Dialogue Journal: Exploring Its Use to Teach Writing

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Abstract

The main objective of this research is to analyze the use of dialogue journal to teach writing. This case study research was conducted at one of senior high school in Cianjur. The research purposively sampling twenty students of grade XI. In order to collect the data, I used three techniques of data collection namely interview, observation, and document analysis. The research findings revealed that: 1) The reasons behind the implementation of dialogue journal were because the teacher wanted to give students opportunity to fulfill the need of reflection and expressing ideas while the belief relied on the standpoint to give non-threatening atmosphere for students to freely express themselves and to give opportunities for teacher to observe students' progress and their personal background. The procedure of dialogue journal was done five up to seven minutes which involved three parts, those were greeting/ salutation, body, and closing. While, the learning situation was positive in the case of interaction, attitude, and motivation. Students' responses were classified into open-ended responses which displayed students' positive thought, feeling, and reaction because they had experienced many advantages in doing dialogue journal as well as silence which indicated the moment when the students reduced interaction to only center their attention in writing dialogue journal; 2) Teacher's difficulties in doing dialogue journal were managing time to handle with students' dialogue journal overload and responding to super active students. Whereas, students' difficulties in doing dialogue journal were writing in limited time, finding suitable vocabulary, using correct grammar, and responding as well as giving suggestions to the questions given by the teacher; and 3) To cope with such difficulties, the teacher should manage a schedule to be able to correct students' work and respond to the students' questions. Furthermore, students' difficulties in doing dialogue journal could be solved by giving more language skills input, doing peer correction, and encouraging autonomous learning.

Keywords: Dialogue Journal; Use; Teach Writing;

Introduction

English was today considered as the global lingua franca. It dominated in fields of international business, technology, science and academia (Roux., 2014, p. 45). For that reason, mastering English was an essential part for getting success in all aspects of life. Therefore, Ministry of Education and Culture (Permendikbud No. 69 Year 2013) proposed the new national curriculum namely curriculum 2013 to

upgrade the Indonesian education quality in facing with the demands of global era, international education standard and the growth of productive age population.

Meanwhile, in learning English, the primary goal was to develop communicative competence about factual and procedural knowledge by using various spoken and written text with systematic language features (The 2016 revised edition of Curriculum 2013 syllabus). Thus, learning English focused on the application of language to gain and transfer knowledge, enhance interactional skills in communication, and improve behavioral transaction within and across cultures (Hamied., 2014, p. 21). Those abilities were essential to strengthen the level of proficiency in listening, speaking, reading, and writing.

Based on government regulation in the new revised English syllabus of curriculum 2013, students should be able to write some interactional, transactional, and functional texts with regard to the social functions, structures, and linguistic elements. Students were taught to get accustomed to write texts systematically, logically, and effectively through some practices. Besides, they should write texts in a line with the existing situation and the condition of who, what, where through learning rules of texts (Hamied., 2014, p. 20-21). Moreover, students were expected to produce good writings which were supposed to meet some particular criteria. A good writing fulfilled the certain standard of prescribed English rhetorical style, reflects accurate grammar, and be organized in conformity with what the audience would consider to be conventional (Brown., 2000, p. 335).

Writing was culturally specific, learned behaviors which were acquired only if someone was taught, much likes the ability to swim (Brown., 2000, p. 334). He made analogies of the difficulties of writing to those of swimming, for even though one might learn to swim and to write, this did not imply that the skill would be mastered, even if one was proficient in a language. Moreover, writing was a complex, cognitive process that required sustained intellectual effort over a considerable period of time (Nunan., 1999, p. 273). It was a well-known fact that writing required the writer's full attention and concentration (Farooq., Uzair-UI-Hassan., & Wahid., 2012, p. 185).

In the case of the school being studied, genre based approach was proposed to promote success in writing. The writing cycle involved brainstorming, modeling, analysis text, drafting, proofreading and editing, and publishing. By applying genre based approach in writing, students were expected to be accustomed with language function and how meanings worked in context (Fauziati., 2014, p. 128). Unfortunately, students still possed with many problems in writing, such as poor vocabulary, inability to make simple sentences, lack of idea, and poor language competence. Furthermore, they considered writing as product that could be done instantly but difficult to acquire. Thus, students tended to use google translate to solve their problems in writing.

Due to its difficulties in acquiring writing, many kinds of techniques were available for the learners to be applied. One of the techniques was dialogue journal. Dialogue journal was a written conversation in which a student and teacher communicated regularly that could be conducted daily, weekly, or depending on the educational setting (Peyton., 2000, p. 3). Students wrote as much as they chose and the teachers wrote back responding to students' questions and giving comments, introducing new topics, or asking questions. The teachers were actively participating in the interchange, rather than being evaluators who corrected or commented on the students' writing.

By applying dialogue journal students had the opportunity to use English in non-threatening atmosphere which could decrease students' anxiety level (Peyton., 2000, p. 4). The willingness to express the thoughts and ideas while taking part in real dialogue might encourage and lead the students to search for the correct use of a grammatical structure, spelling, or meaning of the word (Jones., 1991). Moreover,

by taking part in a communicative act through writing, students might acquire the written linguistic structures unconsciously (Burling (1982) and Krashen (1982) as cited in Jones (1991)).

Unfortunately, not all the studies showed the same positive effects toward the utilization of dialogue journal. Some studies uncovered some negative impacts of dialogue journal. Unlike what (Rodliyah., 2016, p. 93) and Bell (2009, p. 92) said that dialogue journal brought motivation to students. Othman, Daud, Zubairi, & Mohamad (2007, p. 12) found that students were less motivated in doing dialogue journal. The incorporation of dialogue journal and technology even raised a new phenomenon, namely silent readers (Othman, Daud, Zubairi, & Mohamad 2007, Rodliyah, 2016). Students actively used online technology but they were reluctant to write or respond something, hence they just read. Mehrdad (2008, p. 42) discovered that organization and punctuation did not improve by using dialogue journal. Moreover, the language that students used was less formal (Rodliyah., 2016). Foroutan, Noordin, & Hamzah (2013) and Sandell (2015) also added that mechanic also did not improve. It was rarely done in the level of senior high school students.

There were many studies of dialogue journal focused on how dialogue journal was implemented in various particular aspects. Alyahya (2015) studied about students' attitude and perception toward dialogue journal. Mansor, Shafie, Maesin, Nayan, & Osman (2011) investigated students' self expression, sosialization, and learning in dialogue journal. Mikkelson (2008) researched students-teacher relationship through dialogue journal. Haynes-Mays, Peltier-Glaze, Bernell, & Broussard (2011) studied the effect of dialogue journal on literacy and language development. Davis (2010) explored the implementation of dialogue journal on art classroom. Othman, Daud, Zubairi, & Mohamad (2007) found out the problem encountered in Dialogue journal writing via email. In indonesian context, a study of dialogue journal done by Rodliyah (2016) discovered about the nature of students' journal entries, the pattern of interaction, language function, and students' responses. Such studies mostly investigated students in the level of university in the case of EFL and elementary students in the case of first language. Yet, it was rarely done in the level of senior high school students.

Realizing the fact that there was still lack of study of dialogue journal done in EFL context, especially in senior high school to investigate how the dialogue journal was used to teach writing, this study aimed to explore more on how dialogue journal was implemented, the dificulties found, and the solution. This study was expected to open new insight on the benefits of using dialogue journal in general and writing in particular. It might help EFL curricula designers develop teaching materials which suited various way of teaching and match students' level of achievement in English language in general and writing in particular.

Review of Related Study

Danielson (1988, p. 10) stated that dialogue journal was a purposeful type of writing, much like having a conversation with another person: the student wrote a note and then the teacher wrote a reply to the content of the students' note. The teacher might reply by asking relevant questions, by making personal comments, or by answering any questions that the students had asked. Similar with the previous one, Peyton (2000, p. 2) explained that dialogue journal was a written conversation in which a student and teacher communicated regularly (daily, weekly, and so forth, depending on the educational setting) over a semester, school year, and or course. The written conversation was an ongoing process where the teacher was being a participant rather than an evaluator who corrected or commented, introduced new topics, or asked questions. Thus, it could be concluded that dialogue journal was written conversation in which a student and teacher communicated regularly, each responding to the other's entries which resulted to the record of one's thought, feelings, reaction, assessment, ideas, or progress.

Some studies reported that dialogue journal improved students' confidence in writing (Naba'h., 2013, p. 42; Rokni & Seifi., 2013, p. 64; Rodliyah., 2016, p. 94). Besides, dialogue journal could motivate students to write (Rodliyah., 2016, p. 93; Bell., 2009, p. 92) because the process happened in non-threatening way in which they could freely write anything to their teachers without worrying about grammatical mistakes. Moreover, dialogue journal could improve students' writing performance especially in the term of content, vocabulary, mechanic, language use, and organization as well as accuracy and fluency (Hemmati & Soltanpur., 2012; Foroutan, Noordin, & Hamzah., 2013; Naba'h., 2013; Safitri., 2013; Mee & Peek., 2014; Rosadi., 2015).

One possible drawback of dialogue journal was the time it takes to read student entries and write back (Peyton., 1987, p. 12). Besides, some studies uncovered some negative impacts of dialogue journal. Othman, Daud, Zubairi, & Mohamad (2007, p. 12) found that students did not encourage them to write. Moreover, with the incorporation of dialogue journal and technology did not make them to be active in writing (Othman., Daud., Zubairi., & Mohamad., 2007; Rodliyah., 2016). Besides, Mehrdad (2008, p. 42) discovered that organization and punctuation did not improve by using dialogue journal.

Methodology
Context of Study

The study would be conducted at one of senior high school in Kabupaten Cianjur, West Java. The school was one of prominent senior high schools in Cianjur which had earned many achievements in both regency and provincial levels. In English context, some students had won some English debate competitions in regency level which showed how good the quality of English education at that school.

Research Design

The study employed a case study method in which this method provided tools for researchers to study complex phenomena within a context. Merriam (1998, p. 19) defined case study as a study that was applied to gain an in-depth understanding of the situation and meaning for those involved. Additionally, case study was defined as a study of a phenomenon in its real world context which represented a unique case, deserving to be studied on its own right (Yin., 2011, p. 17). In conclusion, case study was a study to explore unique phenomenon in its real context in order to gain understanding of the situation and meaning for those involved.

This study also investigated how the dialogue journal was used to teach writing which needed detail investigations and explorations. Besides, it centered on how dialogue journal could be utilized by the teacher to teach writing focusing on the students' all aspects of writing as well as how gender was affected by the implementation of dialogue journal.

Research Subject

Research subject could be defined as research participants because research participants were the main subject of the study (Duff., 2008, p. 35). The subject of the study was chosen based on purposive sampling. The aim of purposive sampling was to select cases that were likely to be informant-rich with respect to the purposes of the study (Gall., Gall., & Borg., 2003, p. 165). Therefore, the research study purposely selected 20 students of grade 11th who involved in dialogue journal and eagerly communicated what they had experienced during the process of dialogue journal implementation.

Source of Data

Data served as the basis of a research. Data refered to a collection of organized information, usually the result of experience, observation, experiment, this may consist of numbers, words, or images, particularly as measurements or observations of a set of variables. The study concerned on how dialogue journal implemented. Therefore, the study would use those three kinds of data sources, namely informants, events, and documents. The informants were 20 students and an English teacher who involved in the use of dialogue journal. Events were in the form of teaching and learning activities in producing dialogue journals. In this context, the documents collected by the researcher were lesson plan and syllabus to gain valuable information about how current teaching planning met with students' needs and how it supported the utilization of dialogue journal in the classroom.

Techniques of Data Collection

There were six data collection techniques used in case study. They were documentation, archival records, interview, direct observation, participant-observation, and physical observation (Yin., 2003, p. 85). Yet, the study utilized three data collection techniques, namely documentation, interview, and observation. Archival and physical records were not used because the setting of the study did not keep any sources of data related to dialogue journal over a period of time. Moreover, physical artifacts had less potential relevance in the most typical kind of case study (Yin., 2003, p. 96). Besides, the study did not apply participant-observation because the researcher did not actively involve in the event being studied.

Data Validity

To confirm the validity of the data, a check was needed to test the data and the data analysis. One of the techniques used in this research in checking the validity of the data was triangulation. There were two mains types of triangulation; by source and by methods (Ary., 2010, p. 499). Sources of data aimed to get data from different sources with the same technique (Creswell., 2010, p. 259). In the personal interview of this study, more than one informant was involved. Some different sources of information used in the study were intended to get the validity of the data. The researcher observed the document analysis and interview the same teacher to obtain the same outcome which was the key point of data credibility. The second technique used in this study was member checking. Member checking was a process in which the researcher asked one or more participants in the study to check the accuracy of the account (Creswell., 2012, p. 259). At the end of the data collection period, the researcher asked participants to review and critique field notes for accuracy and meaning.

Data Analysis Technique

In analyzing the data, the researcher followed the steps in data analysis proposed by Yin (2014, p. 156). Those were 1) Compare the consistency between the observed and the originally stipulated sequence for each case, affirming (or rejecting or modifying) the original sequence. 2) Provide additional qualitative data, explaining in a fair manner why the sequence had been affirmed (or rejected or modified). 3) Add new data, potentially model, to explain why the sequence had been affirmed.

Findings
The Process of Utilizing Dialogue Journal

The reasons behind the implementation of dialogue journal were because the teacher wanted to give students opportunity to fulfill the need of reflection and expressing ideas while the belief relied on the standpoint to give non-threatening atmosphere for students to freely express themselves and to give opportunities for teacher to observe students' progress and their personal background. The procedure of dialogue journal was done five up to seven minutes which involved three parts, those were greeting/ salutation, body, and closing. The tools for dialogue journal were both paper based and technology based. In doing dialogue journal, students needed to answer certain questions to reflect about the lesson and ask a questions to the teacher, which could be about the lesson or beyond, afterwards the teacher would give responses. While, the learning situation in the implementation of dialogue journal was positive in the case of interaction, attitude, and motivation. The interaction in this dialogue journal was done pretty good between students-teacher, teacher-students, and students-students. When LINE was utilized, students and teacher enthusiastically wrote back and forth since they could do it anytime and anywhere. While the interaction done in the class was not pretty intense since the students only interacted when they had difficulties in vocabulary. Yet, the interaction done in dialogue journal was categorized as good interaction because students and teacher could communicate well. The students' attitude was positive because they got positive benefits from doing dialogue journal. Whereas students' motivation in doing dialogue journal was high since the students wanted to improve their skill in writing and express their thought. Even if the students did not understand the questions given by the teacher and sometimes felt uncomfortable because the time for dialogue journal was in the end of school hour, they still considered the learning situation in dialogue journal positive and engaging. Students' responses toward dialogue journal were classified into open-ended responses which displayed students' positive thought, feeling, and reaction because they had experienced many advantages in doing dialogue journal as well as silence which indicated the moment when the students reduced interaction to only center their attention in writing dialogue journal.

Difficulties in the Implementation of Dialogue Journal to Teach Writing

Teacher's difficulties in doing dialogue journal were managing limited time to handle with the students' dialogue journal overload, replying to students' writing that was overly personal, and responding to super active students. The teacher had difficulties in managing the limited time, she had to handle with many works related to dialogue journal. The works on dialogue journal involved reviewing on students' dialogue journal, giving reply as well as feedback to every students' writing once a week. Besides, when the dialogue journal was getting personal that consequently made the teacher not comfortable since she needed to spare more time responding to her students' entries and thinking about her students' life. Moreover, the teacher still needed to take care of super active students who would diligently write back to every teacher's responses.

Students' difficulties in doing dialogue journal writing in limited time, finding suitable vocabulary, using correct grammar, and responding as well as giving suggestions to the questions given by the teacher. In students' perspective, it was pretty hard to make use five up to seven minutes to write dialogue journal that had to fulfill the criteria of good English and answer the teacher questions' appropriately since they still had limited vocabulary and grammar skills. Furthermore, the limited vocabulary and grammar skills also made the students limit their words. They tended to use familiar words or Indonesian words to save time in doing dialogue journal.

Teachers' Solution to Overcome the Difficulties in the Implementation of Dialogue Journal to Teach Writing

It could be concluded that the solution for teacher's difficulties were managing a schedule to be able to correct students' work and respond to the students' questions. The schedule had to involve the time when the teacher should review and respond to the students' dialogue journal, how many times she should answer back to students' dialogue journal, when she should bring home students' dialogue journal, when she would return the dialogue journal, and how much time she should spend her time on dialogue journal.

The solution for students' difficulties in doing dialogue journal were doing peer correction and autonomous learning to improve their own skills as well as giving personal space for shy students. For the privacy issue, the teacher gave students who needed more secure space chances to do dialogue journal privately, they could call the teacher privately, go to the teacher's house, or put the dialogue journal in a sealed envelope. The teacher would announce when their dialogue journal would make public so that they could discuss the privacy issue. For the vocabulary, the teacher gave the teacher opportunity to ask their friends or teacher the difficult words they found or write five Indonesian words in the dialogue journal in which later on, the teacher would give the English translation. If the problem occured during dialogue journal in LINE, students could check directly in the dictionary. For the grammar, the students could also ask friends or teacher for guidance. If it was in LINE platform, students could also open their grammar notes or browse in the internet. Besides, the teacher also promoted peer correction for the students who had difficulties both in vocabulary and grammar to check whether their words were correct or not. Moreover, the teacher also encouraged students to do autonomous learning to improve their skill that would be useful for them when they were doing dialogue journal, such as memorizing vocabulary, talking to foreigner, browsing in the internet, and so on.

Discussion

In this study, dialogue journal was implemented to provide context for reflecting learning. Dialogue journal was designed to have students reflect upon their own works and others (Davis., 2010, p. 19). Besides, by having dialogue journal linked the reflections to every lesson could help teachers and researchers better understand the meaning-making processes and difficulties in the lesson (Sigmon., 2016, p. 61). The beliefs underlied the implementation of dialogue journal were giving students opportunities to write in non-threatening atmosphere and freely express themselves. Besides, the teacher could observe students' writing progress and understand the students personally. Non-threatening atmosphere allowed the students to gain their confidence in writing (Danielson., 1988, p. 29). Dialogue journal offered the students to voice their academic, emotional, and personal concerns (Alyahya., 2015, p. 323). The writing gave teacher valuable information about what learners know and are able to do in writing (Peyton., 2000, p. 5).

The process of dialogue journal similarly implemented what Denne (2013, p. 8-9) suggested to teachers about setting up dialogue journal writing. They were selecting what type of tool would be used, determining where the journal would be kept, planning a writing routine, how often teachers will reply to students' entries, and following certain formats. Pretty similar with it, Peyton (2000, p. 87) suggested five kinds of logistics that needed to be considered in the implementation of dialogue journal, such as materials, frequency of writing, length of writing, writing instruction, and writing topic. Both Denne and Peyton suggested teacher to consider materials, writing routine, and writing instructions but they differed in the things like how often teachers will reply to students' entries, length of writing, and writing topic.

The learning situation in the implementation of dialogue journal was positive in the case of interaction, attitude, and motivation. The interaction in this dialogue journal could be from teacher-students, student- teacher or students-students and sometimes the atmosphere could be quite because the students were busy with other tasks (Rodliyah., 2016, p. 89). Interactions exposed the most important characteristic of the dialogue journal writing since it allowed learners to improve communicative aspects of writing (Mansor., Shafie, Maesin., Nayan., & Osman., 2011, p. 158). The students would be energized to comfortably ask questions to the teacher or give new information they wanted to share (Davis., 2010, p. 30). It was in accordance with the result of this study that showed high motivation during dialogue journal implementation. Besides, students also showed positive attitude during dialogue journal implementation. The positive attitudes were derived from dialogue journal advantages that students gained in the process of dialogue journal (Davis., 2010, p. 30). Positive attitude also emerged because students were comfortable enough to ask questions and make spontaneous comments regarding the lesson and topic the teacher discussed (Mikkelson., 2008, p. 25). Few students said that the learning situation in dialogue journal was not really encouraging because of lack of time, the rush to go home, and fail to understand the questions. In the case of time, Alyahya (2015, p. 326) also found similar difficulty during the implementation of dialogue journal. It was different from what Rodliyah (2016, p. 97) found in his study that silent readers caused the disturbance in dialogue journal.

Students' responses toward dialogue journal were classified into open-ended responses which displayed students' positive thought, feeling, and reaction because they had experienced many advantages in doing dialogue journal as well as silence which indicated the moment when the students reduced interaction to only center their attention in writing dialogue journal. Positive response emerged because students were comfortable enough to ask questions and make spontaneous comments regarding the lesson and topic the teacher discussed (Mikkelson., 2008, p. 25). Differ from what Rodliyah (2016, p. 97) found in his study that the moment of silence happened in her study due to students' busyness and passive attitude. In paper based dialogue journal, the moment of silence indicated that students actively wrote dialogue journal independently.

The difficulties in dialogue journal were mostly about correctness of the writing, time to respond to students' writing, and writing that was overly personal (Peyton., 2000, p. 5). From those difficulties, this study found two similar things. Those were time and writing that was too personal. The teacher found it difficult to find the right time to read student entries and write back (Peyton., 1987, p. 12). Moreover, when the dialogue journal was getting personal that consequently made the teacher not comfortable (Peyton., 2000, p. 5) since she needed to spare more time responding to her students' entries and thinking about her students' life.

Whereas, students noted similar problems of dialogue journal related to time. Students were generally overwhelmed with assignments, quizzes and deadlines, so finding time to write could be difficult. Likewise, it was easy to run out of ideas to write about (Alyahya., 2015, p. 323). Besides, lots of EFL students had problems with writing as shown through their writing products. One of problems was the result of students little understanding of pre-requisite knowledge for writing effectively such as content, organization, language use, vocabulary, grammar, and mechanics (Hammer., 2004, p. 5). The difficulties experienced by the students in this study were similar to what Hammer (2004) said but only grammar, content, and vocabualary were included. In the case of content, students found difficulty in delivering thoughts and suggestions even if they were accustomed with the tasks of delivering thoughts and suggestions.

To address difficulties in dialogue journal, some teachers responded during class while learners were writing or working on an assignment or test. Some responded regularly but not to all entries, or to some classes and not others, or to different classes at different times. Some created writing groups among students who wrote and responded to each other, with the teacher entering in from time to time (Peyton.,

2000, p. 5). In this study, teacher tried to manage her time by responded the students' entries during class, if it was not possible, she would bring the students' entries to work. The use of LINE grup was also a solution for her to manage her limited time with the students' enthusiam in doing dialogue journal since LINE provided to bounderies toward time, place, and access. The teacher could reply anytime and anywhere she wanted. She could also expand her access to all of students at the same time. The writing of some learners might become more personal than the teacher felt comfortable with. Issues of privacy, confidentiality, and self disclosure should he worked out clearly with students so that they and the teacher were comfortable. Of course, if a students revealed information program, this information had to be reported and dealt with (Peyton., 2000, p. 5).

The teacher had make sure, however, that she gave them enough information to do what the teacher had asked and give students ideas to complete the task, too (Harmer., 1988, p. 329). It was obvious that language teachers needed to provide learners with wide variety of input before asking them to write. Input drived acquisition, which should be put ahead of teaching in any approach of language instruction that wanted to be successful (Thuy., 2009, p. 62-63). The input could be vocabulary, grammar and writing style that would be useful for them in doing dialogue journal. Autonomous and authentic learning by making use of internet were also essential in dealing with difficulties in dialogue journal (Brown., 2000, p. 340 & Rodliyah., 2016, p. 89). Besides, the teacher also encouraged students to do peer correction before they submitted their entries since later on there would be readers that read their entries and as good writers, they needed to keep the readers away from confusion (Alyahya., 2011, p. 157).

Conclusion

The reasons behind the implementation of dialogue journal were because the teacher wanted to give students opportunity to fulfill the need of reflection and expressing ideas while the belief relied on the standpoint to give non-threatening atmosphere for students to freely express themselves and to give opportunities for teacher to observe students' progress and their personal background. The procedure of dialogue journal was done five up to seven minutes. The dialogue journal involved three parts, those were greeting, salutation, body, and closing. The tools for dialogue journal were both paper based and technology based. In doing dialogue journal, students needed to answer certain questions to reflect about the lesson and ask a questions to the teacher, which could be about the lesson or beyond, afterwards the teacher would give responses. While, the learning situation in the implementation of dialogue journal was positive in the case of interaction, attitude, and motivation. Students' responses toward dialogue journal were classified into open-ended responses which displayed students' positive thought, feeling, and reaction because they had experienced many advantages in doing dialogue journal as well as silence which indicated the moment when the students reduced interaction to only center their attention in writing dialogue journal.

Both students and teacher were having some difficulties during the process of dialogue journal. Teacher's difficulties in doing dialogue journal were time, students' dialogue journal overload, and responding to super active students. Whereas, students' difficulties in doing dialogue journal were writing in limited time, finding suitable vocabulary, using correct grammar, and responding as well as giving suggestions to the questions given by the teacher. To cope with such difficulties, the teacher should manage a schedule to be able to correct students' work and respond to the students' questions. Furthermore, students' difficulties in doing dialogue journal could be solved by giving more language skills input, doing peer correction, and encouraging autonomous learning.

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