

**THE USE OF DYADIC ESSAY TECHNIQUE TOWARDS STUDENTS'
WRITING ANALYTICAL EXPOSITION**

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Abstract

This research aimed to determine whether using dyadic essays effectively improved student writing ability in analytical exposition text. The research methodology used was a pre-experimental design with one group pre-test and post-test design. The population was the students of the eleventh grade of SMAN 15 Bandar Lampung, which consisted of 90 students. There were three classes, and XI A2 was chosen as the research sample. The instruments of writing form for the pre-test and post-test were used to collect the data. The data were analyzed by using SPSS 19. After the post-test was given, the data were analyzed using a paired sample t-test. It was found that the result of Sig (P-value) = 0.000 < α = 0.05. Thus, Ho was rejected, and Ha was accepted. Therefore, the dyadic essay was effective in helping the students improve their writing ability. The group had been conducted and provided them with more ideas and discussion so that the learning activities in writing analytical exposition text became more active, attractive and interactive.

Keywords: Analytical Exposition; Dyadic Essay Technique; Students' Writing.

Introduction

One of the aims of teaching English is to develop the ability to communicate. This ability involves four skills: listening, speaking, reading, and writing (Harmer, 2004). The researcher is mainly focused on writing skills because writing is considered the most difficult and complicated language skill to learn. Writing requires hard thinking to produce ideas, words, sentences, paragraphs, and composition (Hyland, 2003).

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Writing is a challenging process that requires a wide range of skills (Nunan, 2003). Among them are clear thinking, imagination, and the ability to organize ideas. It means that writing is one skill that improves students' ideas from their thinking and imagination. Writing is considered the most difficult skill because writing requires combining correct grammar and coherence of the text (Heaton, 1975). This means that writing is one of the skills in the English language, and writing is a challenging process that is considered the most difficult skill. Raimes states that writing also strengthens the structure of grammar, idioms, and vocabulary (Raimes, 1983). Based on these theories, writing is a difficult activity because students should understand the structure of writing, and they also have to develop ideas they want to make for writing.

Based on the senior high school curriculum syllabus, students must be able to write in various genres (Yi, 2009). They are narrative, recount, procedure, news item, descriptive, explanation, analytical exposition and discussion. One of the genres that should be mastered by the students in learning English is analytical exposition text. According to Anderson and Anderson, analytical exposition text is a type that is intended to persuade the readers that something should be in the case (Anderson & Anderson, 1997). Besides that, analytical exposition text is a type of text where the writer can express opinions or ideas to persuade the reader or listeners that something is important to analyze. Here, the researcher chooses analytical exposition text as a reference for students to use when writing.

The researcher found the student's writing ability in analytical exposition texts was good. They have difficulties choosing the right vocabulary to express meaning and lack the grammar to write correctly. They were also confused about creating, developing, and sharing their ideas in written form. The researcher assumes that students need activities or techniques in learning writing where they can be more interactive and productive in making paragraphs. One alternative technique for teaching English writing is the Dyadic Essay technique (Charland, 2021).

Dyadic essay is a technique in which students, in pairs, write essay questions and model answers for each other, exchange questions, and, after responding, compare their answers to the model answers (Barkley, 2005). Sherman states that in a dyadic essay, students rely on peers to learn (Sherman, 1966). It means that students work together to teach one another and alternate between student and teacher roles. This technique combines motivational and cognitive processing elements by using a structured approach to teaching and learning within a tutoring context (Grasha, 2002). This technique also promotes active material processing using activities strongly linked to achievement.

Several researchers have conducted previous studies on the dyadic essay technique. The dyadic essay can teach explanation text (Radiah & Amin, 2021). This technique can also be effectively used to teach coherence, analytical exposition, and scientific writing (Nurahma, 2018) (Yunus & Eliastuti, 2020) (Fitriana, 2022).

Based on the statement above, the researcher was interested in doing research about using dyadic essays to improve students' writing abilities in analytical exposition texts. It is an interesting way to break the monotony and make learning writing more attractive and interactive.

Methods

In conducting this research, the researcher applied a pre-experimental design to determine the effectiveness of the Dyadic Essay Technique in improving students' writing ability in analytical exposition texts. This research used a pre-experimental design because there was only one experimental class group, and the researcher intended to conduct the research using the one-group pretest-posttest (Best, 1995). Experimental design is the general plan for the study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable. This means that an experimental design is a research design used to find the influence of one variable on another. Furthermore, quantitative research is a research approach that uses numbers, ranging from data collection to interpretation of the data and the appearance of the result (Arikunto, 2006). This means that quantitative research is considered to use numbers to measure the objective of the research.

In addition, Sugiyono in Ratmingsih divides the variety of experimental designs into four categories: pre-experimental, truly experimental, quasi-experimental, and factorial experimental. This design used a typical experimental research design but did not use a control group. Therefore, the researcher used a pre-experimental design to determine the student's ability to write analytical exposition text using the Dyadic Essay Technique. The researcher used one group pre-test and post-test group design. It is to know the difference or improvement of the pre-test before treatment using dyadic essay and the Post-test after treatments.

In this research, the researcher used one class as the sample, which consisted of an experimental class. The experimental class was taught using a dyadic essay as a treatment (X). Before treatment, the class was given a pre-test to determine the student's initial achievement in writing analytical exposition text. After that, the experimental class was given a post-test after treatments.

Findings and Discussion

The research aimed to determine whether the student's writing ability was significantly effective in analytical exposition text after treatments by using the dyadic essay technique. This research was conducted in the first semester of the eleventh grade of SMAN 15 Bandar Lampung. One class as the sample of the research is XI A2. Furthermore, the instrument of this research was a written test, specifically writing analytical exposition text (Trible, 1996).

The data analysis using SPSS showed that the dyadic essay technique seemed to be applicable to the eleventh grade at SMAN 15 Bandar Lampung. The mean pre-test score of the experimental class was 68.45, and the mean post-test score was 76.10. The students' post-test scores were higher than the students' pre-test scores in the experimental class. This means that the treatments using the dyadic essay technique are effective for students' writing ability, especially in analytical exposition text.

The result of previous research by Ghufon on the effectiveness of the dyadic essay technique in teaching writing (Ghufon, 2012). It showed that the students were active, interested, and enthusiastic in learning writing. It also makes learning more effective and meaningful. Meanwhile, in this research, the Dyadic essay activities helped them be more active and interactive in conveying their argument related to the text, stimulated their curiosity to know more about the text that had been read, and helped them individually understand the phenomenon provided by the teacher.

Another previous research conducted by Marginingsih on the aim of the implementation of the dyadic essay technique was to improve students' writing competence (Marginingsih, 2015). With the progress mean score from 66.25 to 80.70, the dyadic essay can improve students' writing competence, especially in expository text and classroom climate; the class is becoming active, and the students can cooperate well with their group. Meanwhile, in this research, Students' writing had progressed significantly; the paired activities supported them in coming up with more ideas in composing their content writing, helped them to find more appropriate vocabulary to be written and stimulated their curiosity by asking and answering their partner's model questions, it is proved by their means score of pre-test and post-test writing that was from 68.45 to 76.10.

During the implementation of the dyadic essay technique on writing analytical exposition, students were formed in pairs. In pre-writing activities, they are allowed to read the text provided by the teacher first so that the students can observe and understand it. They focus on the phenomenon addressed as the topic provided by the teacher. These activities help students comprehend the problem, outline their linking process, and what they do about the text. After that, students should make the model question and answer on a separate sheet related to the text. These activities utilize their prior knowledge about what kind of questions their partner asked them. After finishing making the question and answer, they should exchange their question so that their partner could answer the question given.

Further, they are given time to look at and discuss their questions and answers together before reaching a mutual agreement on the final text they will make. These activities helped them

to be more active and interactive in conveying their argument related to the text, stimulated their curiosity to know more about the text that had been read, and helped them individually understand the phenomenon provided by the teacher. Finally, they should rewrite their result of the discussion in the form of analytical exposition text. Thus, this activity assists them in being more creative and developing their ideas and writing skills as individuals and in pairs.

Students' writing progressed significantly; the paired activities supported them in making more ideas in composing their content writing, helped them to find the more appropriate vocabulary to write and stimulated their curiosity by asking and answering their partner's model questions. As a result of the discussion, they can rewrite their analytical exposition in their own word. However, pair activities sometimes interrupted them from focusing on the text provided, and question and answer sessions frequently made them less interested in finishing their work; they looked more interested in learning together to finish their work. It is supported by the theory from Barkley that a dyadic essay is a technique in which students, in pairs, are useful for identifying the most important feature of a learning activity and formulating and answering questions about it. Also, dyadic essay activities disposed of them focused on content, vocabulary, and grammar used in the text. Hence, they tend to pay less attention to arranging text in good order as the generic structure of the analytical exposition text consists of thesis, argumentation, and reiteration.

Furthermore, the last meeting to implement dyadic essays significantly improved students' writing ability. Here, the students looked more enthusiastic, enjoyed and participated in writing activities. The dyadic essay technique made the students more attractive and interactive in learning writing; it also can improve their ideas and knowledge to write the text. The dyadic essay technique encourages students to share in finding a good idea, which assists them in creating and developing their writing ability in analytical exposition text.

Conclusion

Based on the research conducted during the first semester of SMAN 15 Bandar Lampung in the academic year of 2023/2024 and analyzing the data of students' pre-test and post-test in the experimental class, the research showed that there was significant effectiveness of using dyadic essay technique toward students' ability in writing analytical exposition text. It is based on the analysis of the data calculation in the previous chapter, where the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The significant effectiveness can be seen from the result of paired sample test where $t_{\text{he observed}}$ was 6.075, and $t_{\text{he table}}$ was 2.042. It means the t_{observed} is higher than the t_{table} shown by $6.075 \geq 2.042$.

It can be concluded that the dyadic essay technique made the students more enthusiastic, enjoy and active in writing activities; it also can improve their creativity to write good text content. The dyadic essay technique encourages students to share in finding a good idea, which assists them in creating and developing their writing ability in analytical exposition text. Paired activities helped students to stimulate their curiosity until they made their questions and answers, which showed their intention towards the topic being discussed.

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