

ABSTRACT

Widianingsih, Lucia Sekar. 2010. *Students' Perceptions on the Use of Dialogue Journals as Communication Media for the Tenth Grade Students of SMAN 1 Depok*. Yogyakarta: Sanata Dharma University.

Communication between teacher and students is important in teaching-learning activities. However, to build communication is not an easy matter. Nowadays, education field recognizes an alternative way to build communication in the classroom which is named dialogue journals. They are journals which cover dialogues and responses between the teacher and the students. Recently, these media have been applied in second language classroom.

Since the researcher was interested in these media, she carried out the research about the students' perceptions on the use of dialogue journals in learning English. When the researcher was conducting teaching practice in SMAN 1 Depok, she applied these media in her classes. This research investigated the students' perceptions on the use of dialogue journals as communication media in SMAN 1 Depok. There were two research problems to be solved: (1) What are the perceptions of the tenth grade students of SMAN 1 Depok on the use of dialogue journals as communication media? (2) What are the students' suggestions to improve the implementation of dialogue journals?

The research participants were tenth grade students of SMAN 1 Depok in the academic year of 2008/2009. The researcher employed a survey research. She conducted the research by observing the students' behaviors, distributing a questionnaire to two classes: class XB and class XF, and interviewing eight students.

The result of the research showed that the majority of the students perceived the use of dialogue journals positively. The students enjoyed the activities in writing dialogue journals. They admitted that they obtained many advantages by the implementation of dialogue journals such as they could convey their problems or opinions easily, they found solution to overcome their difficulty in learning, they improved their skills in English, and they became close to the teacher. The students suggested that dialogue journals should be implemented in all subjects and the time in writing dialogue journals is longer. They also recommended making the appearance of dialogue journals more interesting.

Based on the findings, the researcher suggested that it is better for English teachers to apply dialogue journals as communication media in their class. Yet, the use of dialogue journals should still be improved. The teacher should vary the guiding questions to attract students to write. Finally, the researcher suggested that further research be conducted on other aspects of dialogue journals. This thesis then can serve as the basis for it.

ABSTRAK

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Komunikasi antara guru dan murid dalam aktifitas belajar dan mengajar adalah hal yang penting. Namun, membangun suatu komunikasi bukanlah hal yang mudah. Dunia pendidikan sekarang ini mengenal suatu media alternatif untuk membangun komunikasi antara siswa dan guru yang disebut *dialogue journals*. Media ini merupakan jurnal yang mencakup percakapan dan jawaban melalui tulisan antara guru dan murid-muridnya. Sekarang ini media *dialogue journals* telah banyak diterapkan di kelas bahasa kedua.

Tertarik akan media ini, peneliti melakukan penelitian tentang persepsi siswa terhadap penggunaan media *dialogue journals*. Saat melakukan praktek mengajar di SMAN 1 Depok, peneliti menerapkan media *dialogue journals* ini. Penelitian ini bertujuan untuk mengetahui persepsi siswa SMAN 1 Depok tentang penggunaan *dialogue journal* sebagai media komunikasi. Ada dua permasalahan yang harus dipecahkan: (1) Bagaimana persepsi siswa terhadap penggunaan *dialogue journals* sebagai media komunikasi untuk siswa kelas 1 SMAN 1 Depok? (2) Apa saran-saran siswa untuk mengembangkan penggunaan *dialogue journals*?

Peserta dari penelitian ini adalah siswa-siswi SMAN 1 Depok kelas 1 tahun akademik 2008/2009. Peneliti menggunakan metode survey yaitu dengan cara mengamati tingkah laku siswa, menyebar kuesioner di dua kelas; kelas XB dan kelas XF, dan juga mewawancarai beberapa siswa.

Hasil penelitian menunjukkan bahwa mayoritas siswa mempunyai persepsi positif terhadap penggunaan media *dialogue journals*. Para siswa menikmati aktifitas menulis *dialogue journals*. Mereka mengakui bahwa banyak keuntungan yang mereka dapat dari menulis *dialogue journals* seperti mereka dapat menyampaikan pendapat atau saran dengan lebih mudah, mereka mendapatkan solusi atas permasalahan belajar, kemampuan bahasa Inggris mereka meningkat, dan mereka menjadi dekat dengan guru. Para siswa member saran agar *dialogue journals* seharusnya diterapkan di semua pelajaran dan waktu untuk menulisnya diperpanjang. Mereka juga mengusulkan untuk membuat bentuk fisik dari *dialogue journals* menjadi lebih menarik.

Berdasarkan penemuan, peneliti mengusulkan agar para guru Bahasa Inggris menggunakan media *dialogue journals* di kelas mereka. Namun demikian penggunaan *dialogue journals* harus lebih ditingkatkan. Guru bisa membuat pertanyaan beragam untuk menarik siswa dalam menulis. Akhirnya, peneliti juga menyarankan agar diadakan penelitian lanjutan tentang aspek lain dari *dialogue journals*. Skripsi ini dapat berfungsi sebagai landasan bagi penelitian lebih lanjut.