



## ***DYADIC ESSAY TECHNIQUE FOR TEACHING WRITING SKILL: AN EXPERIMENTAL STUDY***

**Shohibi Gema Oktakalindo<sup>1</sup>, Galuh Dwi Ajeng<sup>2</sup>, Dian Windriani<sup>3</sup>**

<sup>1,2,3,4,5</sup>STKIP PGRI Bandar Lampung

Email Correspondence: fgaluhajeng@gmail.com

### ***Abstract***

*The purpose of the current study is to determine how the dyadic essay technique affects EFL students' writing skill. Researchers used quasi experimental method for guiding the research. The sample was 65 students. Writing essay test is used as instrument of the study. For analysing the data, t-test formula was employed. The results were t-test = 10, 23, and t-table 0,05 = 1,66, and 0,01 = 2,38. It shows that there is significant influence of dyadic essay technique towards students' writing skill. The research findings suggest the teachers to implement this teaching technique in their English classroom.*

**Keywords:** *dyadic essay technique, writing skill, narrative text*

### **INTRODUCTION**

Speaking, reading, writing, and listening are the four particular abilities that English language learners must master. To convey ideas, emotions, and feelings to readers via writing, one might employ the skill and activity of writing. It is supported by Harmer (2007), encouragement to write for the mean to express the ideas, experiences, thoughts, and feelings might be given to students. It means that writing can trigger the mind development as they solve problems stuck in their minds. Since writing allows us to convey our thoughts and other things, it is regarded as one of the most crucial abilities to mastered.

Students and youth generally perceive writing as a challenging and uninteresting task (Maximilian, 2016). That statement is supported by Kho, Wong, and Chuah (2013) who cited that there are several reasons in creating writing problems. Those are about structure and anxiety. Those researchers agreed that several student most thinking about the structure of their first language when writing. They also believed that the students thought that formal writing is difficult. Students often continue to struggle with writing even after the teacher has assigned a topic for the project (Maximilian and Ajeng, 2023). The tendency to be slow in conveying ideas in writing is the root cause of students'



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inability to produce the quality of writing. Planning, drafting (writing), editing, and rewriting are the four fundamental writing phases that are included in process writing exercises in the classroom (redrafting). There are furthermore three additional steps that the instructor externally imposes on the students. reacting (sharing), assessing, and creating a post.

Process writing is taught in schools in a very systematic way. Teachers frequently provide suitable classroom activities and encourage the development of certain writing abilities at each stage. It calls for the systematic training of process skills. The researchers are concerned with writing fluency throughout the drafting process rather than grammatical precision or the orderliness of the draft. Students polish their writings during the editing process in order to get the best draft ready for the teacher's review. Besides, students revise their writings based on the comments received. They go through what they wrote again to assess how well they can convey their thoughts to the reader. Checking for grammatical problems is only one aspect of revising that called editing. It is done to enhance overall content and the way thoughts are organized so that the reader may better understand the writer's objective. The purpose of revising is to make the overall substance and arrangement of the ideas clearer for the reader, not just to check for grammatical problems.

Expressing ideas and being able to organize them is one of the writing processes, it may be inferred from the steps listed above. To communicate one's thoughts must involve critical thinking. It is products of thinking, drafting, and revising which needs some mental efforts that must be combined and arranged (Maximilian, 2020). The students lack enthusiasm in writing and continue to struggle with connecting each sentence in the paragraph to the main theme. If children are aware of writing and have knowledge of writing, we can prevent situations like this. Writing has many benefits, including as a tool to track progress, inspire original thinking, and encourage personal growth. There are several different kinds of texts namely procedure, recount, descriptive and narrative texts.

The researcher selected a narrative text for students to use as a guide when writing. Narrative text it seems to be a kind of text that provides readers with information about a story. It supported by Siahaan & Shinoda (2008), a narrative is any English-language work that is in form of written text, that aims to amuse, entertain, or

deal with real or imagined experience in a variety of ways. In other word, the researcher must be able to build the reader's interest, thus the reader also meant to enjoy the text.

The researcher conducted preliminary research at SMK Swadhipa 2 Natar. The researcher conducted preliminary research by talking to teachers and students in the classroom in order to understand more about writing abilities, particularly in narrative texts. Students prevented from participating more actively in teaching and learning activities in class when the teacher's teaching tactics are being used, and it is found that students' ability to write in this genre remained poor.

To understand more about the students' proficiency in English, particularly with regard to their writing, the researcher spoke with the English teacher. Because she often makes grammatical mistakes when constructing new sentences and especially when composing narrative paragraphs, she claims that children's writing skills are still low. They struggle to formulate and communicate their views. She added that she used the freewriting method. In addition, the researcher conducted interviews with a number of students in class X to find out more about students' writing abilities. They claim that learning to write makes them feel lost and uninspired. In addition, they said they are not interested in learning to write because they thought the teacher's teaching method is monotonous.

Supported by the findings of interview above, the researcher conveys that students' poor writing ability are a result of their lack of interest in attending class and paying attention to the teacher's explanations, their difficulty in developing and expressing their ideas into narrative texts, and the need for other techniques or methods from the teacher in order to stimulate students' interest and assist them with the writing process. Dyadic Essay is a modification of Sherman's Dyadic Essay Confrontation (DEC). A collaborative learning approach is the dyadic essay. A writing-focused strategy is the Dyadic Essay technique.

Barkley et al. (2005) outline the following steps for using the dyadic essay technique: 1) Each student develops and writes an essay question in response to a reading assignment, lecture, or other content presentation (such as reading an assignment); 2) Students draught a sample response to their own question (typically a few paragraphs) on a separate sheet of paper; 3) Students bring a copy of their essay-related inquiries and sample responses to class; 4) Students divide into pairs and trade

### *Dyadic Essay...*

essay prompts, exchanging responses; The students then work in groups to analyze and modify their essay writing. 5) Students prepared sample answers, and then compared and contrasted their in-class responses with those of their partners.

Dyadic A type of cooperative learning strategy is the essay technique. According to Barkley et al. (2005), each student must create an essay question and a sample response for a reading assignment, lecture, or other form of content delivery. The following class time, students work in pairs to trade questions, write responses to each other's questions, trade, read, and compare sample in-class responses. The students then compose an essay or text using the example responses they have already discussed. The students then discuss and revise their essay writing in groups.

Every issue that arises throughout the classroom activities needs a solution. As a result, the Dyadic Essay Approach may be used to determine how much this technique affects the arrangement and substance of the narrative text. The dyadic essay technique facilitates collaboration among students. As a result, after reading the text that the teacher is assigned, students may find it simpler to come up with their imagines. In order to assist the growth of the topic writing and organizing process, the ideas they get are used as questions.

As a result, the researcher is very motivated in applying the Dyadic Essay Technique in order to solve some issues raised above, because of it will enable students to write more easily and systematically. With the opportunities of this technique, students may choose a subject matter that interests them and take control of their writing. As can be interpreted from the statement above, has a number of benefits, including the ability for students to collaborate on essays in pairs, promotion of effective learning, cognitive approaches to collaboration, a mix of motivation, and increased student achievement and confidence.

The researcher is interested in determining how the dyadic essay technique affects students' capacity to compose narrative texts that are relevant to the aforementioned problems. This is just one innovative method for preventing boredom and making writing lessons more engaging and interactive. Therefore, the researchers explore the effect of dyadic essay technique in teaching writing skill.

## **RESEARCH METHOD**

The researcher employed a quasi-experimental approach in this study. Quasi-experiments, according to Creswell (2012), involve tasks, however not random the participants or groups. The experimental class is taught using the Dyadic Essay Technique, and the control class is taught using the conventional technique at the same level. This research focused on writing skills, so the researcher used two classes that were chosen at random. The experimental class was the first class.

The pretest-posttest nonequivalent groups design, one of the quasi-experimental designs, was used in this study to conduct the first sort of series. Both the pretest and posttest were administered to the two groups. There are two classes, i.e., experimental and control. This style is frequently applied.

The population was compiled by the researcher from SMK Swadhipa 2 Natar pupils in the tenth grade during the academic year 2022–2023. There are 10 courses with a total of 377 students. The researcher employed the Cluster Random Sampling approach to carry out the study. The researcher of this study randomly selected sample from population of tenth grade pupils. Then, researcher utilized a lottery to choose the experimental and control classes. In this case, the samples were from X TKJ 3 an experiment class that consisted of 39 students, and X TKJ 1 a control class that consisted of 38 students.

The researcher of this study employed a writing test as a research instrument. The researcher instructed the pupils to accurately and concisely craft their own narrative prose. Pre-test and post-test instruments were created by the researcher. The researcher solely selects fairytales and legends for the content of the pre-test and post-test. Fairytales and legends are well-known stories for students, in accordance with the English teacher's suggestion. The researcher selected the narrative text to be tested in the pre-test and post-test based on the curriculum and materials in SMK Swadhipa 2 Natar. Malin Kundang, a legend, was the subject of the pre-test instrument, while Cinderella, a fairy tale, was the subject of the post-test instrument.

In finding out the students writing score, the researcher used assessments scale for writing. In this case, the students were asked to write composition based on the topics provided. In this research, the students were asked by the researcher to composed narrative text. There are some indicators that must be considered in the result of

students' writing score. Those are content, vocabulary, grammar, mechanics, and organization.

The researcher was analyzing the normality of the test in order to know whether the data were normal or not. It is used to know whether the data is normally distributed or not. After analyzing the normality, the researcher conducted the homogeneity test. This test is used to know the homogenous of the data.

The result of hypothesis test in this research indicated that equality of the average score with the criteria  $H_a$  is accepted if  $t_{\text{test}} > t_{\text{table}}$  for significance level 5% ( $\alpha = 0,05$ ) and 1% ( $\alpha = 0,01$ ) and for the different test of two average score with the criteria is  $H_a$  is accepted if  $t_{\text{test}} > t_{\text{able}}$  for significance level 5% ( $\alpha = 0,05$ ) and 1% ( $\alpha = 0,01$ ).

## **FINDINGS AND DISCUSSION**

### **Finding**

In this study, dyadic essay technique was applied to experimental class in measuring the influence of this technique. On the other hand, direct method applied to control class as comparing technique only. The narrative text was used as the material given to the students during the research. The students in both classes were asked to read and understand the text than writing some topics relate to narrative text. In collecting the data, post writing test was used.

The results of data analysis showed that students' score of experiment class is higher than control class. The students' score in experimental class were 65 up to 96,25, the average score was 88,186 and the standard deviation was 8,23. While in control class the scores were 35 – 78,75, the average score was 55,33 and the standard deviation was 10.93.

Moreover, based on the statistical computation, it is found that the data have a normal distribution. It is also found that the variance of the data in experiment class and control class were homogenous. Therefore, the pre-requisite for computing the t-test is fulfilled.

To measure that dyadic essay technique has high significant impact on students' writing ability, the comparison of mean scores of the two classes is needed. From the data calculation, the experimental class's mean score was 88,186. The control class's mean score was 55,333. Moreover, based on the analysis of the data and hypothesis test,

the result of the hypothesis is  $t_{test} = 10,23$  and  $t_{table}$  of 5% and 1% = 1,66 and 2,38. It means that  $H_0$  was rejected and  $H_a$  was accepted ( $10,23 > 1,66 > 2,38$ ). It means that there was a positive influence of Dyadic Essay Technique towards students' writing ability. This is supported Falchikov (2001) states that dyadic essay technique can help develop a wide variety of useful skills, including that of writing itself.

### **Discussion**

By looking at the result of the data calculation above, it can be realized that dyadic essay technique helped the students in improving their writing ability. This result is clearly be explained by Barkley et al (2005) by showing some characteristics of dyadic essay technique. According to them, there are various activities that can be done by the students while doing this technique. They explained that through this technique, students will have an opportunity in doing activities in pairs such as write essay questions and model answers, exchange questions, and after responding, compare their answers to the model answer (2005). Moreover, they also thought that the dyadic essay technique encouraged the students to give, discuss and compare their ideas with others students. It challenged the students to interact with the text and to be engaged with it. It encouraged the students brave to discuss the text and the teachers could make them more active and support them in teaching and learning process by using this strategy (2005).

From the result, it was clear that dyadic essay technique helped the students to influenced their writing ability. Writing ability is important to be mastered and with a good teacher, method or strategy, the students would be easier to writing a text. Briefly, the researcher recommends the dyadic essay technique to apply in classes. The teachers could take advantages in improving students' writing ability.

There were some advantages in using Dyadic Essay Technique. First, this made the students in experiment class more active to share their opinion about the texts. Second, this also made them to learn how to think critically about main ideas and points which there were in every paragraph. Third, this made the students to learn how to share their opinion and how to response others' opinions. Besides the advantages, there were also disadvantages in using this strategy. First, the class was so noisy because the students discussed the text with their partner or student in pairs. Second, the teachers should be able to handle the situation in the class while the students were discussing

their opinion because if the teachers could not handle that there might be some students who just kept silent and did nothing in the discussion.

When the researcher did the preliminary research at SMK Swadhipa 2 Natar, the researcher found that the students were still lack of writing ability. The students faced the difficulties to writing in narrative text. The researcher tried to solve the problems by studying the effect of dyadic essay technique in teaching writing as it is conducted in this research. Referring to the research findings of the present study, the students who were taught by dyadic essay technique got higher score than the students who were taught by direct method or conventional method. Therefore, it proved that the dyadic essay technique can be effective to help the student to improve their English writing skill.

## **CONCLUSION**

The researcher came to certain conclusions based on the results that were discovered. The dyadic essay technique was used to teach students how to write narrative texts, and the average score of those students was greater than the average score of those who received direct instruction. The dyadic essay style has a significant effect on how well pupils can write.

Considering the findings, the researcher suggests the teachers to implement this teaching technique in their English classroom. This research can also be used as an addition reference or further research for the next researches which are hopefully can be discussed deeper. Moreover, this research might add the knowledge regarding how dyadic essay technique is not only used for writing skill but also for other language skills. To sum up, hopefully, this research could provide information about the influence between dyadic essay techniques and students' writing skill to other researchers so that they can be further developed.

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