

## **Text Analysis on Dialogue Writing Script Written by Eight Grader Students**

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### **Abstrak**

Menulis, sebagai salah satu keterampilan produktif dalam bahasa Inggris, menjadi salah satu mata pelajaran utama di Indonesia karena diujikan dalam ujian nasional untuk siswa SMP dan SMA. Dalam kurikulum 2013, siswa SMP belajar empat jenis teks yaitu teks fungsional pendek, teks fungsional panjang, teks interpersonal dan teks transaksional. Ketika peneliti melakukan praktik mengajar, ditemukan bahwa sebagian besar siswa merasa kesulitan ketika mereka diminta untuk membuat dialog yaitu dialog teks interpersonal atau transaksional. Sedangkan, jenis teks dialog tersebut lebih mudah jika dibandingkan dengan jenis teks dialog lain, teks fungsional pendek dan teks fungsional panjang karena teks tersebut tidak memiliki struktur teks yang rumit seperti jenis teks lainnya. Penelitian ini dirancang secara kualitatif untuk mendeskripsikan delapan naskah dialog yang ditulis oleh siswa kelas delapan SMP Negeri 2 Gedangan dalam hal konten, organisasi teks, kosakata dan penggunaan bahasa. Rubrik tulisan yang telah diadaptasi digunakan sebagai instrumen dalam penelitian ini. Dari hasil analisis, dapat disimpulkan skrip dialog siswa sangat baik dalam hal konten dan organisasi, dan baik sampai rata-rata dalam hal kosakata dan penggunaan bahasa. Disarankan untuk guru bahasa Inggris, tidak hanya meminta siswa untuk melakukan atau mempraktekkan dialog mereka di depan kelas tetapi juga memeriksa tulisan skrip dialog siswa, untuk meminimalkan kesalahan siswa terutama dalam kosakata dan penggunaan bahasa.

**Kata Kunci:** analisis teks, penulisan, skrip dialog

### **Abstract**

Writing, as one of productive skills in English, becomes one of the main subjects in Indonesia since it is tested in the national examination to junior high school and senior high school students. In the 2013 curriculum, junior high school students learn four types of text namely short functional text, long functional text, interpersonal text and transactional text. When the researcher did teaching practice, it is found that most of the students felt difficult when they are asked to make a dialog whether it is interpersonal or transactional text. Whereas, those types of text are easier if they are compared to short functional and long functional text since they do not have strict generic structure like the other types of text. This study was design qualitatively in order to describe eight dialogue scripts that were written by eight grader students of SMP Negeri 2 Gedangan in terms of content, organization, vocabulary and language use. The adapted writing rubric was used as instrument in this study. From the analysis result, it can be concluded students' dialogue script are excellent to very good in terms of content and organization, and good to average in terms of vocabulary and language use. It is suggested for English teacher, not only asking the students to perform or practice their dialogue in front of the class but also checking students' dialogue script writing, in order to minimize students' mistakes especially in vocabulary and language use.

**Keywords:** text analysis, writing, dialogue script

### **INTRODUCTION**

Writing is one of the productive skills besides speaking while listening and reading is receptive skill. According to Barnet (1992) writing can be defined as the activity of intended communication which puts idea that is being thought in a paper. In another word, writing is planned activity. We think and produce the ideas before putting them into paper. Another definition of writing

comes from Ivanic (1998), she proposed that writing includes expressing ourselves, it is not only the activity of delivering idea.

Unfortunately, writing is considered as a difficult skill for EFL learners such as junior high school students since they have limited chance to write in English. It is proven by the availability time duration for English lesson. Students learn English twice a week in 40 minutes. In

addition, they are also rarely asked to write because most of the teacher tends to ask the students to complete the worksheet. In addition, according to Masvani Maralafau (2013), writing is difficult for students because of two reasons. The two reasons are the students cannot find the idea and the students cannot express their idea. The first reason, most of the students tend to think of the difficulties before they start writing. Thus it makes them having no idea what to write. In addition, they will spend their whole time only for thinking what they are going to write. Whereas, they can use simple idea which is available around them. The second reason is that they have limited vocabulary. Thus it makes them hard to express their idea. In addition, it may also because they are lack of grammar knowledge.

In the 2013 curriculum, junior high school students learn four types of text namely short functional text, long functional text, interpersonal text and transactional text. The four of them are stated in the Kompetensi Dasar or Basic Competence whether in the first grade, second grade or the third grade of junior high school. It is not easy for students to learn to write those texts. When the researcher did teaching practice, it is found that most of the students have difficulties when they are asked to make a dialogue or conversation whether it is interpersonal or transactional text. Whereas, those types of text are easier if they are compared to short functional and long functional text since they do not have strict generic structure like the other types of text. For example, in long functional text such as recount text, the students should understand that in orientation they must cover the introduction of the participant, time, place and situation of the event, in events students must cover the events including explaining when and why it happened and the last one, in re-orientation, students must cover the end or conclusion of the story. While in transactional text, the generic structure is quite simple. Transactional text has three main generic structure namely opening, transaction or content and closing.

Students learn transactional text by writing the dialogue or conversation based on the context or situation that is given by the teacher. Then, they perform the dialogue in front of the class. Students write the dialogue script first in order to learn how to deliver a conversation purposely. In addition, they need to use the language features correctly although in oral communication. Thus, that is the reason why they need to write what they will present or perform in front of the class in order to have a better performance result. In addition, it can be said that the fewer mistakes in students' dialogue script are, the better students' performance will become. The researcher then interested in analyzing students' dialogue script based on some elements of writing from Jacob's rubric

that has been modified, to understand how students' dialogue script is dealing with the content, organization, vocabulary and language use. Actually there are five elements to be analyzed namely content, organization, vocabulary, language use and mechanic. Since it is transactional text or spoken text, the researcher consider that it does not need to include the mechanic as element to be analyzed.

Text analysis is an analysis which focuses on the detailed linguistic analysis of the text (Fairclough, 2004). It has a purpose to describe the content, structure and functions of the messages in text. Text analysis is different from error analysis. Text analysis focuses on analyzing the whole text, while error analysis only focuses on the errors that are produced by the learner. There are various kinds of previous studies dealing with error analysis, only some of them analyzed dialogue script. The first previous study is entitled "An Error Analysis on Dialogue Script Written by the Second Grade Students of SMPN 8 Surakarta". The objectives of the study is to describe errors made by students in writing dialogue script. The errors then are analyzed the data based on linguistic category and surface strategy. Then, the instrument that is used is test. The test type is writing composition test. The purpose of the test is for knowing students competence in writing dialogue script. From the study, it can be concluded that most students errors are spelling and omission and also the sources of error are both of interlingual and intralingual (Putri, 2014). The second study is entitled "The Error Analysis on the Students of English Department Speaking Scripts". The objectives of the study is to know kind of grammatical errors and the sources of errors made by English Department students in writing the speaking scripts. The errors are analyzed based on linguistic category. Then, the instrument that is used is test and documentation. The used of test has a purpose to identify the errors made by students in writing speaking scripts. While the documentation is used to give suggestion for better understanding and learning. From the study, it can be concluded that the students mostly made an error in using preposition, noun, simple present tense, simple past tense, word choices, and degrees of comparison and also the most dominant source of error is ignorance rule restriction (Rini, 2014).

The researcher then interested in conducting similar study that is analyzing students' dialogue script. The study was conducted to analyze dialogue script that was written by eight grader students. Apart from the previous study, the researcher used text analysis instead of error analysis. The researcher analyzed students' dialogue script by seeing the content, organization, vocabulary and language use.

## METHOD

Based on the research questions and objectives of the study, the researcher decided to use qualitative method. It investigates on the context and explains relationship, activities and situation of behaviors (Ary et al, 2010). Another definition of qualitative research comes from Khotari (2004), he stated that qualitative research is a research which concern to phenomena dealing with quality or kind. In addition, this kind of research rely mostly on non-numeric data. The researcher chose document as the types of qualitative research. Thus, it was needed to conduct text analysis. As Ary et al (2010) stated that document analysis is a research method that is applied to analyze written materials and to identify their characteristic. In addition, according to Fairclough (2004), text analysis is a part of discourse analysis which focuses on the detailed linguistic analysis of the text. It is in line with the objectives of this study, namely to describe students dialogue script writing dealing with the content, organization, vocabulary and language use.

The object of this study was students' dialogue script writing that was written by eight grader students of SMP Negeri 2 Gedangan. The dialogue script was written by the students in group as a task before the students perform the dialogue in front of the class. Since the students were divided into eight groups, there are eight dialogue scripts which were analyzed.

The data were collected in a day. Before the researcher collected the data, the researcher must prepare the rubric that is suitable with the data. The researcher collected the data by asking students' work from the teacher in the class. The teacher asked the students to make a dialogue in group. The teacher had some topics or situations based on the basic competence that was being taught. After the students had their group, they started to write the dialogue based on the topic that they got. After getting the data namely students' dialogue script, the researcher analyzed the students work by using the adapted rubric that had been prepared.

In analyzing the data, the researcher used theory analyzing qualitative data by Ary et al (2010). There are three stages in analyzing the data namely familiarizing and organizing, coding and reducing, and the last interpreting and representing. The first stage in analyzing qualitative data are familiarizing and organizing. The researcher should become familiar with the data through reading and rereading the data. After that, the researcher managed the data before continuing to the next stage. The next stage was coding and reducing. Coding was done to help the researcher in recognizing differences and similarities of the data. In coding and reducing the data, the researcher categorized the data to help the researcher in interpreting the data. The researcher categorized students' dialogue script by giving number in each of the students' dialog script writing. In addition, the researcher also gave some clue or sign in the words, phrases or sentences that was written by the students. The last stage of analyzing qualitative data was interpreting and representing. It is the activity which the researcher made generalizations based on the

connections and common aspects among the categories and patterns. This stage was the most important stage in analyzing qualitative data because the researcher interpreted the data and gave the explanation based on the analysis of students' dialogue writing script.

Table 1. Dialogue Script Writing Rubric

Dialogue Script Writing Components	Criteria		
	(3) Excellent to very good	(2) Good to average	(1) Fair to poor
Content	The purpose of conversation is fully achieved, the conversation well developed based on the given situation, relevant to assigned topic.	The purpose of the conversation is achieved, mostly relevant to topic, but it lacks on the detail.	The purpose of the conversation has not been achieved, inadequate development of topic.
Organization	The idea of each person clearly stated/ supported based on the given situation, having complete structure and well organized, good logical sequencing.	The idea is not too clearly stated/support ed, complete structure, lacks of logical sequencing.	The idea is confused or disconnected, incomplete structure, lacks logical sequencing and development.
Vocabulary	Effective word choice and usage and having correct spelling.	Occasional errors of word choice and usage, but meaning not obscured, not more than five incorrect spelling and incorrect word usage.	Frequent errors of word choice and usage, frequent errors of spelling, more than five incorrect spelling and incorrect word usage.
Language Use	Correct sentence pattern and having no grammatical mistakes, especially dealing with the use of simple past tense rule.	Occasional incorrect sentence pattern and grammatical mistakes, especially dealing with the use of simple past tense rule (not more than five)	Frequent incorrect sentence pattern and grammatical mistakes, especially dealing with the use of simple past tense rule (more than five)

## RESULT AND DISCUSSION

In this stage, the data which have been collected and analyzed are reported. The data was dialogue script written by eight grader students based on the topic or situation that is given by the teacher. The topic or situation was made based on the basic competence 3.10 and 4.10 dealing with asking and giving information activity in the past time. There were eight dialogue scripts which were analyzed. The researcher classified the data namely students' dialogue script by giving number for each group in order to make the data easy to be managed. After doing some phase in analyzing the writing, the results are explained below.



Table. 2 Students Dialogue Writing Script Result

Students' dialogue writing script	Dialogue Script Writing Components			
	Content	Organization	Vocabulary	Language Use
<b>Dialogue script 1</b>	<b>Excellent to very good</b>  The purpose of conversation is fully achieved, the conversation well developed based on the given situation, relevant to assigned topic.	<b>Excellent to very good</b>  The idea of each person clearly stated/ supported based on the given situation, having complete structure and well organized, good logical sequencing.	<b>Good to average</b>  Occasional errors of word choice and usage, but meaning not obscured, not more than five incorrect spelling and incorrect word usage.	<b>Fair to poor</b>  Frequent incorrect sentence pattern and grammatical mistakes, especially dealing with the use of simple past tense rule ( more than five )
<b>Dialogue script 2</b>	<b>Excellent to very good</b>  The purpose of conversation is fully achieved, the conversation well developed based on the given situation, relevant to assigned topic.	<b>Good to average</b>  The idea is not too clearly stated/ supported, complete structure, lacks of logical sequencing.	<b>Good to average</b>  Occasional errors of word choice and usage, but meaning not obscured, not more than five incorrect spelling and incorrect word usage.	<b>Excellent to very good</b>  Correct sentence pattern and having no grammatical mistakes, especially dealing with the use of simple past tense rule.
<b>Dialogue script 3</b>	<b>Excellent to very good</b>  The purpose of conversation is fully achieved, the conversation well developed based on the given situation, relevant to assigned topic.	<b>Excellent to very good</b>  The idea of each person clearly stated/ supported based on the given situation, having complete structure and well organized, good logical sequencing.	<b>Good to average</b>  Occasional errors of word choice and usage, but meaning not obscured, not more than five incorrect spelling and incorrect word usage.	<b>Fair to poor</b>  Frequent incorrect sentence pattern and grammatical mistakes, especially dealing with the use of simple past tense rule ( more than five )

Students' dialogue writing script	Dialogue Script Writing Components			
	Content	Organization	Vocabulary	Language Use
<b>Dialogue script 4</b>	<b>Excellent to very good</b>  The purpose of conversation is fully achieved, the conversation well developed based on the given situation, relevant to assigned topic.	<b>Excellent to very good</b>  The idea of each person clearly stated/ supported based on the given situation, having complete structure and well organized, good logical sequencing.	<b>Good to average</b>  Occasional errors of word choice and usage, but meaning not obscured, not more than five incorrect spelling and incorrect word usage.	<b>Good to average</b>  Occasional incorrect sentence pattern and grammatical mistakes, especially dealing with the use of simple past tense rule ( not more than five )
<b>Dialogue script 5</b>	<b>Good to average</b>  The purpose of the conversation is achieved, mostly relevant to topic, but it lacks on the detail.	<b>Fair to poor</b>  The idea is confused or disconnected, incomplete structure, lacks logical sequencing and development.	<b>Good to average</b>  Occasional errors of word choice and usage, but meaning not obscured, not more than five incorrect spelling and incorrect word usage.	<b>Good to average</b>  Occasional incorrect sentence pattern and grammatical mistakes, especially dealing with the use of simple past tense rule ( not more than five )
<b>Dialogue script 6</b>	<b>Good to average</b>  The purpose of the conversation is achieved, mostly relevant to topic, but it lacks on the detail.	<b>Excellent to very good</b>  The idea of each person clearly stated/ supported based on the given situation, having complete structure and well organized, good logical sequencing.	<b>Good to average</b>  Occasional errors of word choice and usage, but meaning not obscured, not more than five incorrect spelling and incorrect word usage.	<b>Good to average</b>  Occasional incorrect sentence pattern and grammatical mistakes, especially dealing with the use of simple past tense rule ( not more than five )
<b>Dialogue script 7</b>	<b>Excellent to very good</b>  The purpose of conversation is fully	<b>Excellent to very good</b>  The idea of each person clearly stated/ supported based on	<b>Good to average</b>  Occasional errors of word choice and usage, but meaning	<b>Good to average</b>  Occasional incorrect sentence pattern and grammatical mistakes,

Students' dialogue writing script	Dialogue Script Writing Components			
	Content	Organization	Vocabulary	Language Use
	achieved, the conversation well developed based on the given situation, relevant to assigned topic.	the given situation, having complete structure and well organized, good logical sequencing.	not obscured, not more than five incorrect spelling and incorrect word usage.	especially dealing with the use of simple past tense rule ( not more than five )
Dialogue script 8	Excellent to very good  The purpose of conversation is fully achieved, the conversation well developed based on the given situation, relevant to assigned topic.	Good to average  The idea is not too clearly stated/supported, complete structure, lacks of logical sequencing.	Good to average  Occasional errors of word choice and usage, but meaning not obscured, not more than five incorrect spelling and incorrect word usage.	Good to average  Occasional incorrect sentence pattern and grammatical mistakes, especially dealing with the use of simple past tense rule ( not more than five )
Result of students' dialogue script	Excellent to very good	Excellent to very good	Good to average	Good to average

### Analysis Result of Students Dialogue Script 1

After analyzing students' dialogue script 1, in terms of content, dialogue script 1 has already been developed based on the given situation. In addition, the statement from each students support the topic that is being talked. Students in this group got a situation which is taken place in a classroom and they are talking about their weekend while waiting for the school bell. The group started the dialogue by giving additional situation which is still according to the topic namely *"In the morning of 8 H there was a group of children talkim before the bell began."* The dialogue is started by Vita. She greets her friends and asks her friends dealing with their activity on last weekend. Then, their friends respond to her. By those explanation, it can be concluded that dialogue script 1 has achieved excellent to very good content criteria of dialogue script.

In terms of organization, dialogue script 1 was made up of appropriate structures; opening, transaction/content and closing. The dialogue is well organized. The opening of the dialogue is Vita's greeting, *"hallo friends!! how are you doing ??"*. Then, the dialogue moves to the content or transaction, that is the topic being talked based on the given situation dealing with weekend.

Finally, this group made the closing of the dialogue by hearing school bell and they have to pray together, *"wahh the bell is ringing let's pray together"*. By those explanation, it can be concluded that dialogue script 1 has achieved excellent to very good organization criteria of dialogue script.

In terms of vocabulary or word choice, dialogue script 1 has appropriate word choice and usage based on the context in general although there are still some problems. In the beginning part of the dialogue the students used the word *"children instead of students"*. The students failed in choosing the appropriate word. In addition, the students in this group often made mistake in writing the word. Although it is only in some part of the words not the whole text. This kind of mistake is called misspelling. The examples are *"talkim, jut, and vidios korean"*. By those reasons, it can be concluded that dialogue script 1 has good to average vocabulary criteria.

In terms of language use, dialogue script 1 has frequent incorrect sentence pattern and grammatical mistakes. In this dialogue script, students sometimes are able to use simple past tense correctly such as *"I went to playground with my family, I did many things like playing..."*. Unfortunately, there are also some sentences that makes students failed in using simple past tense such as *"how did your holiday last weekend?; if I go to the mall there I buy a lot of clothes; did you doing in the playground"*. Another sentence structure mistake is in the beginning part of the dialogue *"In the morning of 8 H there was a group of children talkim before the bell began"*, the students should use present tense instead of past tense. Thus, it can be concluded that dialogue script 1 has fair to poor language use criteria.

### Analysis Result of Dialogue Script 2

After analyzing dialogue script 2, in terms of content, dialogue script 2 has already been developed based on the given situation. Although the dialogue is not that long but it is strict to the point. In addition, the statement from each students support the topic that is being talked. In this dialogue script, the situation is on the break time and students are talking about their favorite activity when they were in elementary school. The dialogue is started by Rifdho, he greets all of his friends *"Hi Friends?"*. After that, he asks his friends what they are doing. The next turn is Wahyu. He answers that all of them are talking about favorite activity when in elementary school which becomes the main topic, *"I am talking about my favorite activity when I was in elementary school?"*. By those reasons, dialogue script 2 has achieved excellent to very good content criteria.

In terms of organization, dialogue script 2 was made up of complete structures namely opening, content/transaction, and closing. At glance, the dialogue is like having no problem with the organization of the text since it has complete text stuctures. If the dialogue is paid attention deeper after the statement *"My favorite activity was Playing Voly ball?"*, it is written *"Let's go to canteen"* which makes the dialogue lacks of good logical sequencing and also it is unconnected. There

should be another response from the students. Hence, it can be concluded that dialogue script 2 has good to average organization criteria.

In terms of vocabulary, dialogue script 2 has appropriate word choice and usage. From the first until the last part of the dialogue, students in this group are able to use appropriate vocabulary based on the context of the dialogue or the conversation. Unfortunately, there is only one mistake namely misspelling. It is written in the script *"voly ball instead of volley ball"*. Based on that reason, dialogue script 2 has good to average vocabulary criteria.

In terms of language use, dialogue script 2 has correct sentence pattern. The focus of language use is the use of simple past tense. The students in this group are able to use simple past tense and other sentence structure correctly such as *"What was your favorite activity when you were in elementary school?; I liked playing voly ball?"*. By those explanation, it can be concluded that dialogue script 2 has excellent to very good language use criteria.

### Discussion

The result of the study is got from students' writing. The students are asked to write a dialogue based on the situation that is prepared by the teacher. The situation is made in line with the basic competence that is being taught. Based on the result above, among eight dialogue scripts, there are six dialogue scripts which have excellent to very good content criteria and two dialogue scripts which have good to average content criteria. Related to the organization, there are five dialogue scripts which have excellent to very good organization criteria, two dialogue scripts which have good to average organization criteria and one dialogue script which has fair to poor organization criteria. In addition, all the dialogue scripts have good to average vocabulary criteria. The last, dealing with language use, there is only one dialogue script which has excellent to very good language use criteria, five dialogue scripts which have good to average language use criteria and two dialogue scripts which have fair to poor language use criteria.

A good content of transactional text can be achieved when the purpose of the dialogue or conversation is delivered. The purpose of the conversation can be said fully achieved if the students are able to write the dialogue based on the topic or the given situation. According to Jacob et al (1981), content refers to the substance of writing. It is identified by seeing the whole text whether it reflects the topic. After doing text analysis on the students' dialogue script, it can be concluded that the content of dialogue script written by students are excellent to very good. Among eight dialogue script, there are six dialogue scripts which have excellent to very good content criteria of the text and two dialogue scripts which have good to average content criteria, namely dialogue script 5 and dialogue script 6.

In dialogue script 5, the students got the topic what they miss from childhood. In addition, the dialogue that

they wrote should have talked about that. Unfortunately, in this script, the students only told their experience whether it is good or bad when they were in childhood. So that, it is different with the topic or the given situation. Then, dialogue script 6 also has not achieved the maximum content criteria of the text. It is not because the main content. The content has already been based on the given situation that is telling bad experience in the past. Based on the given situation, it is stated that *"It is break time. You do not go to canteen. You talk to your friend. You ask your friend about his/her bad experience in the past. Your friend ask you back."* It is clear that the dialogue should not be taken place at the canteen. But, students in this group make the canteen as one of their setting.

Every types of text have their own organization, since it is used to differentiate between one texts to another. Transactional text is kind of conversation that is developed because of some reasons or certain purposes. In addition this kind of conversation also has an outcome as a real example is buying something in market (Nuha, 2014). Transactional text has three main generic structure, namely opening, transaction and closing.

In writing dialogue script namely transactional text, students start with opening which becomes the introductory of the conversation. This part also often show where the dialogue is taken place. The opening of the transactional text is often started with greeting. From the analysis result dealing with opening as the first part of the generic structure of transactional text, students have already done a great job in writing the opening. All the dialogue scripts that were written by students are started by greeting. The students should keep this progress, because opening is the easiest part of the transactional text that will direct the reader where the dialogue will be going.

Having done with the opening, students continued with the transaction or the content of the transactional text. It can be said that this part is the most important part in writing transactional text. Transaction or content states what is being discussed in the dialogue script. Thus, it will explain what in the given situation is. Some groups are able to write the transaction or the content based on the given situation while the others are not. There are three dialogue scripts which have not achieved the maximum organization criteria of the text and the two of them have a problem in transaction or content. Dialogue script 5, for example, students in this group got a topic *"The class has not started yet. You talk to your friend. You ask your friend what he/she misses from childhood. Your friend ask you back."*, it means that the students must write a dialogue which is talking about what they miss from childhood. Meanwhile, in the dialogue script 5, students wrote their experience in the past. Some students told bad experience while the other told the good one. Although they have already written about their childhood, but it has not arrived the transaction or the content based on the given situation.

The last part generic structure of transactional text is the closing. Actually this part also as easy as the



opening, but the students need to be careful in order to make the dialogue or the conversation has a good logical sequencing. Good logical sequencing means that the dialogue or the conversation has smooth movement from one talk to another. From the three dialogue script which have not achieved the maximum organization of the text among eight dialogue script, there is only one script having problem with the closing. Actually, dialogue script 2 has almost achieved the organization of the text but if the script is being analyzed deeper, there are a statement which is having good logical sequencing. As already explain in the result above, it is written "*My favorite activity was Playing Voly ball?*" which is said by Wahyu, then another student respond "*Let's go to canteen*". Meanwhile, according to Jacobs et al (1981) a good writing must have a good organization that relates to the connection between one paragraphs to another. Hence, in that part, there should be another response before asking to go to the canteen.

A good writing should have a good vocabulary choice and usage. Vocabulary refers to the word choice that is applied by writer in order to convey what the writer wants to deliver within the paragraph (Jacob et al, 1981). In addition having a wide range of vocabulary will make the writing easy to be understood. From the analysis result, all the dialogue script has problem in vocabulary. All the dialogue scripts have good to average vocabulary criteria. The problem is mostly the students wrote the word incorrectly. For example, in dialogue script 6 the students wrote "*wat instead of wet and went instead of when*".

In addition, the students also did misinformation. The students failed in applying the appropriate word. The dialogue or the conversation is taken place at school. But, the students used the word "*bill*". It is written in the dialogue script 7 "*wait, Iam gonna pay the bill*". Therefore, it makes that dialogue script classified as good to average

Generic structure (organization) and language use must be related to each other. Generic structure provides the correct order of the text, while language use help the reader to understand the content of the text. From the analysis result, in general students' dialogue script are good to average in language use.

In language use, this dialogue script focused on the use of simple past tense since it is based on the basic competence that is being taught during this study. Although in general almost all the dialogue scripts have problem in the language features of transactional text, there is only one dialogue script which has no problem in the use of simple past tense including the sentences structure related to it. Dialogue script 2 has excellent to very good language use criteria. The students are able to apply simple past tense rule correctly. Meanwhile, the rest have a problem in language use such as in dialogue script 1, it is written "*did you doing in the park?*". But, in this script also has sentence with correct simple past tense rule such as "*how did your holiday last weekend?*". It can be said that students sometimes are

able to apply simple past tense rule and sometimes are not able to apply simple past tense rule

## CONCLUSION AND SUGGESTIONS

### Conclusion

According to the research questions, this study got four main conclusions. Firstly, It is discovered students' dialogue script in terms of content are excellent to very good. From the analysis, it can be seen that there are only two groups among eight groups which have not achieved excellent to very good criteria. Secondly, In terms of organization, students' dialogue script are excellent to very good. From eight dialogue scripts, there are only three dialogue script which have not achieved the maximum excellent to very good criteria of the text. Thirdly, in terms of vocabulary, students' dialogue script are good to average. All the groups have problem in it, but mostly their problem in misspelling. In addition, in some part, he students also failed in applying the proper word based on context. The last one, dealing with language use, students' dialogue script are good to average. All the groups did not apply the whole component of language use. There are some part of the dialogue or conversation which has already correct in applying simple past tense rule, but in the next part they failed. There is only one group which has no problem at the use of simple past tense at all.

### Suggestions

The teacher should give some comments or feedback in every task. Most of the teacher only asks the students to write the dialogue and perform the dialogue in front of the class. Meanwhile, checking the dialogue script is important since it decides how the students' performance will become. Because, in junior high school level, students perform dialogue in the based on their script, they are rarely able to do improvisation. Thus, it is important for the teacher to give comments on students' dialogue script.

Students need to pay attention in most of their lack. Students should also be careful in understanding the instruction that is given by the teacher and including understanding the given situation. By doing so, they will not fail in delivering the purpose of the conversation. Last but not least, students also should understand more in the use of simple past tense. They can ask their teacher if they still do not understand in order to avoid the same problems

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