

# The Effectiveness of Using Dyadic Essay Technique towards Students' Writing Ability in Analytical Exposition

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**Abstract:** *The aim of this research was to find out whether there was the significant effect of using dyadic essay technique towards students' writing ability in analytical exposition text. The research methodology used was quasi experimental design. The population was the students at the eleventh grade that consisted of 121 students. The researcher chose one class as the sample of the research, they were XI A that is consisted of 32 students. The instrument of writing form for pre-test and post-test were used to collect the data. Pre-test was conducted to measure the students' analytical exposition writing ability before the treatments and post-test was conducted to find out students' analytical exposition writing ability after the treatments. The data was analyzed by using independent sample t-test. It was found out that result of Sig (P value) = 0.000 <  $\alpha$  = 0.05. In conclusion,  $H_0$  was rejected and  $H_a$  was accepted. Therefore, there was significant effect of using dyadic essay technique towards students' writing ability in analytical exposition text.*

**Keywords:** *Analytical Exposition Text, Dyadic Essay Technique, Students' Writing Ability, Quasi Experimental Design.*

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Date of Submission: 04-04-2022

Date of Acceptance: 19-04-2022

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## I. Introduction

Writing is one of productive skills and an activity in which someone delivers some information and expresses his ideas, feelings and thoughts to readers in written form. According to Harmer (2007:31) the students should be encouraged to express their ideas, experience, thoughts and feelings through writing. McKay (2008:11) says writing is both a process and product. Thus, writing as process involves writers experience to produce a piece of writing. Unfortunately, Diharyono (1990: 1) claims that students know or have the ideas what they were going to write but they did not know how to put them into words. This condition causes students to stop writing and feel anxious. This might be caused by the following facts: firstly, the students do not know the specific technique that can guide them in developing their ideas. Secondly, they almost never get writing exercise (Juwitasari, 2005:2).

Based on the preliminary research had done by researcher at SMAN 1 Penengahan, it was found that the causes of students' writing ability in analytical exposition texts still low are: the students got difficulties of choosing right vocabulary to express meaning; lack of grammar to write correctly; the students still confused in create, develop, and share their ideas in written form.

One of the ways considered effective in teaching writing is by using dyadic essay. According to Barkley (2005:235) dyadic essay is a technique in which students in pairs write essay question and model answers for each other, exchange question, and after responding, compare their answers to the model answers. Sherman (2008:77) states that in dyadic essay the students are relying on peers for learning. It means that students work together to teach one another and the alternate between the roles of student and teacher.

The previous researches have reported the implementation of dyadic essay technique. Ghufroon (2012:8) conducted a research at IKIP PGRI Bojonegoro to investigate the effect of dyadic essay on students' writing ability viewed from their creativity. As the result, Dyadic essay technique makes the learning more effective, attractive, meaningful, and successful. In line with the research, Marginingsih (2015:10) conducted a research at STMIK Duta Bangsa Surakarta which focused on the implementation of Dyadic Essay on students writing competence. As the result, Dyadic Essay is able to improve students' writing competence in expository text and classroom climate; the class is becoming an active class; the students are able to cooperate well with their partner.

Based on the result of those researches, it can be seen that all researches prove that jumbled sentences is good to be implemented by the teacher. In short, those previous researches also show that dyadic essay is

effective technique in improving students' writing ability viewed from their creativity and expository text in university level. However, those researches did not explore the use of dyadic essay for another level of education such as senior high school. Also the researcher is interested in conducting this technique on another kind of text that is analytical exposition text. According to Anderson and Anderson (1997; 123), Analytical Exposition is a piece of text that presents one side of an issue. Also, Djuhari (2007) analytical exposition is a text that elaborates the writer's idea about the phenomenon surrounding. According to Gerot and Wignel (1995: 197) the organization of it as follows: 1) Thesis, it usually includes a preview argument or opinion; 2) Arguments, it consist of a point and elaborate sequence; 3) Reiteration, testate the position more forcefully. Since, based on the *curriculum 13* at first semester of eleventh grade, there is subject of writing analytical exposition.

Therefore, the researcher is interested to apply dyadic essay as a technique of teaching writing. Thus, the objective of this research is to investigate the effect of using dyadic essay technique towards students' writing ability in analytical exposition.

## II. Method

To achieve the objectives of the research, the researcher used a quasi-experimental design with one group pre-test and post-test. The subject of this research was one class of the eleventh grade at SMAN 1 Penengahan that consisted of 32 students. The experimental class was taught by using dyadic essay technique. The data were collected by conducting the six meetings including the pre-test and post-test in experimental class.

The instruments of this research were writing form for pre-test and post-test. Both of the instruments, the students were asked to write an analytical exposition with the topic given by the researcher. In order to make sure that the data collection instrument were reliable, the researcher used inter-rater reliability. The students' scores from the pre-test and post-test were analyzed by using independent sample t-test of SPSS program.

## III. Result

After pretest and posttest had been conducted at the experimental class, the researcher did the writing score by using rubric score of writing that is consisted of five aspects, those are: content, organization, vocabulary, language, and mechanic. The students score of pretest and posttest can be seen in the table 1:

**Table 1**  
The students gain score of pretest and posttest in experimental class

No	Name	Score		Gain
		Pre-Test	Post-Test	
1	AC	56	65	9
2	AZ	67	77	10
3	AQA	66	75	9
4	ATP	70	80	10
5	BM	70	85	15
6	BP	60	75	15
7	CAR	66	78	12
8	CW	60	75	15
9	DS	72	85	13
10	DKA	66	80	14
11	DA	70	80	10
12	EN	68	82	14
13	EU	79	85	6
14	FPA	66	70	4
15	FAC	60	75	15
16	IR	70	82	12
17	KAD	66	80	14
18	KN	70	80	10
19	LCA	65	75	10
20	MII	60	68	8
21	MSK	68	82	14
22	N	72	85	13

23	PKR	64	70	6
24	RAR	70	82	12
25	RZD	70	80	10
26	RA	68	80	12
27	TAA	80	88	8
28	TPS	56	68	12
29	UF	80	88	8
30	SAP	60	75	15
31	JBS	60	85	10
32	ZAZ	75	85	10
	<b>Total</b>	<b>2150</b>	<b>2520</b>	<b>355</b>
	<b>Mean</b>	<b>67,92</b>	<b>79,60</b>	

From the table 1, we can see that the total score of the pretest was 2150 with the mean 67.92 and total score of posttest was 2520 with the mean 79.60. The gain score from pretest and posttest also show that there are improvement of students writing ability in analytical exposition after they are taught by using dyadic essay technique.

For the descriptive statistic by using SPSS had been analyzed. Thus, the results of the pretest and posttest given to the experimental class are shown in Table 1.

**Table 2**  
**Descriptive Statistic Data of Pre-test and Post-test**

Descriptive Statistic	Pretest	Posttest
N	32	32
Mean	67.92	79.60
SD	4.885	3.862

Table 1 shows that the mean of pretest at experimental class is (67.92) with standard deviation 4.885. However, after the treatments were given, the mean of experimental class was improved to (79.60) with the standard deviation 3.862. Thus, the mean score of posttest is higher than pretest for writing analytical exposition. The researcher need to do an analysis to investigate ether there is significant different of students writing ability in analytical exposition before and after the treatments are given.

Before testing the hypotheses, the researcher analyzed the students' gain score to see whether or not the data fulfilled the statistical assumptions. The statistical assumptions covered the normality and homogeneity test. Normality test was used to measure the distribution of data to see whether it was normal or not. This test was calculated by using Shapiro-wilk test. The results of normality test can be seen in Table 2.

**Table 3**  
**The Result of Normality Test**

Tests of Normality		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pretest	.139	32	.119	.947	32	.116
	Posttest	.176	32	.013	.940	32	.073

a. Lilliefors Significance Correction

From the calculation, it was found that the obtained significant value of the experimental class in pretest was 0.116 and the posttest was 0.073. Since 0.166 and 0.073 were more than 0.05, the data of pretest and posttest in the experimental class were normally distributed. Furthermore, the homogeneity test was used to see whether or not the variances of the groups were homogenous in order to obtain information equality between the pretest and posttest in experimental class. This test was calculated by using the Levene's test. The result of homogeneity test is described in table 3.

**Table 4**  
**The Result of Homogeneity Test**

**Test of Homogeneity of Variances**

Score

Levene Statistic	df1	df2	Sig.
.003	1	62	.959

The test shows that the obtained significant value of homogeneity test of the experimental class was 0.959. Since 0.959 was higher than 0.05, it means that the experimental class was homogeneous. Since the statistical assumptions of normality and homogeneity were fulfilled, the parametric statistical analysis was administered to test the hypotheses. The main data of the hypotheses testing were taken from the students' posttest scores. The hypotheses testing in this study was investigated by using paired sample t-test to see the effectiveness.

The hypothesis was about the effectiveness of dyadic essay technique on the students' writing ability in analytical exposition texts. It was analyzed by using paired sample t-test and the result is shown in Table 4.

**Table 5**  
**The Results of the Paired Sample t-test between the Pre-test and Post-test**

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest Posttest	11.562	5.28792	.66099	9.24724	11.89901	17.056	31	.000

The result of paired sample t-test reveals that the obtained significant level was 0.000. This value was lower than the accepted significant level 0.05 (sig. 0.000 < sig. 0.05). It meant that there was enough evidence to reject the null hypothesis and to accept the alternative hypothesis. Therefore, there was a significant difference in the ability of writing analytical exposition after they are taught by using dyadic essay.

**IV. Discussion**

The main objective of this study was to find out the effectiveness of using dyadic essay technique on the students' writing ability. The students of experimental class were taught by using dyadic essay in writing analytical exposition text. Actually at the first and second treatments, some students still made mistake in language, vocabulary and also mechanic, they still confused to decide what kind of argumentation that should be written in the paper. However, at the third treatment, there were many improvements in students' writing analytical exposition text when they were asked to write. They looked enthusiastic and attractive in doing English lesson in the class especially in writing by using this dyadic essay technique.

Some literature and previous studies claimed that dyadic essay was effective technique to teach writing. Moreover, the statistical computation in research findings revealed that the use of dyadic essay significantly affected the students' ability in writing analytical exposition texts. The obtained significant level was lower than the accepted significant level (sig. 0.000 < sig. 0.05). It meant that there was enough evidence to reject the null hypothesis and to accept the alternative hypothesis. Therefore, there was a significant difference in the ability in writing analytical exposition texts of the students taught by using dyadic essay.

This finding was in line with the previous studies. Ghufron (2012) found out that dyadic essay technique makes the learning more effective, attractive, meaningful, and successful. Also, Marginingsih (2015) found out that dyadic essay is able to improve students' writing competence in expository text and classroom climate; the class is becoming an active class; the students are able to cooperate well with their partner.

This research was carefully prepared and conducted, but the researcher realized that it had some limitations and shortcomings. This research was conducted in two classes for eight meetings. Six meetings were not enough for us to give the appropriate treatment by using dyadic essay. It would be better if it was done in a longer time. At last, it was not easy for us to choose the appropriate media used in the treatment. It would be better if there was a media validation before conducting research on the use of instructional media.

## V. Conclusion

The findings of this study showed that the students taught by using dyadic essay achieved significantly had a better scores of writing especially in analytical exposition text. Dyadic essay also made the students more attractive and interactive in learning writing; it also can improve their ideas and knowledge to write the text; dyadic essay technique encourages students to share each other in finding a good ideas. It could be concluded that dyadic essay was effective to be used in teaching the students' ability in writing analytical exposition texts. Therefore, there is significant effect of students' writing ability in analytical exposition by using dyadic essay technique.

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Dina Fitriana. "The Effectiveness of Using Dyadic Essay Technique towards Students' Writing Ability in Analytical Exposition." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 12(02), (2022): pp. 32-36.