

Developing Students' Dialogue Journal Writing (DJW) of Recount Text at the Tenth Grade of SMK Negeri 1 Lahewa in 2022/2023

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Abstrak

Penelitian ini dilatarbelakangi oleh studi pendahuluan di SMK Negeri 1 Lahewa dan diperoleh hasil bahwa siswa masih kurang dalam menulis teks recount. Selain itu, penggunaan media pembelajaran oleh guru dalam mengajar masih bersifat konvensional, terutama pada materi recount text. Tujuan penelitian adalah untuk mengetahui kelayakan, kepraktisan, keefektifan, dan keefektifan penulisan jurnal dialog teks recount. penelitian ini adalah penelitian dan pengembangan. Berdasarkan hasil penelitian, Dialogue Journal Writing (DJW) of Recount Text yang dikembangkan telah teruji kevalidannya oleh ahli bahasa dengan persentase rata-rata 83% dan oleh ahli media 91,25% dengan kriteria sangat valid. Selain itu, Dialogue Journal Writing (DJW) of Recount Text juga sangat praktis digunakan oleh siswa dengan persentase rata-rata skor 90,29% pada uji cobaperorangan, 84,72% pada uji coba kelompok kecil, untuk uji coba kepraktisan lapangan sebesar 85,69%. Dialogue Journal Writing (DJW) of Recount Text juga efektif digunakan dengan nilai persentase rata-rata 86% dengan kriteria sangat efektif.

KataKunci: Dialogue Journal Writing (DJW), Recount Text, ADDIE

Abstract

This research is motivated by a preliminary study at SMK Negeri 1 Lahewa and the results obtained that students are still lacking in writing recount texts. In addition, the use of learning media by teachers in teaching is still conventional, especially in recount text material. The purpose of the study was to determine the feasibility, practicality, effectiveness, of dialog journal writing of recount text. This research is research and development. The results of the study, the developed Dialogue Journal Writing (DJW) of Recount Text has been tested for validity by linguists with an average percentage of 83% and by media experts 91.25% with very valid criteria, to practical to be used by students with an average percentage score of 90.29% in individual trials, 84.72% in small group trials, for field practicality trials of 85.69% to effective to use with an average percentage value of 86% with very effective criteria.

Keyword: Dialogue Journal Writing (DJW), Recount Text, ADDIE

INTRODUCTION

Writing is a crucial skill that students need to master. A linguistic communication technique used to educate readers is writing. One technique students utilize to develop strong writing abilities is to learn and practice writing. Students can practice their writing skills and learn how to communicate with one another through writing. In practicing writing, there are various types of texts that students can use, including recount text. "Recount text is a text which lists and describes past experiences by retelling events in the order in which they happened in the chronological order"(Knapp and Watskin, 2005) cited in Sianipar et al.,(2020). According to

Anderson and Siti Bayinah (2003) cited in Harefa (2018) "he states that recount has three schematic structures, they are, orientation, events, and reorientation". In writing recount text, the structure of the writing sentence needs to be considered. According to Gerot and Wignell (1994) cited in Husna and Multazim, (2019) the language features of a recount text that should be fulfilled are, specific participants, using material process, a circumstance of time and place, using past tense and temporal sentence.

Based on syllabus of 2013 Curriculum at the Tenth Grade of SMK Negeri 1 Lahewa, in the basic competencies on recount text material, students must be able to analyze the social functions, text structures, and linguistic elements of several oral and written recount texts by giving and requesting information related to events or experiences according to the context of use. Based on the researcher's observation at the Tenth Grade of SMK Negeri 1 Lahewa on March 21th, 2023 the study discovered a number of issues with recount text writing. Students were unable to meet the requirements to write recount texts about the reality they encountered at school. Sentence construction was the issue. Students did not express their ideas in making sentences; they had difficulty composing sentences; they were less able to use the generic structure and language features of recount text. In addition to the previous issues, another one was the lack of variety and monotonous use of learning media by teachers, which made it difficult for students to respond to learning, particularly when composing recount texts. Especially in recount text material, teachers use conventional and easy learning media.

There are several previous researchers who have used Dialogue Journal Writing (DJW) in recount text. Research conducted by Marhaeni KD Matondang (2020), The implementation of daily journal writing in teaching recount text for the first grade students of the second grade students at MTs Khoirotul Islamiyah Pematangsiantar, the objective of this study are; to describe the implementation of daily journal writing to teach recount text for second grade at MTs Khoirotul Islamiyah Pematangsiantar. To know what are the advantages of daily journal writing in teaching recount text of second grade at MTs Khoirotul Islamiyah Pematangsiantar. From the data analysis it can be concluded that, daily journal writing makes the students motivated and interested in making recount text, using daily journal writing in teaching recount text have many advantages for the teacher and students in learning activities, it is known from the result of observation in the classroom, questionnaire, and interview to the English teacher.

Furthermore, research conducted by Kalbarinda et al., (2018) with the title, The Use Of Journal Writing To Teach Students' Writing Skill On Recount Text, this research was conducted to find out whether or not journal writing is effective to teach students writing skill on recount text. The writer used pre-experimental design. The findings of the research obviously showed that the use of journal writing was significantly effective to teach writing recount text to the eighth grade students of SMPN 1 Manis Mata.

There are lots of expert theories that are relevant to this research and are consistent with the findings mentioned above. Hudelson (1989) cited in Pane et al., (2018) "emphasizes the socio-affective benefits journal writing can bring to emergent writers". The statement also supported by Kose (2005) cited in Kayed et al., (2020) "By using Dialogue Journal Writing (DJW), students are motivated to express their feelings and interests and they are encouraged to use vocabulary, grammar and spelling accurately",

Related to this, researchers conducted research and development. The researcher developed learning media of dialogue journal writing using recount texts. The development of learning media for students and teachers can help to facilitate learning. Dialogue journal writing (DJW) or written dialogue journal are written dialogues or conversations between students and teacher kept in a personal journal book over period time on a particular topic preferred by both the students and the teacher (Peyton and Reed 1990) cited in Helmie et al.,(2019). Using Dialogue Journal Writing (DJW) can help students in writing recount text.

Researchers intend to create learning media Dialogue Journal Writing (DJW) on recount text material based on the aforementioned issues. Recount material that builds writing abilities and encourages students to use generic structure and language features. It is expected of students that they can create recount texts utilizing language features and generic structure. Related to this problem, it is necessary to develop learning media Dialogue Journal Writing (DJW)

on recount text material, therefore the researcher is interested in taking the title “Developing Students’ Dialogue Journal Writing (DJW) of Recount Text at the Tenth Grade of SMK Negeri 1 Lahewa in 2022/2023”. The objectives of the researcher conducting of this research are; to know the feasibility learning media of dialogue journal writing on recount text at the tenth grade of SMK Negeri 1 Lahewa. To know the practicality learning media of dialogue journal writing on recount text at the tenth grade of SMK Negeri 1 Lahewa. To know the effectiveness learning media of dialogue journal writing on recount text at the Tenth Grade of SMK Negeri 1 Lahewa.

RESEARCH METHODS

Type of the Research

The research method used for this study is research and development. According to Sugiyono(2012) cited in Subari (2022), research and development is a research method used to produce certain products, and test the effectiveness of these products. This research will produce development products learning media for dialogue journal writing of recount text. A procedure that is organized in a simple way with the aim of promoting active learning is called a development model. Guiding and directing the user from step to step of what to do is the purpose of development. The development model used in developing learning media for dialogue journal writing is the ADDIE development model.

Subject of the Research

The target audience of develop students dialogue journal writing of recount text is students of class X SMK Negeri 1 Lahewa.

Instrument of the Research

a. Validation questionnaire Dialogue Journal Writing

This instrument is used to obtain data about the validator's assessment of the students dialogue journal writing (DJW) of recount text that is developed. The results of this assessment are used as a basis for product improvement before being tested. The validation questionnaire for the dialogue journal writing (DJW) of recount text is filled in by lecturers and mathematics teachers, where the questionnaire consists of a feasibility sheet dialogue journal writing (DJW) of recount text as learning media by calculating the results of the feasibility questionnaire using a Likert scale. feasibility using a Likert scale.

Table 3.1 Language Instruments Grids

Criteria	Indicator	Number of items	Item number
Language Feasibility	A. Straightforward	1,2,3	3
	B. Communicative	4,5	2
	C. Appropriateness to learner developmnet	6,7	2
	D. Comformity with language rules	8,9	2

Sumber: Khairunnisa (2021)

Table 3.2 Media Instrument Grids

Criteria	Indicator	Number of Item	Item Number
AspekKelayakan Media	A. Kesesuaian Media Pembelajaran	1,2,3,4,5	5
	B. Kemampuan Media Pembelajaran	6,7,8,9,10,11,12,13	8
	C. Efisiensi	14,15,16,17,18,19,20	7

	Media Pembelajaran		
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Source: Akbar (2013)

b. Practicality questionnaire Dialogue Journal Writing (DJW)

A student response questionnaire is the tool used to evaluate the practicality of the Dialogue Journal Writing (DJW) learning media product developed. The following instrument grids were used as a basis for creating the learner response sheet:

Table 3.3 Learners Response Instrument Grids

No	Indicator	Number of Item	Item Number
1	Language	1,2,3,4	4
2	Media	5,6,7,8,9,10,11	7

Source: (Dewi et al. 2022)

c. Effectiveness

A tool in the form of a test of student learning outcomes is used to assess effectiveness. With the help of dialogue journal writing learning media, this instrument seeks to collect data on student learning outcomes. The purpose of the exam on the students' learning outcomes is to gather information about their level of proficiency with the recount text writing assignments they were assigned after using the Dialogue Journal Writing (DJW) recount text learning resources. The purpose of the learning outcomes test was to evaluate the impact that the dialogue journal writing (DJW) learning media had on the created recount text.

Data Analysis Techniques.

a. Analysis of validity questionnaire data

The validity of the dialogue journal writing (DJW) of recall Text learning media was initially examined by a group of experts. A Likert scale is used in this development's validation questionnaire. In this example, quantitative analysis is the process of asking questions that result in a score, as shown in the following table:

Table 3.4 Likert Scale

Score Criteria/Options	Score
Good	4
Sufficient	3
Not Good	2
Very Poor	1

Source: Kuswari et al. (2019)

The following formula is used to calculate the validator's questionnaire findings based on the data from the validation questionnaire:

$$P = \frac{f}{n} \times 100$$

P = Percentage score

f = Total Score obtained

n = The maximum number of score

If the percentage of validator results falls under the extremely valid or valid interval group, the dialogue journal writing (DJW) learning media is considered to be of high quality and ready for use.

Table 3.5 Criteria for Validity Level of Learning Media

Percentage	Qualification
81% - 100%	Valid
61 - 80%	Quite Valid
41% - 60%	Less valid
<40 %	Invalid

Source: Putra et al. (2023)

b. Practicality Analysis

A learner response questionnaire is employed as shown in the following table to evaluate the practicality of the Dialogue Journal Writing (DJW) of recount learning media.

Table 3.6 Item Scoring Criteria for the Questionnaire

Criteria	Score
Excellent	5
Good	4
Average	3
Fair	2
Poor	1

Source: (Alfikri 2018)

Practicality testing uses the following formula:

$$\text{Percentage} = \frac{\text{Score Obtained}}{\text{Ideal Maxium score}} \times 100$$

Additionally, the following criteria can be used to examine the response percentage:

Table 3.7 Criteria Response Percentage

Percentage Value Range (%)	Criteria
80% - 100%	Very Pratical
61% - 80 %	Pratical
41% - 60%	Pratical Enough
21% - 40%	Less Pratical
0% - 20%	Not Pratical

Source: Susilawati et al. (2022)

c. Effectiveness analysis

The test results that were given to the students can be used to determine the effectiveness of the dialogue journal writing (DJW) learning resources. The conventional completeness attained by the pupils provides insight into the test results for the students. When a learner fulfills the Minimum Completeness Criteria (KKM), they are said to be finished, learners are said to be complete if the minimum score is 70. If 80% of students receive a score of at least 70, then the students have completed their classical education.

Assessment of student learning test results is calculated by the formula:

$$V = \frac{GS}{MS} \times 100$$

Description:

V = Learning outcome score

GS = Gain Score

MS = Maximum Score

The following is a table of guidelines for the effectiveness of learning outcomes:

Table 3.8 Assessment of Effectiveness

No	Value	Rated Aspect
1	80%-100%	Very Effective
2	70%-80%	Effective
3	60%-70%	Effective Enough
4	50%-60%	Less Effective
5	≤50%	Ineffective

Source: Sefriani et al, (2021)

RESULT AND DISCUSSION

Based on the problems found by researchers, the researchers describe the explanation or provide the results of the problems obtained below:

1. Feasibility Test of Dialogue Journal Writing (DJW) as Learning Media

The validation outcomes from various experts, spanning from language expert validation and media expert validation, are used to determine the feasibility test of dialogue journal writing as a learning media.

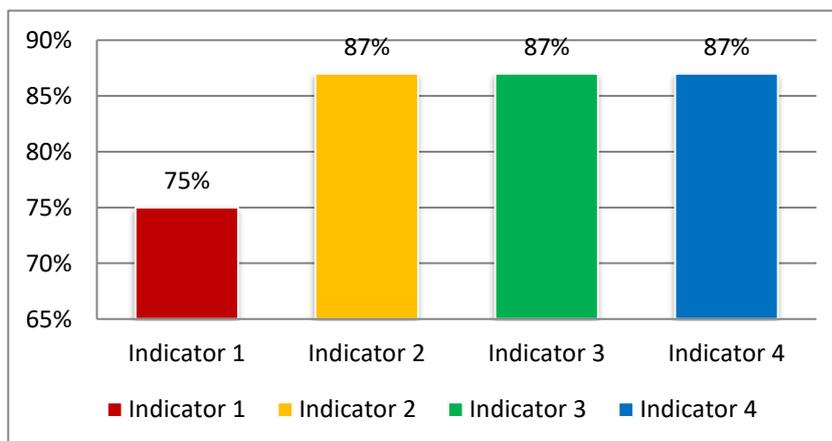
a. Result of language validation test results

The initial version, which had a 83% average, is valid and can be better. The following table shows the language validation rating:

Table 4.1 Language Validation Rating

No	Aspect	Indicator	Average Percentage revision
1	Appropriateness aspect Language	Straightforward	75%
2		Communicative	87%
3		Appropriateness to learner development	87%
4		Conformity with language rules	87%
The Average			83%

The results of the questionnaire assessment of the growth of dialogue journal writing as a learning media by the language validator will be reported in the following data based on the table above.

**Figure 4.1 The Indicator of Language Validator**

b. Result of Media Validation Test

At the first revision stage, the media expert validator gave an assessment of 65% with a less valid category and improvements had to be made. After that, the second revision was carried out with the results of the second revision design validation concluded that the developed Dialogue Journal Writing (DJW) of recount text lesson media obtained an assessment of 91,25% with a very valid category and was declared suitable for use, with the following assessment.

Table 4.2 Media Validity Assessment

No	Aspect	Indicator	Average Percentage revision I	Average Percentage revision II
1	Media feasibility aspects	Suitability of Learning Media	60%	95%
2		Learning Media Capabilities	62%	90%
3		Learning Media Efficiency	71%	89%
The Average			65%	91,25%

Based on the table above, the following data will be presented the results of the questionnaire assessment of the development of learning media for Dialogue Journal Writing (DJW) of Recount text media expert design.

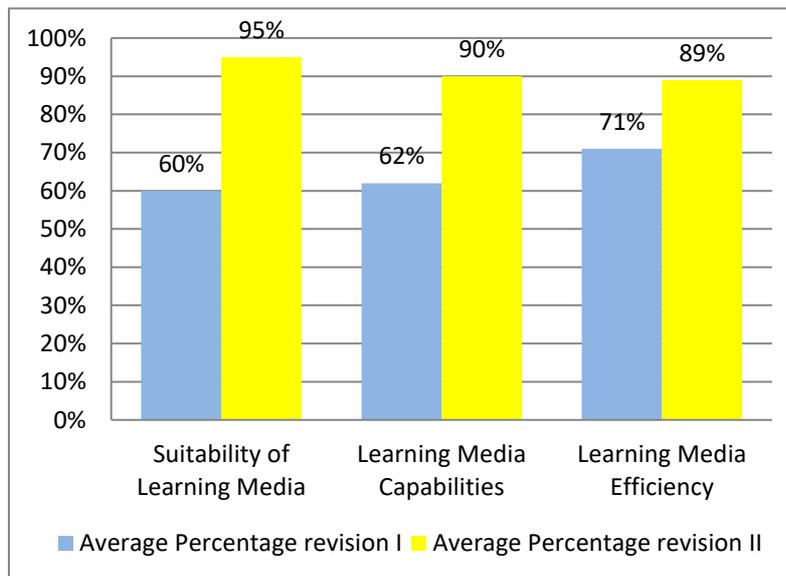


Figure 4.2 Average Percentage Revision

2. Practicality Test of Dialogue Journal Writing as learning media

30 students participated in the execution of this level to determine the viability. At this point, the response questionnaire was administered in three stages: individually, in small groups, and in large groups. The outcomes of the experiments that have been done are as follows:

a. Individual Test

Three class X students were chosen at random to participate in individual trials on learning media dialogue journal writing (DJW), which involved distributing the activity to the students and having them respond to a questionnaire. The following are the outcomes of individual test practicality.

Table 4.3 Results of Questionnaire Assessment of Learner Response in the Individual Test

No	Name	Total Score	Learner Response (%)	Category
1	Dian Putri Natasya Lase	46	83,63	Very Pratical
2	Linda Putri Lase	50	90,90	Very Pratical
3	YenimanZalukhu	53	96,36	Very Pratical
		149	90,29	Very Pratical

b. Small Group Test

An individual experiment was followed by a small group study. By giving learning media dialogue journal writing to students to be filled out and responded, followed by a student response questionnaire, the growth of learning media dialogue journal writing was tested with 5 students in class X. The outcomes of the small group test applicability are as follows:

Table 4.4 Result of Questionnaire Assessment of Learner Response in the Small Group Test.

No	Name	Tota Score	Learner response(%)	Category
1	Rio Kris Yanto Zalukhu	44	80	Very Pratical
2	Eperlina Zai	45	81,81	Very Pratical
3	Jelita Kristiani Nazara	47	85,45	Very Pratical
4	WitolmanZalukhu	48	87,27	Very Pratical
5	Dafin Syukur Zalukhu	49	89,09	Very Pratical
		233	84,72	Very Pratical

c. Field Test

The product was then evaluated on the research subject after a small group test. For one month, 22 students in class X-TKJ participated in the field test. A learner response survey was provided after the activity. The outcomes of the field test are as follows:

Table 4.5 Result of Questionnaire Assessment Learners Response in the Field Test.

No	Name	Total Score	Learners response (%)	Category
1	Atirina Zai	48	87,27	Very Pratical
2	Berlin SeptenusZalukhu .	46	83,63	Very Pratical
3	Ester BerlianiZai .	47	85,45	Very

				Practical
4	Firman Jaya Zai .	48	87,27	Very Practical
5	FitoniusZai .	47	85,45	Very Practical
6	Julpian Zalukhu .	46	83,63	Very Practical
7	Katarina K. Zalukhu .	45	87,27	Very Practical
8	Kristiani Gea .	45	85,45	Very Practical
9	Lena Krisna Lase	41	74,54	Practical
10	Lilipan Gea	52	94,54	Very Practical
11	Marselinus O. Waruwu .	43	78,18	Practical
12	MetanianiZalukhu	48	87,27	Very Practical
13	Ribka R. Waruwu .	50	90,90	Very Practical
14	RisamaZalukhu .	52	94,54	Very Practical
15	Selvia SerlinaGea .	46	83,63	Very Practical
16	SetiamanZalukhu .	49	89.09	Very Practical
17	SiwayarmanZalukhu	44	80	Very Practical
18	Walterus Gea .	46	83,63	Very Practical
19	Westi Zalukhu .	49	89,09	Very Practical
20	Wilman Zalukhu	49	89,09	Very Practical
21	Wista Putri S. Zalukhu .	47	85,45	Very Practical
22	YesayaLahagu .	44	80	Very Practical
		1035	85,69	Very Practical

Additionally, students are permitted to bring the Dialogue Journal writing learning media supplied to them for additional study at home. The following will provide the results of the questionnaire assessment of the practicality of learning media for dialogue journal writing of recount text in graphic form and the results of practicality by students based on the data from individual test results, small group test results, and field tests.

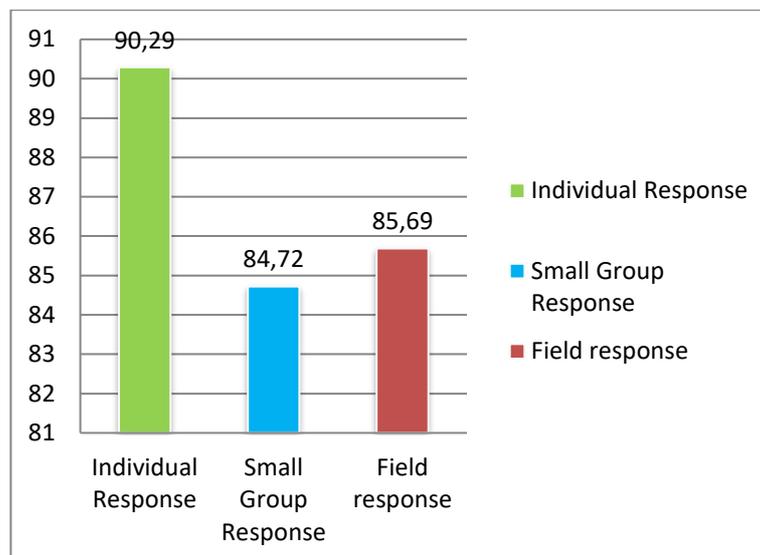


Figure 4.3 Response of Students Questionnaire

3. Effectiveness Test of Dialogue Journal Writing (DJW)

In this stage, the learning outcomes test was conducted at the last meeting. By conducting a learning outcome test on the class of research subjects with the results of the percentage of completeness of the student learning outcomes test with the results of amounted to 86%.

The following will present the test data of students' learning outcomes on Dialogue Journal Writing (DJW) of Recount text in the following pie chart circle diagram below.

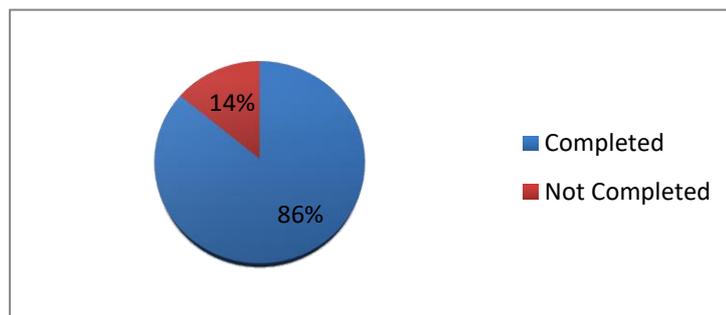


Figure 4.4 Students Learning Outcome

CONCLUSION

The researcher came to the following conclusions based on the research objectives and the results of data processing and analysis that have been carried out on "Developing Students' Dialogue Journal Writing (DJW) of Recount Text":

1. The validity of Dialogue Journal Writing (DJW) of Recount Text as a learning media for class X SMK is 83% from a linguistic expert validator, and it is 91.25% from a media expert validator. Overall, the validation results were very valid and highly implementable. Overall, the validation tests proved to be extremely reliable and useable.
2. The Dialogue Journal Writing (DJW) of Recount Text learning media of learner response questionnaire scored 90.29% on the individually test, 84.72% on the small group test, for practicality field test is 85.69%.
3. The Dialogue Journal Writing (DJW) of Recount Text learning media was rated as having a very effective of efficacy with a completion rate of 86% and a completeness rate of 19 out of 22 students.

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