily, weekly, etc., depending on the educational setting) over a semester, scholar year, or course. Students write as much as they choose and the teacher write back regularly, intorducing new topics, responding to the students’ questions and comments or asking questions. The teacher is a participant in an ongoing, written conversation with the student, rather than an evaluator who corrects or comments on the student’s writing.

Dialogue journal writing supports the writing process by providing an authentic two-way written interaction among writing partners; it can be the teacher and the student or among two students. This activity can help the students to improve their writing ability because they are allowed to choose the topics by themselves and write anything about that. They can explain their ideas in more detail and feel comfortable by letting out their emotions during the writing process. Students do not need to feel anxious with how their partners will respond to their writings because the responses will not be in the form of correcting mistakes.

In dialogue journals, teachers do not pay attention to the accuracy, punctuation, spelling and so on but they have to guide students by giving examples. Teachers will not grade students' productions so for these reason students are free and relaxed to write what they feel and perceive. According to Datzman (2010: 13) states "Teachers do not call attention to and correct errors in dialogue journals, but rather model correct English".

## **2. Benefits of dialogue journal**

There have been some studies about dialogue journals and most of the show the benefits of dialogue journals. According to Garmin (2001: 41-45) there are six different benefits of dialogue journals, namely:

- 1) Facilitating learning of the course, journals seemed to facilitate students' learning of the course material. Students identified several ways in which they believe that the journal served to enhance the learning.
- 2) Promoting self-reflection and self understanding, students felt that, without the journal, they would not have thought about the course material as much as they did outside of class. Being required to think more deeply about the material led

them to better understanding and often to new insights. Furthermore, the opportunity that the journal provided for making connections between the course material and their own beliefs and experience was also important to students.

- 3) Procedural conveniences and benefits. Many of the students appreciated the fact that the journal writing was informal, they considered it advantageous that they did not have to be concerned about grammar, spelling, punctuation, or sentence structure. In addition, a few students perceived the length requirement of the journal as appropriate and beneficial.
- 4) Opportunity to express ideas. Dialogue journal provided a regular opportunity for to express their ideas about the issues being dealt with in the course. Some explained that, because there was never enough time during class for everyone to say all that they wanted to, the journal provided a place where they could say what they did not have the chance to say during class. Others who were less outspoken in class saw the journal as their opportunity to express ideas that they were reluctant to express orally in class.
- 5) Getting feedback on ideas and questions. The journal was also a place where the students asked any questions they had about the material being covered. Being able to ask questions through their journal was especially helpful to students who were shy and less inclined to raise a question before the entire class.
- 6) Improving the students-teacher relationship. Students seemed to value the teacher-students interaction that took place through the journal. They felt that building a good, personal relationship between teacher and students was important and their saw their journal as one means of doing so.

Based on the explanation above, it can be concluded that since a dialogue journal provides students with a real readers and an audience, they will write it as clear as possible. The teacher will give responses only to the content of the students' journal, not to the grammatical and mechanical errors of the writing. Therefore, the students are free to write their thoughts.

### **3. The Steps to Implement the Dialogue Journal Technique**

Many researchers apply the dialogue journal technique to their classrooms to improve the students writing fluency. They use different ways to implement the dialogue journal writing to become an enjoyable activity during the English teaching and learning process. According to Daniel and Daniels (2013: 108-109) there are two ways to make use of dialogue journal writing into fun activities in the classroom. The first is called "Live" Dialogue Journal and the second is called "Takeaway" Dialogue Journal.

The "Live" Dialogue Journal is done during the teaching and learning process in the classroom. The students of the whole class at once, with the teacher doing the timing and the letters being written, received and responded immediately. It is more kind of texting. Meanwhile, the "Takeaway" Dialogue Journals are more leisurely done at home. This will produce longer and carefully composed texts/writings because it is done at everytime the writer wants to offer those thoughtful missive. Moreover, the writer can really pay attention to the grammatical rules, text organization, words choice, cohesion and coherence as well because the writer can consult in his/her dictionary. After that, the writings are mailed to their classroom's partners by simple hand delivery or email or even putting them into the classroom's mailbox. The recipients answer the the dialogue journals when they have time to

think about and thoughtfully respond to their partner's notes. They will return them in the same way as they arrive. This "takeaway" dialogue journal takes longer time, for weeks, a semester and even a year. According to Daniel and Daniels (2013: 108-109), the instructions to do the dialogue journal are as follows.

- a. Sit next to your chosen or assigned partner. Get in a good position for writing.
- b. Get your dialogue journal books ready on the table. Name your dialogue journal book by writing your name, student number and class on a space provided on the cover of the book.
- c. As you write, please follow these rules:
  - 1) Use your best handwriting so your partner can understand you.
  - 2) Don't worry about spelling and grammar. Just get your thoughts out.
  - 3) Draw pictures, diagrams or cartoons if that helps you make your point.
  - 4) Use all the time I give you for writing. Keep that pen moving until I tell you to exchange books.
  - 5) No talking. This is a silent activity.
- d. The first topic was writing a letter. Everyone is going to be writing at the same time. You are not watching or waiting for your partner – you are both writing all the time. It will make sense in a minute.
- e. The writing time will be pretty short, around two up to five minutes per letter. I'll give you warning when there are 15 seconds left each time by knocking the table twice.
- f. Go ahead and write your partner about your thoughts, reactions, questions, or feelings about the story.
- g. OK, time to mail your letters. Exchange with your partner. Now read your buddy's notes and think about it a little bit. Then, just beneath their letter, write

back for five three minutes. You can give your reaction, make a comment, ask questions, agree or disagree or raise a new idea. Just keep the conversation going.

- h. Pass again, please. Repeat and continue. Usually three or four notes are just right. Don't time this activity by actual minutes but by watching how kids are coming and by calling "Pass" only when most people have written at least a few lines.

The point to apply this technique is to make the students be able to write as fluently as possible without any hesitation. As mentioned above, the rules say not to worry about grammar and spelling. On the other side, with a little modification by applying the accuracy aspects of writing into the writing activities, it is possible to mind about language use and writing mechanics when the students are writing.

#### **D. REVIEWS OF RELEVANT STUDIES**

There are some previous studies taken by some researchers around the world in both ESL and EFL contexts showing the effectiveness of using dialogue journal as a part of classroom medium in learning writing skills in English.

A study was taken by Ali Dabbagh (The Effect of Dialogue Journal Writing on EFL Learners' Descriptive Writing Performance: A Quantitative Study, Vol. 6 No. 3; May 2017). This study sought to evaluate the effect of dialogue journal writing on writing performance as well as its different subcomponents, namely content, organization, vocabulary, language use, and mechanics (Following Polio, 2013). Participants were 84 EFL intermediate learners who were selected based on their performance on Oxford Quick Placement Test (2004). The present study provided empirical evidence for the effect of dialogue journal writing on writing performance, in

general, and on the writing subcomponents of content, organization, and vocabulary, in particular, while no significant effect was revealed for language use and mechanics. The findings signal the importance of dialogue journals in EFL writing instruction in that it offers an orderly regular writing practice which can lead L2 writers to make connections to what they are writing about through writing on their topic of interest. Such a repeated practice, based on the findings of the present study, can result in the improvement of learners' writing performance. Taking the results of the present study into account, a number of implications seems possible for the practice of teaching writing. Writing instructors are recommended to include dialogue journal writing as an appropriate outside-class practice to help learners promote their use of written language conventions, especially use of learnt vocabulary in a meaningful context. Another implication is for material developers and curriculum designers to put increasing emphasis on dialogue journals in writing instruction materials and writing course syllabus to help learners write in a stress-free context.

Another research taken by Kaitlyn Datzman (2011). This study investigated the impact of dialogue journal writing on the writing performance of four fourth-grade English Language Learners at an elementary school in Northwest Arkansas. Writing performance was measured using the *Arkansas State Department Writing Rubric for Fourth Grade*. The intervention involved writing back and forth on various topics of interest between the researcher and the students for 12 weeks. The students who participated in the journal writing showed greater improvement in writing when compared to the other four English Language Learners from the same class who did not participate in the dialogue journal writing. The growth in writing indicates this may be an effective strategy for improving the writing skills of English Language Learners.

Maryam Foroutan and Nooreen Noordin (2012) portray in their published research journal about effect of dialogue journal writing through the use of conventional tools and e-mail on writing anxiety in the ESL context with their forty-two students from an intact class undergoing the TESL program participated in the study. After going through seven weeks where students wrote their dialogue journals (using two different tools) in dyadic groups, pre and posttest writing anxiety questionnaire (Second Language Writing Anxiety Inventory) showed statistically no significant difference between groups in terms of writing anxiety, however mean scores revealed that e-mail group's writing anxiety have been alleviated greater than their counterparts in conventional group. It shows e-mail has potential in assisting students in lowering their anxiety towards writing.

In Malaysia, a study was taken on the use of e-mail dialogue journal in enhancing writing performance in writing by Maryam Foroutan, Nooreen Noordin & Mohd Sahandri Gani bin Hamzah (2013). This research involved 42 English major undergraduate students, 30 females and 12 males, from one intact class at Universiti Putra Malaysia (UPM), Malaysia. These students, based on their grades in expository writing taken previous semester and gender were randomly assigned into two classes. In the age of computer mediated technology, the effects of the internet applications on learners' performance have been broadly investigated by many researchers. In keeping with this trend, this study compared the effect of conventional tools as pen-and-paper, and e-mail, on the writing performance in terms of content, organization, language use, vocabulary and mechanics. After going through seven week intervention, quantitative research results revealed that e-mail group out performed their counterparts in overall writing performance and language use, one of the categories. However, for other writing performance components, this research showed no significant difference between groups.

With the empirical data offered in this study, e-mail can be applied as a suitable tool to assist language learner to improve their writing performance.

Another study was from Anik Nunuk Wulyani (2011) from State University of Malang. This study was conducted to investigate the effectiveness of a dialogue journal in improving students' writing skill in narrative text of the eleventh graders of SMAN 4 Malang. Based on the research findings, the implementation of dialogue journal in improving students' skill in writing narrative text was effective. The students who were given a dialogue journal as an additional activity had better scores in narrative writing than those who were not given a dialogue journal.

An action research project was also taken by Arina Muflikhati (2013) of University of Yogyakarta. It involves students of tenth grade students of SMA IT Abu Bakar in the academic year of 2012-2013. This research investigates how the use of Dialogue Journal writing (DJW) can improve the writing skills. In regard to the actions performed in two cycles, the use of Dialogue Journal writing was effective in improving the students' skills in recount texts based on the following evidences. Firstly, the students were able to participate in the classroom activities eagerly and did the tasks well in every single meeting after getting the knowledge during the presentation stage. Secondly, the relation and interaction between the students and the teacher was also enhanced since the use of Dialogue Journal where they shared their experiences, created a closer bond. Thirdly, there were some significant improvements in the students' writing on the five aspects of writing as shown in every single text they wrote since the first meeting until the last one and also from the results of the pre-test and post-test.

In a study of the effectiveness of dialogue journals technique in improving students' skill in writing narrative texts done by Ali Mukti (2016) from State Islamic High School (MAN) 3 Malang, the descriptive characteristics of the data showed that the

means of the five writing aspects of the experimental group taught using dialogue journals as an additional activity were better than those of the control group taught without using dialogue journals. Hence, the dialogue journals technique employed in the experimental group as an additional activity helped improve students' skill in writing narrative texts.

In reference to the reviews of some studies on Dialogue Journal in some different contexts presented above, it can be concluded that the use of Dialogue Journal were proved to be effective to improve students' writing skills since its' flexibility in use makes it appropriate for every level of students.

