THE EFFECTIVENESS OF DREAM JOURNAL FOR TEACHING WRITING OF DESCRIPTIVE TEXT

(An Experimental Research at Grade X of SMA Teuku Umar Semarang
In the Academic Year 2015/2016)

a final project
submitted in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan
in English

by
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2016
DECLARATION OF ORIGINALITY

I Idaratus Sa’adah, hereby declare that this final project entitled The Effectiveness of Dream Journal for Teaching Writing of Descriptive Text (An Experimental Research at Grade X of SMA Teuku Umar Semarang in the Academic Year 2015/2016) is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.

Semarang, 4th April 2016

[Signature]

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APPROVAL

This final project entitled The Effective of Dream Journal for Teaching Writing of Descriptive Text (An Experimental Research at Grade X of SMA Teras Umar Semarang In the Academic Year 2015/2016) has been approved by a board of examiners and officially verified by the Dean of the Faculty of Language Arts on.

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MOTTO AND DEDICATION

“Without a struggle, there can be no progress”
(Frederick Douglass)

“The harder the struggle, the more glorious the triumph. Self-realization demands very great struggle.”
(Swami Sivananda)

To:

➤ My super father, Aim Bapak Darwi, and my wonderful mother, Ibu Jumiati,

➤ My beloved bother, M. Imron Rosyadi and My cute little sister, Weduri Nurul Syafa’ah,

➤ All of my relatives,

➤ All of my schoolmates.

➤ All of my boarding mates.
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My special thanks goes to SMA Teuku Umar Semarang, the principal, the teachers, the staffs, and the tenth grade students of class X2 and X3 for allowing me to conduct the research at the institution and for giving their contribution.

Last but not least, I would like to say big thanks to all my schoolmates, my boarding mates for their support during my study.

The writer
ABSTRACT


Keywords: Dream Journal, Teaching Writing, Descriptive Text

This final project tried to examine the effectiveness of Dream Journal for teaching writing of descriptive. The objectives of this research are to describe the effectiveness of teaching writing of descriptive text by using Dream Journal, and to tell how to use it in teaching writing of descriptive text. This study used an experimental research by applying two groups pretest and posttest. The population of this research is tenth grade students of SMA Teuku Umar Semarang. The writer took two classes X2, and X3 as the sample of this research. One class was as the control group that was taught descriptive text using conventional technique. The other class was as the experimental group that was taught descriptive text using Dream Journal. Each group had four meetings. The first meeting was for giving pre-test. The second, third meeting were for treatments. For the last meeting, the post-test was given to the students to know their achievement. The results of this research showed that Dream Journal was an effective technique to teach descriptive text. It can be seen from the results of tests. In the pretest, the average score of the experimental group was 51.88 and the control group was 56.88. The result of posttest were 81.18 and 71. As the result, the pretest was higher than posttest. In order to find out the significance difference in the students’ achievement in writing descriptive text between experimental and control group, the writer applied t-test. The score of t-value (6.124) is higher than t-table value (2.390) and Sig (2-tailed) value 0.000 is lower than 0.01. Based on the results of this research, the writer concluded that the H1 that there is a significant difference in the students’ achievement in writing descriptive text between those who were taught using Dream Journal and those who were taught using conventional technique was accepted, and the H0 was refused.
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CHAPTER I

INTRODUCTION

This chapter provides the introduction of the study. It contains six subsections, they are (1) Background of the Study, (2) Reasons for Choosing the Topic, (3) Research Questions, (4) Objectives of the Study, (5) Significance of the Study and (6) Outline of the Research.

1.1 Background of the Study

This research investigates the effectiveness of Dream Journal for teaching writing of descriptive text at grade X of Senior High School. The term “Dream Journal” refers to a collection of dreams that is written by students regularly. It also refers to a personal journal which describes something that they want in personal. This activity uses visualization technique in describing a dream. So through this activity, teacher will ask her students to visualize first their dreams according to what they want freely. It can be desirability, hope, willing, ambition, or expectation, then they describe their dreams in the form of written text. For example, they want to have a luxurious car. So, they visualize that they are driving a luxurious car in detail way. They can try to imagine the color of the car, the design of the car, and the color of the seat. They can write more detail, it can be about the dashboard, the navigation
system, the audio, the video, the design of steering wheel, and the aroma of perfume that they like. Then they start to describe and write them in a descriptive text.

Descriptive text is used to describe person, animal, place, something in particular. It has a generic structure; identification and description. Related to Dream Journal, this activity will allow students to mention their dreams in identification paragraph, and describe them in description paragraph. They also must always describe that they already have the thing they want. This is a mental trick and an important part of the visualization process. They don’t hope that they will achieve this thing, or that it someday will happen, they have to feel like they already have the thing that they want. They have to live it and feel it in their visualizations. It is suitable for students who learns descriptive text which uses simple present tense. They will write their dreams using simple present tense and it will make themselves consider that their dreams have come true. Therefore they can visualize and describe it easily. Everyone certainly has more than one dream, so they will make and write more than one descriptive text. It will be collected in a journal, so they will make a journal of dream. This activity may be rather difficult to start, in case they never visualize something. Nevertheless, it will be exciting to continue. Visualizing and describing their dreams in form of written text as descriptive text will arise a motivation, a confident, and an enthusiasm in working and studying. In addition, visualizing dream will make them always have a positive thinking and it will never stop them always effort in getting a better life, like what Marcus Aureliys Antonius
said “A man’s life is what his thought make of it”. Besides, students need to reflect their dreams every day in a spare time for making themselves always remember those dreams, in order to enable them to be more creative and improve their ability in writing. Through this activity, students can examine their vocabulary, grammar, cohesive, etc., Now that they will find many new vocabularies, and learn to create many sentences as well. The teacher will check, assess, and correct their Dream Journal at every English class, so that they will know the correct one.

1.2 Reasons for Choosing the Topic

The topic The Effectiveness of Dream Journal for Teaching Writing of Descriptive Text (An Experimental Research at Grade X of SMA Teuku Umar in the Academic Year 2015/2016) needs to be addressed: first, according to curriculum KTSP (School-Based Curriculum), students of senior high school are demanded to comprehend descriptive text. Second, the good techniques and activities will effect students’ understanding the materials. Third, this technique will give a good motivation for students in achieving their dreams.

The first reason is according to curriculum KTSP (School-Based Curriculum), students of senior high school are demanded to comprehend descriptive text. We know that descriptive text is a simple text and has simple generic structures and language features than the other texts, however there are still a lot of students of
senior high school have not mastered it well yet. Students still find difficulties in writing descriptive text. As far as, they still don’t understand how to write it, how to create an idea to develop the text, and how to arrange the words into an understandable text. When the writer practiced teaching in a senior high school, she found that many students were lack of mastering writing not only a text but also a sentence.

The second reason is, the good techniques and activities will effect students’ understanding the materials. It is important to use the appropriate technique and activities relate to the topic which will be taught for making students more understand the materials. Students need an interesting and different technique in studying descriptive text. The teacher still used conventional technique. The techniques used, are monotonous. Most of teachers ask their students to make a descriptive text only for describing thing, animal, person, place that are around them. The teacher never asks their students to describe their dreams freely, even if their students will be more excited to describe their dreams because this activity makes students are more expressive and creative. In addition to the students will understand descriptive text easily about the social function, the generic structure, and the tenses that are used. They will improve their ability of writing descriptive text.

The third reason is this technique will give a good motivation for students in achieving their dreams. Writing dream will allow students to reflect and describe their dreams in form of written text. They will imagine all their dreams every day for many
times to make themselves always remember their dreams. This way will motivate students to make their dreams come true. They will be more enthusiastic in studying, and be more confident to get all the things that they want. It will make their life be better and has a goal to be achieved.

1.3 Research Question

There are two prominent questions highlighted in this research, namely:

1. How effective is teaching writing of descriptive text using Dream Journal?
2. How is Dream Journal applied in teaching writing of descriptive text?

1.4 Objectives of the Study

The main purposes of the study are as the following:

1. To describe the effectiveness of teaching writing of descriptive text using Dream Journal.
2. To tell how to use Dream Journal in teaching writing of descriptive text.

1.5 Significance of the Study

Dealing with the purposes to achieve, the writer expects the result of the study will give some benefits to English teaching and learning development. These benefits are as follows:
Theoretically, the result of the study is expected to be used as a reference or simply a source of consideration for other researchers who are intended in conducting any further similar research on the application of Dream Journal.

Practically, this research will help the tenth grade students of senior high school improve their writing ability. Furthermore, it will motivate students to always visualize and describe their dreams until they can achieve it. Then for the writer, the result can help her explore her teaching skill especially teaching writing and get more knowledge about teaching and learning writing in the real world.

Pedagogically, the researcher hopes that the result of the study is able to inspire English teachers to apply Dream Journal as an alternative method for teaching writing in their classroom. Moreover for the students, hopefully the students can improve their writing skill especially descriptive text.

1.6 Outline of the Study
This final project consists of five chapters:

Chapter 1 comprises the introduction part which covers background of the study, reasons for choosing the topic, question research, objectives of the study, significance of the study and the outline of the study.

Chapter II, the writer presents the review of related literature which discusses review of previous studies, review of theoretical study of writing skill, the process of
writing, component of writing, journal, Dream Journal, visualization, descriptive text in general, and theoretical framework.

Chapter III contains the method of investigation. It discusses research design, population and sample, research variables, hypothesis, role of the writer, instrument for collecting data, method of collecting data, and method of analysing data.

Chapter IV presents the description of the research, the result of data collecting during experiment, and the discussion of the data.

Chapter V includes the conclusion of the result and some suggestions related to the study.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains three sections. The first section presents review of previous studies, then followed by the second section that talks about the theoretical study underlying this study and the last section is framework of present study.

2.1 Review of the Previous Studies

To support the conducting of this research, the writer provides some previous researches which have correlation with her research but are different in other aspect. The writer hopes the difference will give a clear portrait of her research toward others and it deserves to be done.

First, Nafiah Nur Fitriana (2014) studied about “The Effectiveness of “Make A Match Technique” in Teaching Writing of Descriptive Text”. It was an experimental research of the seventh grade students of SMP N 15 Semarang in the Academic Year 2013/2014. The purposes of the research were to find out whether there is significant difference in achievement between the students who are taught using “Make a Match technique” and those who were taught using conventional technique, and to discuss this effectiveness of “Make a Match technique” as compared to the conventional technique in teaching writing of descriptive text.
Nafiah Nur Fitriana concluded that “Make a Match Technique” was more effective than conventional technique to improve students’ ability in writing descriptive text. It could be seen from the final score of the experimental and the control groups. The average scores pretest between the experimental and the control groups were 73.28 and 73.12. After the treatments, the average scores of posttest became 84.8 for the experimental group and 80.32 for the control group. It proved that there was a significant difference between teaching writing descriptive text by using “Make a Match Technique” and conventional technique.

Second, Sheila Choirul Istifa (2013) studied about “The Effectiveness of Cue Card in Teaching Descriptive Text at Junior High School”. It was an experimental research at year seven of SMP N 1 Tayu Pati. The purposes of the research were to see whether cue card could be used in teaching descriptive text or not, and to see the difference of the students’ writing ability before and after using cue card.

The result showed that there was a significant difference in the students’ writing ability before and after getting the treatment by using cue card. The mean of experimental group before getting the treatment was 66.34. The students’ score after getting the treatment showed better result and improvement in their ability in learning descriptive text, especially writing. It was 78.34. This difference showed that cue card was effective in teaching descriptive text to the year seven of junior high school students.

Third research is held by Patria Sumardi (2014) entitled “The Use of Attribute Charts Strategy to Improve Students’ Ability in Writing Descriptive Text”. It was a
classroom action research to the seventh grade students of SMP N 18 Semarang. The purposes of this research were to discover how to implement Attribute Charts in teaching descriptive writing for the VII G students of Junior High School 18 Semarang in determining the appropriate adjectives, in the academic year of 2013/2014, and to obtain information how Attribute Charts improve the skill in writing descriptive text for the VII G students of Junior High School 18 Semarang in the academic year of 2013/2014.

Based on the result of the analysis, she concluded that the students’ progress during the teaching learning activity by teaching descriptive text was improved. It was supported by the average of the students’ result of the pre-test (48.8) and that of the post-test (77.1). The main factor affected this success was the use of attribute chart strategy and the given material.

Fourth research was held by Thoriq Hidaturrahman (2011) entitled “The Effectiveness of Blog as Media in Improving The Students’ writing Skill of Descriptive Text”. It was an experimental research of the eight graders of MTS N Brangsong Kendal in academic year 2013/2014. This research was aimed at comparing students’ ability in writing descriptive text with blog technique and without blog. The result of the study was used to answer the questions: Is there any significant difference in the achievement between the students who wrote descriptive text with blog technique and the students who wrote descriptive text without blog? And how well the students write descriptive text after being taught by using blog.
According to the result of the data analysis, Thoriq concluded that the use of blog as a teaching medium in writing descriptive text was more effective than the conventional way. Based on the computation, there were some significant differences between experimental and control groups. In the pre-test, the average score of the experimental group was 71.81 and the control group was 71.72. Further, the result of the post-test from the experimental group was 80.11, which was higher than the result of the control group. It was 74.67. From this result, he considered it as a significant result from the previous one.

Fifth research is done by Rega Giyang Girana Zetira (2015) entitled “Using Clustering Technique to Explore the Ideas in Writing Descriptive Text”. The case of the study is the tenth graders of Senior High School 1 Pegandon in the academic year 2014/2015. Based on the result of the study, the writer could conclude that Clustering Technique successfully improves the students’ ability in writing descriptive text and this technique made them more enthusiastic during teaching and learning processes. The improvement could be seen from the increase of students’ mean writing score from pretest to posttest.

According to the previous researches, the writer concludes that there are so many techniques that we can use to teach descriptive text, and the use of media and technique in teaching writing descriptive text is considered to have significant result on students’ writing ability. The techniques will give students a good understanding and students can create descriptive text well.
The writer also provides some journals that related to this study, and it will give more understanding about journal writing.

Mohammed Farrah (2012;997) writes a journal entitled “Reflective Journal Writing as an Effective Technique in the Writing Process”. This study assessed the benefits of keeping reflective journal writing on improving English writing skills, increasing motivation, enhancing creativity, and critical thinking among university students. It also explored differences in students’ performance and attitudes due to gender, and some writing practices. The sample consisted of 120 male and female students from four sections of an undergraduate writing course. A 19-item questionnaire was distributed and the items were structured according to three dimensions: improving learning, motivation and self-confidence, and value and convenience.

The results of the study indicated the positive effects of the use of reflective journal writing in enhancing motivation and self-confidence and improving learning in general and the writing skills in particular. The results also indicated that female students favored reflective journal writing more than male students. Furthermore, students who voluntarily wrote their own paragraphs were more motivated to write than others and had a much better perception. In sum, reflective journal writing makes the writing course enjoyable, motivating, relevant and exciting.
Moreover, Annabelle Hernandez Herrero (2007;1) states in her journal entitled “Journals: a Tool to Improve Students’ Writing skills”. This paper reports on the results of a research study carried out with a group of second-year students of English at the School of Modern Languages at the University of Costa Rica. The purpose of the study was to determine if explicit instruction of troublesome linguistic aspects (syntax, morphology, lexicon, and punctuation) taken from the students’ journal entries improved the students writing skills. Journal writing can be a helpful tool to improve students’ writing skills. First, the learners are more motivated to write because they have a chance to express their opinions about the books they read. Second, they have an opportunity to use the language learned in the readings in a real context. Third, feedback can be tailored to the student’s needs. For teachers, the journals provide authentic samples of students’ work; therefore, they can pinpoint content and linguistic problems and give individual and group feedback. Since all the entries are kept together in a notebook, the professor can also keep track of the students’ progress throughout the semester. However, it seems that paying close attention to feedback and taking the time to edit their entries are key elements for students to succeed.

Somayeh Bagheri and Behzad Pourgharib (2013; 3520-3525) write a journal “An Investigation of the Effect of Journal Writing on EFL Learners’ Oral Production”. The aim of this study is investigating the effect of journal writing on EFL speaking. Writing a journal writing encourage students to interact with each
other and gain new ideas and recognize their mistakes and develop communication as well as writing. This study emphasizes dialogue journal writing. In conclusion speaking is one of the central elements of communication. In EFL teaching journal writing, so it is an aspect that needs special attention and instruction to provide students with effective proficiency and to improve their speaking, dialogue journal writing also make students’ interaction easier with their teachers and parents. As Thomas (2003) believed that students made positive changes in their learning and resolved their problems by reflecting on their personal writing process. Ghahremani-Ghajar & Mir Hosseini’s (2005) study showed that dialogue journal writing provided EFL students with critical self-reflective writing ability. Journal writing increases intrinsic motivation to write without fear and speak with self-esteem.

Stacy E. Walker (2006; 216–221) adds a journal entitled “Journal Writing as a Teaching Technique to Promote Reflection”. The purpose of this article was to provide an introduction to the process of journal writing to promote reflection. Our students, on a daily basis, encounter experiences that can teach them to reflect during their future practice of athletic training, and we owe it to our students to facilitate their reflection. Course preparation is short in relation to career practice; therefore, as educators, we hope to instill reflective qualities that mature and grow. Many methods of assigning and grading journal writing were presented in this article. As with any teaching method, there is no right or wrong way to approach journal writing. As the students grow in self-confidence and gain trust in the instructor, they begin to reflect
and write about their real concerns. This leads to obtaining valuable feedback to empower our future certified athletic trainers to overcome those real-life concerns. Reflection enables the student to do a better job as a certified athletic trainer.

In addition, Hanaa Youssef Shaarawy (2014; 120-128) writes a journal entitled “The Effect of Journal Writing on Students’ Cognitive Critical Thinking Skills”. The purpose of this article was to report on a quasi-experiment where journal writing was an additional task to an academic writing course in an Egyptian private university. It was hypothesized that journal writing would develop students’ cognitive critical thinking skills. A modified critical thinking test was used to measure students’ cognitive critical thinking skills before and after the experiment. Results, which are consistent with all the literature, indicated that journal writing plays an important role in developing students’ critical thinking skills, and they also showed that journal writing prevented the regression of students’ cognitive.

The last, Seyed Jalal Abdolmanafi Rokni and Asieh Seifi (2012) wrote in their journal entitled “The effect of dialog journal writing on EFL learners’ grammar knowledge”. The present study was done to investigate the impact of dialog journal writing on learners’ grammar development and their confidence. Two intact classes at Golestan University, Iran were randomly selected and assigned as experimental and control groups. The participants were 68 students who ranged in age from 18 to 23 and who regularly attended the general English classes for 12 sessions during the spring semester. The experimental group was instructed to write a journal every
session, overall twelve journal entries during the treatment, while the control group received the regular class instruction. A pretest and a posttest were used to evaluate the participant's grammar skill before and after the treatment. The results of the study revealed that journal writing had a significant positive effect on students’ grammar knowledge and enhanced their confidence in writing. The findings also showed that EFL learners in the experimental group overwhelmingly preferred the DJW project in improving their grammar knowledge.

From the journals, the writer could deal with journals have many advantages for students. It could improve students’ writing skill, develop students’ critical thinking skill, give positive effect on students’ grammar knowledge, and enhance their confidence in writing.

2.2 Review of the Theoretical Study

2.2.1 Writing Skill

Writing is speaking to others on paper or on a computer screen. Writing is also an action - a process of discovering and organizing ideas, putting them on paper and reshaping and revising them. Writing is partly a talent, but it mostly a skill, and like any skill, it improves with practice (Meyers, 2005: 2). Writing is a combination of process and product (Sokolik, 2003: 98). According to Olson (2003; 5), the process
refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

So, writing is a way that students can use to communicate their ideas through words which are compiled in comprehensive sentences with other people, readers. To make an understandable writing product which is able to communicate their ideas to the readers, they need to do many practices.

2.2.2 The Process of Writing

Someone needs to know the process of writing, and consider some ways of making a good written if they want to write something and they want to make a perfect piece of writing. Not all writers use the same way in writing, but experienced writers can point to particular elements that generally occur in the act of writing, even though these elements may be combined in different ways. Similar to Harmer (2004; 4-5) says that the writing process has four main elements. The first one is planning, experienced writers plan what they are going to write. The second one is drafting, we can refer to the first version of a piece of writing as a draft. The third one is editing (reflecting and revising), once writers have produced a draft they then usually, read through what they have written to see where it works and where it doesn’t. The last one is final version, once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.

2.2.3 Journal
Journal is a written record of what you have done each day (Cambridge Advanced learner’s Dictionary). According to Harmer (2004; 126), there are many reasons why teachers and students have found journals to be useful. They are not only the benefits of reflecting upon learning, but also journals allow students to express their feeling and tell anything more freely that they might do in public, in class because they know that their journal are not going to be read by everyone, unless they want people to read them. Moreover, journal writing contributes to a student’s general writing improvement in the same way as training enhances an athlete’s performance. In addition, the opportunity they provide for teachers and students to enter into a new and different kind of dialogue.

Hogue (2008; 18) adds a journal is a novel book in which you write about your life and your thoughts. Each time you write in your journal, you make a journal entry. Hogue (2008; 172) also says to become fluent in written language, you need too. Journal writing gives you this opportunity. How journal writing can help you;
1. You improve your writing. Writing every day will help you become fluent.
2. You choose the topics. In your journal, you can write about topics that are interesting and relevant to your life. You are practicing expressing your ideas and feelings in your journals.
3. Writing a journal can be very enjoyable. You don’t have to worry about using a dictionary or checking your grammar or organization and you don’t have to write several drafts. You just concentrate on the content.

2.2.4 Dream Journal

Everyone has a dream including students. Dream itself is something that you want to happen very much, or the best that you can imagine, the examples are dream holiday/ house/ job, etc. (Cambridge Advanced learner’s Dictionary). Dream in here, is a
willing, a hope, an expectation, an ambition and a desirability that someone wants to achieve. Dream Journal is an activity that is demanded students to write their dreams regularly, and it will be collected in a journal. This activity will provide an interesting and joyful learning writing. They will visualize and describe their dream, and actually it will be different even though they have same dream but what they want in mind is different each other. In this case, their teacher will not grade their journal, so Dream Journal is a good way to practice descriptive text without worrying about a grade. Their teacher will read each entry and make comments and corrections. He or she may ask questions and give some sights for them to answer and correct in their next entry. They can also write questions to their teacher in their journal. A journal can be like a conversation. Their teacher will ask students to write for a certain amount of time every day or every week, or he or she will ask students to write a certain number of pages. It is a good idea to write the date and their starting and stopping times above each entry. The duration could be a month, a semester, a school year, of course as depended on the teacher’s plan.

Here is a sample example of Dream Journal.
2.2.5 Visualization

In order to create Dream Journal, students will visualize and describe their dream. To support in writing their dreams, the students should know what visualization is, so the writer provides some definitions of visualization stated by experts.
Creative visualization is a mental technique that uses the imagination to make dreams and goals come true. Used in the right way, creative visualization can improve your life and attract to you success and prosperity. It is a power that can alter your environment and circumstances, cause events to happen, and attract money, possessions, work, people and love into your life. He also stated that Creative visualization uses the power of the mind, and is the power behind every success (Sasson, 2014; 4).

Then, Gawain (2002;3) writes that Creative visualization is the technique of using your imagination to create what you want in your life. There is nothing at all new, strange, or unusual about creative visualization. You are already using it every day, every minute in fact. It is your natural power of imagination, the basic creative energy of the universe, which you use constantly, whether or not you are aware of it. It is the art of using mental imagery and affirmation to produce positive changes in your life. It is being successfully used in the fields of health, education, business, athletics, and the creative arts.

Canfield (2005:72) the author of The Success Principles, writes that: Visualization—or the act of creating compelling and vivid pictures in your mind—may be the most underutilized success tool you possess because it greatly accelerates the achievement of any success in three powerful ways.

1. Visualization activates the creative powers of your subconscious mind.
2. Visualization focuses your brain by programming its reticular activating system (RAS) to notice available resources that were always there but were previously unnoticed.
3. Visualization magnetizes and attracts to you the people, resources, and opportunities you need to achieve your goal.

How visualization works to enhance performance;

1. It programs your brain’s RAS to start letting into your awareness anything that will help you achieve your goals.
2. It activates your subconscious mind to create solutions for getting the goals you want. You’ll start waking up in the morning with new ideas. You’ll find yourself having ideas in the shower, while you are taking long walks, and while you are driving to work.
3. It creates new levels of motivation. You’ll start to notice you are unexpectedly doing things that take you to your goal. All of a sudden, you are raising your hand in class, volunteering to take on new assignments at work, speaking out at staff meetings, asking more directly for what you want, saving money for the things that you want, paying down a credit card debt, or taking more risks in your personal life.
From those definition of creative visualization, the writer concludes that creative visualization is a mental technique that students can use to imagine their dreams to achieve what they want in their life. It will bring their goals and desires to them more quickly. It also will make them always have positive thinking and much motivation to achieve their dream. Related to this research, the students practiced visualization by writing what they were reflecting, they wrote what they wanted first then they visualized, or they could imagine their dream first, then write it down. When they visualized their dreams, they always imagined that they already had the thing they wanted. They didn’t hope that they would achieve this thing, or that it someday would happen, they had to feel like they already had the thing that they wanted. They had to live it and feel it in their visualizations. They needed to practice it many times, it would become an automatic part of their thinking and it kept them focussed on their goal, strengthened their motivation, and programed their subconscious by sending an order to their crew to do whatever it took times to make that goal happen.

2.2.6 Descriptive text

2.2.6.1 Definition of descriptive text

Oshima and Hogue (2007; 61) says that descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her
mind. Then, a descriptive paragraph describes a person, place, or thing so that the reader can picture it in his or her mind (Savage and Shafiei, 2007; 34).

According to Sanggam Siahaan and Kisno Shinoda (2008:89), description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, or a house, or camping. It can be about any topic. In addition, descriptions are "word pictures." You tell how something looks, feels, smells, tastes, and sounds. You need to become a sharp observer and notice many small details so that you can write a good word picture.

According to Meyer (2005:60) a description of scene allows your readers to see, hear, or even feel the subject matter clearly. You can describe many thing, including people, etc. Boardman (2002: 6), descriptive is a kind of paragraph which is used to describe what something looks like.

In summary, the descriptive text is a text which describes person, place, mood, situation, an object that appeal to the sense and etc.

In descriptive text, besides the students learn about definition of descriptive text, they also have to learn about the generic structure of descriptive text. Students who were without knowing the generic structure, students can’t write descriptive text correctly.

Based on Sanggam Siahaan and Kisno Shinoda (2008:89), the generic structure of descriptive text are:
a. Identification
Identification the person, place, or thing into be described. It’s mean that this part we have to identifies the thing will be described.

b. Description
Describing parts, qualities and characteristic. We have to describe clearly based on the object will be described.

Gerot and Wignell (1995: 208) says that descriptive text has two genetic structures, (1) identification, (2) description. The identification identifies phenomenon to be described, and the description describes parts, qualities, characteristics.

2.2.6.2 The Characteristics of Descriptive Text
Students who want to learn and write descriptive text, should know that descriptive text has some characteristics, or language features that differentiate from other texts.

Seyler (2004; 81), a descriptive text has some characteristics. They are (1) the generic structure consists of identification and description, (2) focus a specific participant, (3) use attributive and identifying processes, (3) frequent use of epithets and classifiers in nominal groups, (4) Use of simple present tense.

In addition, Sanggam Siahaan and Kisno Shinoda (2008:89), the language feature of descriptive text, is as follows: (a) Using attribute and identifying process. This means in a descriptive text, to describe something have through the identification process of what to be described including the sequence time, (b) Using adjective and classifier in nominal group, (c) Using simple present tense. The tense used in a descriptive text is simple present tense with the use of third person singular pronoun. (d) Focus on specific participant. In the descriptive text the participants involved in the text are described in detail and in order of sequence.

2.3 Theoretical Framework
Based on the theories above, the writer used Dream Journal in teaching writing of descriptive text. Then, she would find out the effectiveness of them.

In conducting this research, the writer used experimental research. Two classes will be treated as the experimental and control group. These groups were equated as nearly as possible. Before the writer gave the treatment, she conducted the pretest for both of groups at the same time. The pre-test was in form of writing test, the students were asked to write a descriptive text individually. It was submitted and assessed.

Then, writer gave a treatment by applying Dream Journal to the experimental group. When conducting experiment, writer gave students a workbook, and asked them to visualize and describe their dreams in form of written text as descriptive text. At the end of experiment, the two groups were given the post test at the same time. Both groups were asked to write descriptive text. Below is the diagram of theoretical framework in order to summarize the planning of this study systematically.
Figure 2.2
Theoretical Framework

Pretest

Experimental Group

Result

Control Group

Result

Compared

Teaching Descriptive Text

Using Dream Journal

Using Conventional technique
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with the conclusion drawn from the study that had been conducted and some suggestions related to the study and English language teaching.

5.1 Conclusion

This research was conducted using experimental design. There were two objectives of this final project. The first objective was to find out the students’ writing in descriptive text by using Dream Journal at tenth grade of SMA Teuku Umar. The second was to tell how to use Dream Journal in teaching of writing descriptive text as the new technique.

After the tenth grade students of SMA Teuku Umar Semarang had been taught writing of descriptive text using Dream Journal as a technique, the writer knew that it was effective. It can be seen that the average of the experimental and the control group were 51.88 and 56.88. After the posttest, the average scores became 81.18 and 71, and the difference between the experimental group and the control group was 10.18. The t-test result showed that t-value was 6.124 and t-table for \( \alpha = 1\% \) was 2.390. It means that the t-value is higher than the critical value (6.124 > 2.390). It showed that the difference between the two means was highly significant.
The result of computation above states that \( H_1 \) that there is a significant difference in the students’ achievement in writing descriptive text between those who were taught using Dream Journal and those who were taught using conventional technique was accepted, and the \( H_0 \) was refused. So teaching writing of descriptive text using Dream Journal at tenth grade students of SMA Teuku Umar Semarang in Academic Year 2015/2016 was effective.

5.2 Suggestion

This part is a chance for the writer to give suggestions in order to get the development of teaching and learning process. Therefore, the writer has some suggestions:

1. For students, they should need to improve their writing skill more often. Besides practicing writing in class, they also should practice it outside the class, such as using Dream Journal to improve their writing skill and design their dreams. It will be an interesting and enjoyable writing practice for them. Through this technique, students can use their time well and start to prepare their dreams early. Automatically, this technique can help them to improve their writing skill.

2. For teachers, they should be a good model and facilitator in teaching and learning process. They must be able to choose the best method and materials, media or teaching aids of teaching writing in order to promote the students’ interest in writing. For example, they are able to apply Dream Journal in
teaching writing of descriptive text to help students to improve their writing skill and knowledge.

3. For the next researchers, it is expected that this final project can be used as a literature to guide them when they want to do the similar research. Although this research has been done, it still has some weaknesses and I hope there will be an improvement for the next research. They will get their success if they have persistence, great effort and patience to enable the students to write better.
REFERENCES


