ABSTRACT

Writing is process of exchanging ideas into written form. Many materials have been learnt in senior high school such as tenses, genres of text, and subject-verb agreement. In the eleventh grade of MA. Daarussalaam Cisaat Sukabumi, the students can not express their ideas into written form. Therefore, this study aims at investigating the implementation of dialogue journal in teaching and learning activities. It also aims to identify the improvement of students’ writing ability in descriptive text by the use of dialogue journal. It concerns on the students’ problem solving in writing descriptive text. The aspects are analyzed such as generic structure of descriptive text and subject-verb agreement.

This study reports on qualitative approach with case study method involved one English teacher and nine participants of the eleventh grade students at MA. Daarussalaam Cisaat Sukabumi. The participants are categorized in three category achievements; low, middle, and high. The data on dialogue journal applied were gathered from observation, interview, and document analysis.

The results of the study reveal that the students have done dialogue journal on writing descriptive text. The findings show that the teacher gave the comments on students’ writing and the students revised their writing to be better especially in subject-verb agreement. The improvement can be seen from the students’ dialogue journal book. In addition, the students felt enjoyable and got a motivation in writing. Besides, the teacher has known the students’ knowledge. The teacher revised the students’ writing based on their knowledge. Then, dialogue journal can extend contact time between the students and the teacher. Moreover, the teacher can manage the class with the students of varying abilities and levels. Therefore, it is suggested that it is important for the teachers to consider dialogue journal as a method in teaching writing which would be implemented in a classroom.