

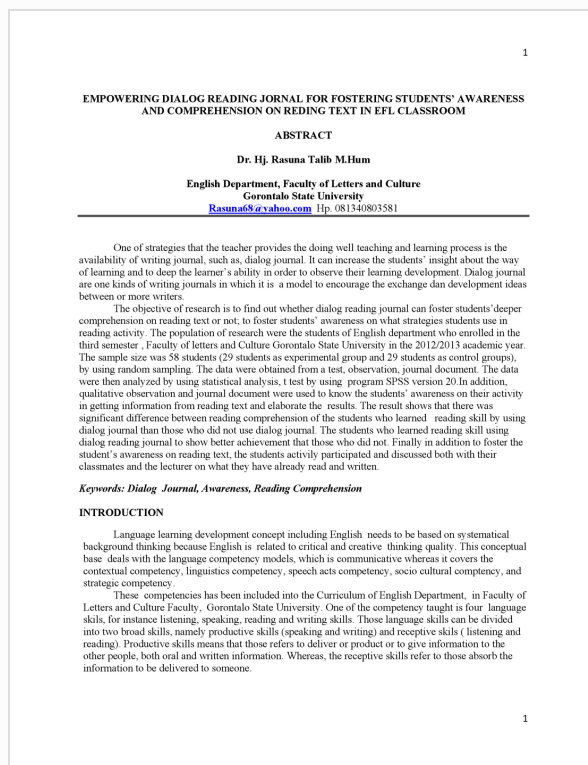


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# EMPOWERING DIALOG READING JORNAL FOR FOSTERING STUDENTS' AWARENESS AND COMPREHENSION ON REDING TEXT IN EFL CLASSROOM

*by* Dr. Hj. Rasuna Talib M.hum

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## EMPOWERING DIALOG READING JOURNAL FOR FOSTERING STUDENTS' AWARENESS AND COMPREHENSION ON REDING TEXT IN EFL CLASSROOM

### ABSTRACT

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One of strategies that the teacher provides the doing well teaching and learning process is the availability of writing journal, such as, dialog journal. It can increase the students' insight about the way of learning and to deep the learner's ability in order to observe their learning development. Dialog journal are one kinds of writing journals in which it is a model to encourage the exchange dan development ideas between or more writers.

The objective of research is to find out whether dialog reading journal can foster students' deeper comprehension on reading text or not; to foster students' awareness on what strategies students use in reading activity. The population of research were the students of English department who enrolled in the third semester, Faculty of letters and Culture Gorontalo State University in the 2012/2013 academic year. The sample size was 58 students (29 students as experimental group and 29 students as control groups), by using random sampling. The data were obtained from a test, observation, journal document. The data were then analyzed by using statistical analysis, t test by using program SPSS version 20. In addition, qualitative observation and journal document were used to know the students' awareness on their activity in getting information from reading text and elaborate the results. The result shows that there was significant difference between reading comprehension of the students who learned reading skill by using dialog journal than those who did not use dialog journal. The students who learned reading skill using dialog reading journal to show better achievement than those who did not. Finally in addition to foster the student's awareness on reading text, the students actively participated and discussed both with their classmates and the lecturer on what they have already read and written.

***Keywords: Dialog Journal, Awareness, Reading Comprehension***

### INTRODUCTION

Language learning development concept including English needs to be based on systematical background thinking because English is related to critical and creative thinking quality. This conceptual base deals with the language competency models, which is communicative whereas it covers the contextual competency, linguistics competency, speech acts competency, socio cultural competency, and strategic competency.

These competencies has been included into the Curriculum of English Department, in Faculty of Letters and Culture Faculty, Gorontalo State University. One of the competency taught is four language skills, for instance listening, speaking, reading and writing skills. Those language skills can be divided into two broad skills, namely productive skills (speaking and writing) and receptive skills (listening and reading). Productive skills means that those refers to deliver or product or to give information to the other people, both oral and written information. Whereas, the receptive skills refer to those absorb the information to be delivered to someone.

The instruction of reading skill in English Department, notably reading skill 2 has the standard of competency in which the students are able to have knowledge and skill to increase their contextual understanding, reading memories, and understanding text organization. Thus, it is assumed that the students had a good comprehension on reading text, notably absorbing the information of reading both literal and interpretative level. It means that the students were uncomplicated and fast to understand the words in context, recognizing topic and main idea of text, recognizing the explicit and implicit meaning, and organizing the text. To achieve the students' achievement for the expectation of reading standard competency, the lecturer elected interdependent reading strategies. However, the application of various strategies or techniques in teaching reading class is inadequate to help students in understanding the whole texts. There are some students who had a good understanding of reading information, both in linguistic and non-linguistics forms but another who had skill poor. It means some students are still failure to understand reading text. It can be assumed that the way of teaching reading skill do not only depend on selecting good strategies, but also it must involve other factors which effect on students' comprehension, such as psychological aspect for instance motivation, attitude; the effective media, such as journal media.

In relation to the explanation above, the researcher, as lecturer, must in charge to find alternative ways in order to help students to understand reading texts likewise the reading strategies which have been used for achieving each topic of reading skill subject. One of the alternative ways to help students learn reading skill in EFL classroom is to utilize media "learning journal". For example, after enrolling the English reading instruction in the classroom, the students could reflect what they have already learnt in relation to the reading activities. They can reflect on their discovering, and make connection between what they know and what they are learning. Journal can be used alongside with other reading methods or strategies. Moon, (2006, p.26) said, "journal writing as a process that accentuate favourable condition for learning. The journal is used to accompany other learning (p.53). Thus, it is important for the lecturer to facilitate journal for their students in order to share their learning experience. The information got from their journal-writing is considered as among feedback, enrichment, and personal support in reading instruction.

In education, journals have been used across the disciplines and age group for students to write down their reaction and reflections to what they are reading or hearing in class. It is a note book or book in which students write about experiences both in and out of school or record responses and reactions to learning and to learning activities. Richards and Richard (2002, p.300) said, "journal or learning logs are used as a way of establishing a dialog between teacher and student (through comments, questions and reactions) they are sometimes referred to a dialog journals or diaries. A journal may play a part in helping a learners to clarify for herself what she does know about something in order that she can understand new material of learning (e.g in the next lecture) (Moon, 2006, p.19). In relation to the view point of learning, Moon (2006, p.2) more said "learning journal refers to the accumulation of material that is mainly based on the writer's process of reflection." A learning journal is a piece of writing that allows students to record thoughts and insights about their own learning experience. This journal expects students to study and firm up learning, assess performance, as well design upcoming learning related to the past learning experience. Students become capable of taking charge of their own learning, and they eventually develop into independent learners.

In relation to the concept above, this study focuses to the use of dialog journal. It is one types of journal which encourage to make interaction between teacher and students. Dialog journal is to carry out the result of student's reflection with using a written communication. In this study, the researcher is going to study the empowering of dialog learning journal to foster the student's awareness and comprehension in reading skill. Therefore this study is intended to find out whether dialog reading journal can foster s awareness and comprehension of students on reading text or not. The research question is that "is there any different achievement significantly between the students who learn reading skill by using dialog reading journal and those who do not use dialog reading journal?"



## LITERATURE REVIEW

### *Reading Comprehension Skill*

Reading is associated with other language skills. Reading is an active process that requires objective and strategy. In understanding the definition of reading, several experts to give the concept or definition of reading. For example Nunan (2003, p. 68) states that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Then Gebhard (2000, p. 196) argued that reading is to find meaning in print and script in a social context through a process of bottom-up and top-down and use strategies and skills. In the view point of reading skill, Grabe (2002: 15) states reading is a linguistic processing ability that is relatively automatic in the use and combination of capabilities such as speech recognition, syntaxes process. Whereas, Grabe and Stoller (2002, p.17) defines “ Reading for general comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately.”. The students are expected to have ability in processing the information of text, both explicitly information and implicitly one

Based on the definition of reading stated above, the writer can conclude that reading skill is the ability of a reader who is actively communicating on the text in order to construct meaning and capture the ideas or thoughts through the medium of written language writer with aspects involving the physical and mental activity includes memory and understanding and prior knowledge of a topic. Whereas, from a few grains of the nature of reading, it can be argued that reading is essentially a process of physical and psychological. Processes that form the physical form of writing visually observing activities and is a mechanical process of reading. Mechanical process continues with the psychological process of thinking activities in processing information. Psychology process is begun when the sensory visual observation of papers sent to the center of consciousness through the nervous system. Through the process of decoding the pictures sounds and combinations were then identified, described, and given meaning. Decoding process took place involving knowledge of the world in the form of schemata of categorization of knowledge and experience stored in memory banks.

In doing the activity of reading, the reader is demanded to be able get the meaning of text. In other word, the process of reading need comprehension on what she or he read. It is commonly called ad reading comprehension. Many experts limits on reading comprehension with various ideas. Temple and Gillet ( 1994, pp 34-35) said, “ surely comprehension, understanding what we read, is the whole point of reading.”. Students who are comprehending the reading text is not only learn how to understand the meaning of the text, but also understanding in structure of the text, searching the information and bring the prior knowledge which are involved in the comprehension. Whereas, according to Klingner et, al ( 2007, p.8) “ Reading comprehension is multicomponent, highly complex process that involves many interaction between readers and what they bring to the text ( previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types). To comprehend the text, the students need the previous knowledge by comparing on what the text is being read. If the students have good prior knowledge or schemata so it can be assumed that they can be easy understand the reading text. Beside prior knowledge, good readers are also encouraged to build their metacognitive ability, such as generating questions, note taking, making summary, etc.

From the explanation of the concepts above, the researcher argues that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text, such as previous knowledge, generally intelligence, strategy use. In reading comprehension, a reader (= learners) needs the activity of cognitive and metacognitive process. Cognitive process refers to the reader's competence to understand a text which involves mastery of vocabulary, sentence structure (grammar), a preliminary understanding of a text, understanding the main ideas of a text, the understanding of implicit and explicit meanings. While metacognitive process refers

to the student's competence in understanding reading text by using some reading strategies such as taking a note, summarizing, making inferences, etc.

The process of getting information how far the students absorb information of reading text during the reading instruction, it is very important to facilitate students in sharing their learning experience in EFL classroom. The alternative model media that is proposed in reading instruction is reading journal, notably dialog journal. It helps and foster the students awareness and comprehension on what they learned or read.

### The Concept of Learning Journal

<sup>1</sup> The word *journal* come from the Latin *diurnal*, come from *day* or *daily*. Journal is a daily record of events in person's life in which a person writes down the experience and appointments. It means that a writing done by someone to reflect what and how have she or he learned is called reflective journal. Reflection is part of the process of learning, and writing a journal can increase, within a mutually emphasizing scheme.

Some experts give their idea of journal. For example, Richards (2006, p. 7) defines, "a journal is a teacher's or a student teacher's written response to teaching events. Keeping a journal serves two purposes : (1) events and ideas are recorded for the purpose of later reflection ; (2) the process of writing itself helps trigger insight about teaching. Then, Moon (2006: pp. 1-2) states, " a learning journal essentially as a vehicle for reflection; by " learning journal" accumulation of material that is mainly based on the writer's processes of reflection. Trends journal writing activities on student activities in the writing process of learning something is from a the preparation of document in a systematic learning in which students conduct a self-analysis.

Furthermore, Harmer (2004, p. 125) uses the term learning journals with the term "writing journals" (writing journal). Journal writing is an activity separate from the learning activities, especially activities of learning to write but students do journal writing as an activity such as homework other. He thinks that writing a journal is to immerse students to keep a diary of the student's activities in writing about different topics such as the events that it is really means in his life, how they were in the classroom, what language points they feel difficult, and which specific areas are interesting.

<sup>2</sup> Referring to the concept of learning journals, it can be implied that journals refer to a piece of writing which allows students to record thoughts and insights about their own learning experience. It a tool in the process of learning that the students do after the lesson in order to reflect learning experiences. Then writing learning journal is a steadily growing document that the learners write, to record the progress of learning.

In education, journals have been used across the disciplines and age group for students to write down their reaction and reflections to what they are reading or hearing in class. It is a note book or book in which students write about experiences both in and out of school or record responses and reactions to learning and to learning activities. Richards and Richard ( 2002, p.300) said that journal or learning logs are used as a way of establishing a dialog between teacher and student ( through comments, questions and reactions) they are sometimes referred to a dialog journals or diaries. A journal may play a part in helping a learners to clarify for herself what she does know about something in order that she can understand new material of learning ( e.g in the next lecture) (Moon, 2006, p.19). In relation to the view point of learning, Moon ( 2006, p.2) more said " learning journal refers to the accumulation of material that is mainly based on the writer's process of reflection." A learning journal is a piece of writing that allows students to record thoughts and insights about their own learning experience. This journal expects students to study and firm up learning, assess performance, as well design upcoming learning related to the past learning experience. Students become capable of taking charge of their own learning, and they eventually develop into independent learners.



### The Components of Writing Journals

Journal of learning can be evaluated in terms of shapes and sizes. According to Moon (2006) that in the macro level, the journal can be divided into parts, (1) journals structured and unstructured, (2) journal written by an individual and dialogue journals. Note individual journals are sometimes given to tutors and journals form the structured and unstructured continuum is more than two models of individual journals and dialogue. A structured journal is dealing with the guidance specific questions to be answered. This should be executed with a fair amount of flexibility to avoid trivial entries of little significance to development of students' learning. Unstructured reflective learning journal is characterized by little prompt questions provided. The guided questions provided should be very open ended, so that allow students to carry deep thinking on course related issues. The bank questions can build students' metacognitive process. They consist of the Content (*what's of learning experience*), process (*how is the learning experience process*), Reason, (*why is the learning experience?*), Regulation (*how is the solution?*). (Anonym, 2008). The other experts suggest the various questions in getting information. These map concept inspired the researcher to choose the dimensions of dialog journal. The model of writing journal used in this study refers the structure-writing papers.

### Reasons for Promoting Journal

Writing journal is expected to become a place for the development of education quality, especially in the process of teaching and learning. Teachers are expected to involve students to be active, especially to give a valuable chance them in reflecting their activities. Some experts give their reasons for promoting learning journal, either its purpose or advantage. The various objectives of writing journal<sup>10</sup> For example, Moon (2006, pp. 44-51) as cited in Moon (1990a), the purposes of writing journal are: (1) to record the experience ((2) to facilitate learning from experience, (3) to support the understanding and the presentation of the understanding, (4) to develop critical thinking or the development of a questioning attitude, (4) to encourage metacognition, (5) to increase active involvement in and ownership of learning, (6) to enhance problem-solving skills, as a means of assessment in formal education, (7) to enhance reflective practice, (8) for reasons of personal development and self-empowerment, (9) to enhance creativity, (10) to improve writing, (11) to increase or to give voice and expression as a means of communication self-expression, (12) to foster communication and to foster reflective and creative interaction in group, (13) to support planning in research or projects, (14) and as a means of communication between a learner and another. Whereas Scanlon and Chromes (1997) in Thorpe (2004) stated that the purpose of reflection journal is a written document which the students created what they think about a concept, event, or interaction in a particular period as a goal to gain insight in a learning.

Referring to the purposes of writing journal proposed above, a learning journal gives positive outcomes expectable, both for students and teachers. *For students*, writing journal has advantages, for instance, : (1) students can gain a clearer overview of their learning progress; students can gain an insight of their own strengths and weaknesses as the students, (3) students become capable to take charge of their own learning, and eventually to develop into independent lifelong learners and be able to plan overcoming learning difficulties; (5) students will understand and appreciate the importance of self-evaluation in the role of increasing oneself, (6) students are able to perform activities on promoting critical thinking activity. *For Lecturer*, (1) learning journal becomes a valuable feedback on students' learning; (2) the teacher can find out if classes are held interestingly, the students mastered the material and whether there are students who write about material that is learned from other sources, and others; (3) teachers will be familiar to use student journals notably to create a forum of communication between he and his students, even be a place of communication between teachers friends and colleagues, (3) journal study could be linked to the development or enrichment of student learning outcomes, as well fostering of the democracy in Indonesia, (4) The journal writing has been used as a tool of action research and the

development of teacher professionalism. (Harmer, 2004; Susilowati, 2006); Burton & Carroll (2001) in Widiati (2008, p. 188); Moon, 2006).

### **The Nature of Dialog Journal**

Journals have been used in many different ways in professional and higher education. Learning journal is regarded as a systematic way of documenting learning and collecting information on the material development for self-analysis and reflection. It is a written made by learners to record what he or she have learnt and what strategies done. I believe that the more opportunities for students do in writing reflection after class can help them to be more independent learner, critical thinker. This means that the opportunity given to students in recording or reflecting what they have made or learnt indicate a progress of education in which it helps students to record information their subject independently. In writing journal, the students can be facilitated by various models of journal, such as personal or diary journal, reading journal, learning log, simulation journal, , dialog journal. (Cahyono, 2001, p. 5)

Dialog journal is written conversation between a teacher and an individual student, which is quite confidential and is on-going writing throughout a whole semester or school year. (Peyton & Reed, 1990). Whereas, Moon (2006, p.2) said, "dialogue journals represent a written conversation between two or more people, each responding to the other's entries, usually around agreed topic, though, as in the nature of any conversation..." to the students' activity in writing journal and then they exchange their notebook to two or more people, notably for classmates or a teacher (Moon (2006, p. ). In this case, the teacher or classmate can read and give a positive comment to the student's learning journal. Gebhard (2000) state that writing learning is very necessary for a teacher in order to establish communication to two or more people. Through the use of a notebook, or computer, these people write back and forth to each other on regular basis, on topics of lesson. Quite often the teacher and each student in the class write back and forth, and there are benefits to such a one to-one exchange. It is possible to get to know the students, better understand their language problems, and create a personal way to motivate each student. Dialog journal writing supports the writing process by providing an authentic-way written interaction. The interaction is addressed to the partners, such as the conversation deals with the teacher and students. Meanwhile, teacher evaluation of student dialogue journals must no corrections toward the results writing students, but faculty assess student writing only for the initial topic, elaboration, variety and use of different genres, the expression of interest and attitude, and awareness about the process of writing. (Peyton and Reed 1990).

The awareness, evaluation and regulation come together of writing dialog journal. During writing dialog journal, the students are guided to answer the provided questions which deal to the content, process, and reason. The meaning of content refers to the student's activity in writing journal by building knowledge to remember the topic or subtopic of material; to find the easy and difficult material, to determine the regulation of the problems that they found. Then, the meaning of process is dealing with the student's response to think back how and what strategies help him or her to understand the content of reading text; to evaluate whether the strategies are effective or not. If they are not effective, the student can determine the other strategies. Whereas, the meaning of reason in writing dialog journal refers to student's response to reflect what important value of learning reading skill. In short, the students give reasons for essential material that they have learnt.

### **Function, Benefit dan Design of Dialog Journal**

Dialog journals has function several function based on the some view points. For example, Miller (2007) as cited by Denne and Bolton (2013, p.3) states that journals can function as a window into the learner's mind if the teacher reads them, but they are mainly place for students to keep an enduring record of what they have learned. Often it is in the act of writing a response that actual learning takes place, and



ideally, this how critical thinking develops. In a reading curriculum, journal writing gives students a way to engage with text in a meaningful way that then can lead to critical literacy.” Dialog journal is dealing with facilitating students in communicate idea in written so that it demands them to map concept on what they have learned and to ready to be imparted to the teachers.

In terms of building communication between teacher and students as explained above, dialog journal showed the reflective awareness of students to explore their learning experience in EFL classroom. To share learning experiences are necessary for students in order train them to map their mind what strengthens and weakness they have experienced. This means, the students are aware about the result of their learning experience in the classroom. The research study conducted by Carroll and Mchawala (2001) showed that ESI students’s awareness of academic writing conventions, as well as an understanding of others and their own views, was effectively facilitated through dialog journal writing. Dialog journal can also be spaces of students to search their thinking before classroom discussion. For example, after reading instruction in EFL classroom, the students can share their leaning experiences through writing journal and build communication among teacher-students; students-students (peer). Thus, dialog journal can foster the students’ awareness in teaching and learning process.

4 Journal According to Peyton (2000), the benefits of dialog journal are viewed into three ones : (1) extending contact time with students and getting to know them in a way that may not be possible other wise; (2) management classes with students of varying language, ability and interest level, and (3) optimal language learning conditions. While according to Uduma (2011) cited by Denne-Bolton (2013), dialog journals help to bridge that gap, as they are a place where learners draw on their personal funds of knowledge and make connections between what they know and what they are learning in class. These two theories give evidence us that the empowering of communication built up by teacher-students keep going positive behavior in order to enhance academic and social success. Dialog journal build psychological, social, and academic skill in EFL classroom.

Furthermore, in line of dialog journal design, students write or fill a learning journal, lecturers should clarify the intent and purpose of writing these journals. Students accustomed to organize the principal ideas or parts of ideas that would be written. Lecturers do not need to see or supervise students at the time of writing in a journal if it is expected to disturb the peace of the student. When there are students who question the themes, topics, or problems, lecturer should provide opportunities to the students to decide for itself what to write in a journal. There is the possibility of interested students to write down his impression about the methods, means, approach the teacher when teaching, that is perceived by students as something scary and that newly perceived by the lecturers concerned after reading the students' learning journals. Furthermore, in relation to the way of language use, according to Denne and Bolton (2013, p.3) as cited in (Uduma 2011; Werderich), the language in a dialog journal is closer to speech than to academic writing, so it permits an authentic, informal, lively conversation in writing between instructors and students. Thus,

Activities conducted at the time of writing journals vary. For example Moore (1994) in Susilo (2008,p. 2) designed journal writing process, for instance: 1) Start a meeting in the classroom or start a discussion; 2) Summarize learning (50) minutes, and 3) focus the class discussion, 4) Discuss how learning today and their relation with the topic, other topics; Responding to a task; 6) Check the readiness of the students; 7) Check the readiness / opinions of the students.. Another strategy offered by the author in the assignment of students to write journals are: 1) Prepare journal; 2) Provide an explanation to students about the concept of journal writing assignments. This activity is carried out at the beginning of class. In short, it gives information to students about the benefits for those journals writing; the components that must be filled in the journal; 3) Assignment of the journal conducted at the end of every classroom learning; 4)The time available approximately 10-15 minutes; 5) Collect student journals books; 6) Read and review the student journal book (done outside the classroom); 7) Provide comments on the points that are needed student.

The design on dialog journal can be constructed into three dimensions, for instance *content*, *process*, and *reason*. It build students' awareness, evaluation and regulation. Some bank questions for content dimension are such as "What have I learnt from the topic of reading skill", "Is this topic easy for me? What points are regarded easy? Is this topic hard for me? What parts are regarded difficult? Then the process dimension use some bank questions, as *How did I learn the topic/ task; what strategies have I used in learning this topic? How effective is this strategy? How to solve the problems of learning*. This dimension can map what strategies which are done during understanding reading text or reading topic, both in getting concept given by lecturer or in doing analysis of reading text. The final dimension is the reason one. The aim of this dimension is to expect the students to give response about the reason(s) to learn the material; to give reason of their failure in understanding material/task. Some questions lead the students to write dialog journal are : *Why do I learn the topic? ( it); why am I failure/success in doing the task*.

Although a teacher-student dialog exchange has benefit, there are also problems. Gebhard (2000) states that the problems will occur in the dialogue journal activities are various, for instance : *first*, as experience teachers know, writing to each student or even to groups of students can be extra ordinary amount of work for the teacher, even impossible if the teacher has a large class. *Second*, students quite often write about teacher interests and will not consider discussing what genuinely interests themselves. *Third*, it is impossible for students to complain, criticize or openly write about a topic that could cause the teacher to lose face or that could upset their harmonious relationship. Therefore, an alternative is to have students communicates with each other through journals, called "buddy journals".

## RESEARCH METHODOLOGY

The participants in this study were 58 students in two classes, namely the students of English Department in the odd semester of 2012/2013 academic year. This study employed experimental method by using pre-test and post-test control group design. The experimental group is 29 students and the control class is 29 students. The treatment was conducted 14 meetings. Both a pretest and a posttest to both groups, but the treatment was provided only to experimental group in giving the dialog journal. It was aimed at finding the significance of dialog journal use in enhance students' reading skill. Meanwhile, conventional method was applied in the control group. Students' test were analyzed by t-test at the significance level  $\alpha$  0.05, and data were analyzed by using program SPSS of version 20. Some indicators of the mastery of vocabulary context, topic, main idea, explicit and implicit meaning, organizational information. The quality of test used calibration of validity and reliability. The documents of the students' dialog journal- writing on each meeting is not assessed by using grade but the lecturer gives back response journal in verbal form . Because the student' dialog journal is regarded as feedback on reading instruion. Moon (2006) explain that journal can be assessed and not to be assessed. Specifically, for non-assement journal, it is regarded as other arrangements for monitoring and providing feedback. The reason of researcher not to give mark for student's dialog journal is this study to encourage students to reflect in writing journal on their learning experience in the classroom, notably reading instruction. The students may choose two languages ( Indonesian or English) in writing dialog journal on what they have learned or read. The lecturer's comments were usually dealing with to the difficult parts which the students found and the election strategies for solving problems.

In relation to the participant's journal entries, the participants were each required to write journal during the study. The total of meeting of reading skill instruction subject was 16 weeks. The dialog journals are limited only 14 journal entries for each student. The student was asked to write dialog journal at the end of each meeting in notebook entry . They had 10-15 minutes then submitted to the lecturer. For the next meeting, the lecturer returned students' journal which had some notes or responses. In the beginning of the semester, the students (both experiment group and control group) were asked to take a pre-test in one 100-minute class period. The post-test was conducted at the end of a whole meeting.

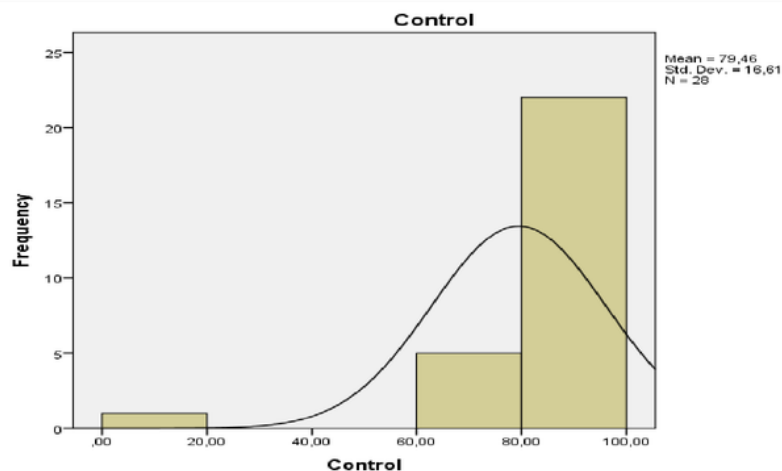
#### 4. Result and Discussion

This study is aimed at investigating the enhancement of students awareness and comprehension on reading text by the use of dialog reading journal. To find the result of students improvement in reading text, the study conducted the measurement of mean comparison. Therefore, the test of reading namely pre-test and post-test was administrated to the students in order to get the data required. Meanwhile, the data taken from observation instrument is used to see the participation of students in the classroom, especially in conducting or writing journal, as well interaction between teacher and students. This data was used for supporting the result of primer data ( a test).

The data gained from pre-test score indicates that the students enrolled in both experimental and control groups had equal ability. The means score of pre-test for experiment class was 65.4 and the control class was 64,2. A comparison of the mean scores of grades between thetest indicates a gain of 1.2. However, the two groups were different after having received the treatment in several meetings ( 14 meetings). The mean score of post-test for experiment class was 82,27 and the control group was 76,72, as presented in the table 1. A comparison of the mean scores of grades between the test indicates a gain of 5,55. ccomplished post-test score shows that the experimental group is better than the control group. The minimal score of the both groups ( control and experiment ) is 0,00 and the maximum score for control group is 90 and the experiment group is 95,00 with the standard deviation is 21.99 for control group and 16,16 for experiment group. The result of descriptive statistic is clearly shown in the following figures.

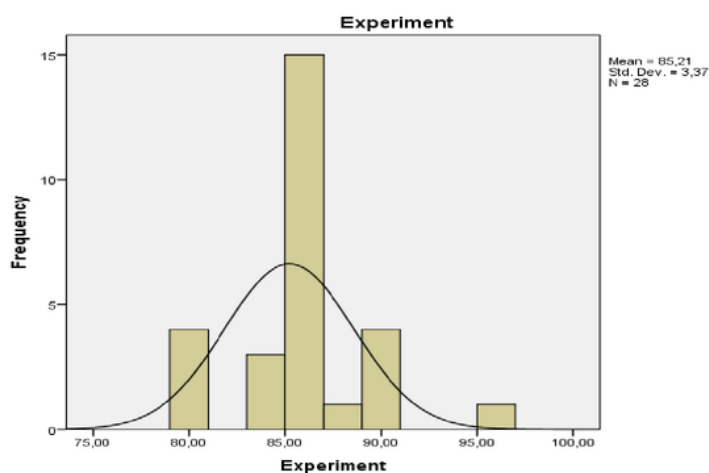
**Table 1. Descriptive Statistics of Control and Experiment groups**

	N	Minimum	Maximum	Mean	Std. Deviation
Control	29	,00	90,00	76,7241	21,99496
Experiment	29	,00	95,00	82,2759	16,16632
Valid N (listwise)	29				



**Figure 1: The data obtained of post-test for control group**





**Figure 2: The data obtained of post-test for experiment group**

In relation to the testing hypothesis by using statistical analysis of SPSS program, the paired t-test is 1,87 and the  $p$ -value 00 (.05) which shows a significant difference so that null hypothesis ( $H_0$ ) is untenable. It means there is significant different achievement of reading text between groups who learned reading skill 2 by using dialog reading journal and those who did not use dialog reading journal. can be concluded that dialog journal foster student's comprehension in reading text. There is a different significant achievement between the students who learn reading skill by using dialog reading journal and those who do not use dialog reading journal. The result of statistical calculation is presented below.

**Tabel 2. The result of t-testing calculation-Paired Samples Test**

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Control – Experiment	-5,55172	15,95437	2,96265	-11,62044	,51699	-1,874	28	,0071

The analysis of statistical measurement states that dialog reading journal is effective to foster the comprehension of the English department students on reading text. In addition, the following discussion brings clear explanation about the way of dialog journal enhances students' reading skill.

#### *The Descriptive of Students' Dialog Reading Journal*

The students' reflection on their awareness and comprehension on reading text are categorized into the dimension of content, process and reason. These three dimension are also tied to the awareness, evaluation, and regulation. There are some questions to lead students to give response which related to the content dimension, namely "What have I learnt from the topic of reading skill", "Is this topic easy

*for me? What points are regarded easy? Is this topic hard for me? What parts are regarded difficult?* From the 29 students in the experimental group, mostly students gave response in writing journal for this dimension. They could identify the topics or materials well, to classify the easy and difficult parts of topics or materials with fourteen topics. This implies that the students were aware of what they did closely relation to the teaching and learning process in EFL classroom. In short, the students' awareness for this dimension comes into the view. However, there were still some students to write slightly explanation for this dimension questions.

Moreover, in the process dimension, the students are expected to write down about the process of getting information on the topics. They could reflect how or what strategies they finish or did the task or what strategies that they create during doing the task. Several bank questions to guide them in giving response on journal are such as *How did I learn the topic/ task; what strategies have I used in learning this topic? How effective is this strategy? How to solve the problems of learning.* After analyzing the data of students' response for this dimension, the students found troubles to reflect completely about the process of their experiential learning. They were hard to decide the strategies done, and they were also difficult to evaluate about the election of suitable strategy. Most of them only wrote the lecturer' strategy, either in explaining the concept of topic or in giving the tasks. These circumstances had occurred for four times of fourteen meetings. They were probably unusual to do reflection on which they have learnt. However, the lecturer guided them to give response back on their journal so that most of them gradually were to show their progress in answering these questions. Every student even wrote various strategies in their dialog journal entries.

The final dimension on the dialog reading journal is the reason dimension. The aim of this dimension is to expect the students to give response about the reason(s) to learn the material; to give reason of their failure in understanding material/task. Therefore, the bank questions helps students to write journal are : *Why do I learn the topic? ( it); why am I failure/success in doing the task.* Based on on the the data analysis of students' journal entries, they could do well these dimension. It means that most of the students wrote or answered these questions with diverse reasons, namely reasons of For example the reason linguistic forms, they were very short of vocabularies, hard to identify word classes, etc. so that they must spend more time to read. They commonly felt that they did not possess enough vocabulary in finishing the reading task quickly. Another failure found students in identifying implicit meaning. However, they showed their progress to look for the effective alternative strategy to solve their problems and also did suggestions given by lecturer on their journals. Besides, the students were able to give argument about the importance of learning topic and they were also conscious to give reasons about their failure and success both in grasping material and doing the task.

There is strong evidence that by increasing student's awareness off reading strategies, their own and those linked to the reading success, less skillful students can decide strategies, learn more strategies, and finally their achievement on reading skill can be improved. The result revealed us that the use of dialog reading journal helped the activities of students to build their metacognitive on English writing. They had highly motivation to write journal. The data were shown by their reading journal which were submitted to the lecturer, including their presence on each meeting in which they were present mostly.

The impact of dialog journal was not beneficial for students but it also was necessary for lecturer to reflect how far the target of reading instruction to achieve. Many experiences was obtained from students' dialog journal, such as reflection for academic, social psychological points.

### **Limitation and Suggestions for further Research**

Trully, this research has some limitation or weaknesses.

Firstly, The sample size might not be large enough to generalize the findings to all EFL students of English Department Faculty of letters and Culture. To optimalize this research is still needed the sample size.

Secondly, the reading comprehension skill had closely related to the utilization of dialog journal. Therefore, the result of this research was based on the utilization dialog journal and effect on student's achievement on reading text. There are still another options of journal types that can be considered as the variable in this study, such personal journal. In addition, the research of utilization of dialog journal can be developed to another language skills, namely speaking, writing, and listening, and another subjects.

Thirdly, the method used in this research was the experimental method. It was limited to two classes only (experimental class and control class). The result of this research is generalized to the subject of research. Therefore, the research development was suggested to use qualitative research or action research for several classes.

Fourthly, instrument used in this research was limited to the test, observation, and document study (journal). Therefore the description the result of research. Each is focused on these instrument. Another instrument can be developed for this research are questionnaire, interview in order to get comprehensive the result of research.

### Conclusion

Based on the finding and discussion of research stated previously, the result of research, as follows:

One of indicators supporting the development of language learning successfully is that both teacher and learner who are always eager to think and to analyze what they have taught and learned in the classroom by relating to their previous experiential knowledge and received knowledge. To support this expectation, of course, need the empowering journal media, notably dialog journal. It has an opportunity for students to express their attitude towards the course, the text, reflect on their discoveries and make connection between what they know and what they are learning; build awareness and comprehension, giving students the ability to grow as strategic readers and independent students

Dialog journals are a way of bringing students' outside lives into the classroom in order to intensify the real and authentic communication among teacher-students, as well student-student (peer). It can foster the students' awareness in teaching and learning process and to give positive contribution for academic and non-academic atmosphere in EFL classroom.

Based on the result of research, it shows that there was significant difference between reading comprehension of the students who learned reading skill by using dialog reading journal than those who did not use dialog journal. The students who learned reading skill using dialog reading journal to show better achievement than those who did not. Finally in addition to foster the student's awareness on reading text, the students actively participated and discussed both with their classmates and the lecturer on what they have already read and written.

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# EMPOWERING DIALOG READING JORNAL FOR FOSTERING STUDENTS' AWARENESS AND COMPREHENSION ON REDING TEXT IN EFL CLASSROOM

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