

**THE EFFECTIVENESS OF USING DYADIC ESSAY TECHNIQUE TOWARDS
STUDENTS' WRITING ABILITY IN ANALYTICAL EXPOSITION TEXT
AT THE FIRST SEMESTER OF THE ELEVENTH GRADE OF SMA
NEGERI 15 BANDAR LAMPUNG IN THE ACADEMIC
YEAR OF 2023/2024**

A Thesis

Submitted in a Partial Fulfillment of the Requirement for S1-Degree

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG
2024**

ABSTRACT
**THE EFFECTIVENESS OF USING DYADIC ESSAY
TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY
IN ANALYTICAL EXPOSITION TEXT AT THE FIRST
SEMESTER OF THE ELEVENTH GRADE OF SMA NEGERI
15 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF
2023/2024**

There were several problems faced by students, such as conveying their argument; arranging the generic structure of analytical exposition text in a good order; and the individual work activities make them felt unmotivated in learning writing. Some strategies or activities were needed by teacher to overcome the problems. One of the strategies or activities to improve their writing was Dyadic Essay, it was used to understand topics involving several instructions, where students in pair share and discuss their works. The aims of this research was to find out whether there was the effectiveness of using dyadic essay towards students' writing ability in analytical exposition text. The research methodology used was Pre-experimental design with one group pretest posttest design. The population was the students of the eleventh grade of SMAN 15 Bandar Lampung that consisted of 90 students. There were three classes and XI A2 was chosen as the sample of the research. The instruments of writing form for pretest and posttest were used to collect the data. The data were analyzed by using SPSS 19. After giving the posttest, the data were analyzed by using paired sample t-test. It was found that result of *Sig* (P value) = 0.000 < α = 0.05. Thus, H_0 was rejected and H_a was accepted. Therefore, dyadic essay was effective to assist the students to improve their ability in writing, the group had been conducted provided them more ideas and discussion so that the learning activities in writing analytical exposition text became more active, attractive and interactive. However, this research had given contribution in investigating the use of dyadic essay in writing analytical exposition, thus, further researchers are suggested to explore more about their perception or motivation of the technique used to enrich the research and education fields.

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

SURAT PERNYATAAN KEASLIAN PENELITIAN

Assalamualaikum Wr.Wb

Saya yang bertanda tangan dibawah ini.

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul “ The Effectiveness Of Using Dyadic Essay Technique Towards Students Writing Ability In Analytical Exposition Text At The First Semester Of The Eleventh Grade Of SMAN 15 Bandar Lampung In The Academic Year Of 2023/2024” Merupakan hasil karya penelitian bukan hasil plagiasi, apabila peneliti ketahuan memalsukan skripsi ini maka peneliti bersedia menerima konsekuensi sesuai dengan aturan yang berlaku di Universitas Islam Negeri Raden Intan Lampung. Demi pernyataan ini dibuat dengan sebenar-benarnya.

Wassalamualaikum Wr.Wb

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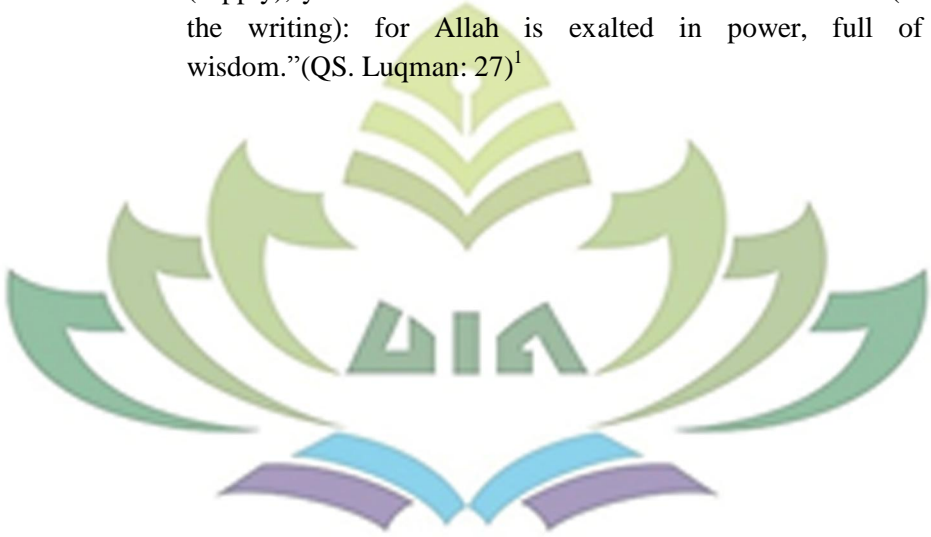
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MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَامٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ
سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ

““And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”(QS. Luqman: 27)¹

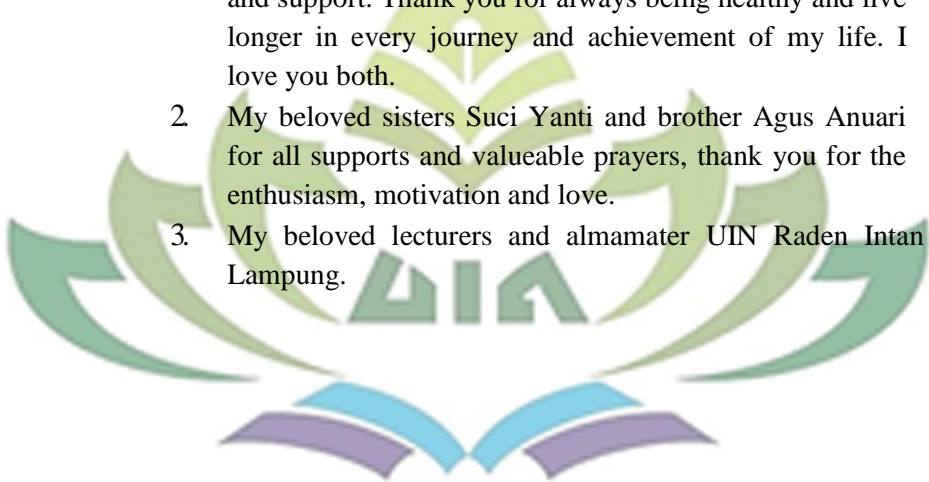


¹ Meefta, “Surah Al-A’raf (The Heights) Terjemah Bahasa Inggris” (On-line), Available in: <https://ayatalquran.net/2015/01/surah-al-araf-the-heights-terjemah-bahasa-inggris/> accessed on December June 2 th, 2019 at 10.14

DEDICATION

This thesis is dedicated to everyone who cares and loves me. The researcher would like to dedicate this thesis to:

1. My beloved parents, Mr. Maryono and Ms. Sumiati, great people who have always been my encouragement as the strongest support from the harshness of the world. Who never stop giving affection with love and always provide endless enthusiasm and motivation. Thank you for always fighting for my life, thank you for all the prayers and support. Thank you for always being healthy and live longer in every journey and achievement of my life. I love you both.
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3. My beloved lecturers and almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Indri Ani Angelia was born in Bandar Lampung on September 29th, 2000. She is the daughter of her late father Mr. Maryono and Ms. Sumiati. She began her study in Kindergarten at Mekar Wangi and Elementary school of SDN 1 Tanjung Senang Bandar Lampung in 2005. She graduated from Kindergarten and Elementary School which graduated in 2012. Then, she continued at Junior High School of SMPN 20 Bandar Lampung. After graduating from Junior High School in 2015, she continued her study at Senior High School 15 Bandar Lampung in 2015. In 2018, she graduated from Senior High School. Furthermore, she continued her study in the State Islamic University of Raden Intan Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



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First of all, Praised be to Allah the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. Peace and salutation are upon our prophet Muhammad SAW, as well as His family and followers. This thesis entitled “The Effectiveness of Using Dyadic Essay Technique towards Students’ Writing Ability in Analytical Exposition Text at the First Semester of the Eleventh Grade of SMA N 15 Bandar Lampung in the Academic Year of 2023/2024” Is Submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, there were various sides that gave so much help, assistance, aid, support and many valuable things. Therefore, sincerely thank is given to:

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4. Dian Reftyawati, M.Pd. as the co-advisor, who has always patiently guided and helped especially in correcting and given countless time to finish this thesis.
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your help and motivation given to me.

Finally, it has to be admitted that nobody is perfect. There are still many weaknesses in this thesis. Therefore, criticisms and suggestions from the readers are needed to enhance the quality of this thesis. Furthermore, this thesis is expected that can be useful for the other researchers particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung,
The Researcher,

Indri Ani Angelia
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CHAPTER I

INTRODUCTION

A. Title Confirmation

The researcher included many definitions relating to the proposal's title to assist and avoid misunderstandings in comprehending the proposal's contents. "the effectiveness of using dyadic essay technique towards students' writing ability in analytical exposition text at the first semester of the eleventh grade of SMAN 15 Bandar Lampung in the academic year of 2023/2024" is the title of this proposal title of this thesis.

Effectiveness is an output of specific review/analyses that measure the achievement of a specific educational goal or the degree to which a higher education institution can be expected to achieve specific requirements.¹ Thus, in this research, effectiveness is an output that measures the achievement of a specific method/ technique towards students' writing ability in analytical exposition.

Millis states that dyadic essay is a technique where the instructor assigns the students to read or to read the paper or watch video. The students formulate an essay question and model response to their own question, and then the students exchange their essay question but the model answer that they have done is not include. After exchange essay question, the students write a model answer to the question. After that the students discuss their writing and make it into perfect writing.² Thus, this technique guides the students to write through the process of reading and the students make question to explore their idea and they provide answers for the questions and then they improve in a good writing.

Writing is an activity where the writer is able to created word, sentences, paragraph to express their ideas, thoughts, even their feeling. Then, analytical exposition is a text that elaborated the writer's idea, point of view argument about a problem

¹ Laz r Vl sceanu, Laura Grünberg, and Dan Pârlea., 2004, *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions* (Bucharest, UNESCO-CEPES) Papers on Higher Education, ISBN 92-9069-178-6.

² Millis, et al., 1993. *Dyadic Essay Confrontation*. Retrieved from: http://www.dyadicessay_confrontation.html

surrounding.³ Thus, writing ability in analytical exposition is the students' ability to give their opinion from the main argument or the topic to make an analytical exposition text about the phenomena surrounding.

Therefore, what does the author mean by the title of the thesis about the effectiveness of using dyadic essay technique towards students' writing ability in analytical exposition text at the first semester of the eleventh grade of SMAN 15 Bandar Lampung in the academic year of 2023/2024 is to know achievement of students' writing analytical exposition ability if treated by dyadic essay technique.

The data were retrieved from the students' writing score and the interviews of students and English teacher at SMAN 15 Bandar Lampung. This research was aimed to provide more information to teachers, students, readers, especially to the author herself.

B. Background of the Study

One of the aims of teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. The researcher is mainly focused on writing skill, because writing is considered the most difficult and complicated language skill to be learned. Writing needs a hard thinking to produce idea, words, sentences, paragraph, and composition.

According to Nunan, writing is a challenging process that requires a wide range of skill. Among them are clear thinking, imagination, and the ability to organize ideas.⁴ It means that writing is one of skills that to improve students' ideas from their thinking and imagination. Writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the text.⁵ It means that writing is one of the skills in English language, and writing is challenging process considered as most difficult skill. As

³ Maria Gina Veneranda, *Teaching Learning Reading Comprehension on Analytical Exposition Text By using Multiple*, Unpublished Thesis, Tanjungpura University, p.5.

⁴ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p.88

⁵ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p.3

supported by Raimes state that that writing also strengthens the structure of grammar, idioms, and vocabulary.⁶ Based on these theories, writing is a difficult activity to do because students should understand about structure in writing and also they have to develop ideas that they want to make for writing.

Based on the syllabus of curriculum in Senior High School, students are required to be able to write a various type of genres. They are narrative, recount, procedure, news item, descriptive, explanation, analytical exposition and discussion. One of genres that should be mastered by the students' in the process of 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.⁷ Besides that analytical exposition text is a type of text where the writer can express the opinions or the 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 write.

The researcher had done preliminary research by interviewed teacher and students in the eleventh class about writing ability especially analytical exposition text and found that students' writing ability in analytical exposition text was still low and the students are not interactive in learning activities in the classroom. The researcher also got the data of writing score at the eleventh grade of SMA 15 Bandar Lampung. The following table is describing the result of students' score in writing test.⁸

⁶ Ann Raimes, *Techniques In Teaching Writing*, (New York: Oxford University Press, 1983), p. 3

⁷ Mark Anderson and Kathy Anderson, *Text Types in English* (South Yarra: Macmillan Education Australia Pty Ltd, 1997), p.2-3

⁸ Source: English Teacher of SMA N 15 Bandar Lampung

Table 1
The Data of Students' Average Writing Score at the Eleventh Grade of SMAN 15 Bandar Lampung in the Academic Year of 2022/2023.

NO	Class	Students' Score		Number of Students
		< 70	≥ 70	
1	XI A1	20	10	30
2	XI A2	19	11	30
3	XI A3	18	12	30
Total		57	33	90
Percentage		63%	37%	100%

Source: English teacher of SMA N 15 Bandar Lampung.

Based on data of the students above, there are 33 students who passed on the table writing average score and there are 57 students get lower scores than the average score of writing. It means that students' achievement in writing learning especially analytical exposition text is relatively low.

The researcher interviewed Mrs. Afrisa as the English teacher about the students' capability in mastering English especially about their writing. She said the students' ability in writing was still low because they did many errors in grammar when they produce new sentence and especially analytical exposition paragraph writing. They found difficulties to create and develop new paragraph, and then express their ideas into the written form.

In addition, the researcher also got information about the students' writing ability by doing interview with some students of eleventh grade. They said that they got difficulties in developing and expressing their ideas, the students hard to write with grammatical correctly, also the lack of vocabulary mastery that make the students hard to find the right word to express the meaning, sometimes they just don't know what to write because of the limitation of activities in writing classroom. In addition

because of the individual work activities, they felt unmotivated and not attractive in learning writing activities so that students still confused in making paragraph especially analytical exposition text where they need to think that something is important or not, also the way they should write it in paragraph form.

Based on the interview above the researcher 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 creating, develop, and share their ideas in written form; limitation of activities in writing classroom making paragraph especially analytical exposition text where they need to think about something deeply is important or not, the researcher assumes that students need activities or technique in learning writing where they can be more interactive and productive in making paragraph. One alternative technique for teaching English writing is Dyadic Essay technique.

Barkley et al state that 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.⁹ Sherman 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. This technique combines element of both motivational and cognitive processing by using a structured approach to teaching and learning within a tutoring context. This technique also promotes active processing of material using activities that are strongly linked to achievement.¹⁰

From the statement above, it can be concluded that dyadic essay technique has some advantage such as (1)

⁹ Barkley,et.,al.*Collaborative Learning Techniques: A handbook for CollageFaculty* (SanFransisco: Jossey Bas), 2005,p.235

¹⁰ Sri Wahyuningsih, *Dyadic Essay : Enhacing Students' Paragraph Coherence in Imaginative Writing*, *Jornal of English Teaching and Learning Issues*, Vol.1, No.1, (Juni 2008) p.77-78

students can pairs write essay for each other; (2) it can promote effective learning; (3) it can combine both motivational and cognitive approach to collaboration; (4) and it can promote the students' achievement and the students' self-confidence.

Based on the statement above, the researcher was interested in doing a research about using dyadic essay towards students writing ability in analytical exposition text. It is an interesting way to break monotonous and make the learning writing more attractive and interactive.

Therefore, from the statements above, the researcher was interested in conducting the research entitled "The Effectiveness of Using Dyadic Essay Technique towards Students' Writing Ability in Analytical Exposition Text at the First Semester of the Eleventh Grade of SMA N 15 Bandar Lampung in the Academic Year of 2023/2024".

C. Identification and Limitation of the Problem

1. The students got difficulties in developing and expressing their ideas in writing form.
2. The students got difficulties to write in grammatical correctly.
3. Lack of vocabulary mastery that make the students hard to find the right word to express meaning.
4. Because of the individual work activities, they felt unmotivated in learning writing activities so that students still confused in making paragraph especially analytical exposition text.
5. The teacher has never implemented Dyadic Essay in the class.

Further, the limitation of the problem in this research was the effectiveness of using dyadic essay technique towards students' writing ability especially analytical exposition text at the first semester of the eleventh grade of SMAN 15 Bandar Lampung in the Academic Year of 2023/2024.

D. Formulation of the Research

Based on the identification and limitation of the problem above, the formulation of the problem in this research was is

there any significant effectiveness of using dyadic essay technique on students' writing ability in analytical exposition text at the eleventh grade of SMAN 15 Bandar Lampung in the Academic Year of 2023/2024?

E. Objective of the Research

Based on formulation of the problem, the objective of the research was to find out whether there is any significant effectiveness of using Dyadic Essay Technique towards students' ability in writing analytical exposition text of the eleventh grade of SMAN 15 Bandar Lampung in the Academic Year of 2023/2024.

F. Significances of the Research

The significances of this research were as follows:

1. Theoretically

The result of this research was expected to give valuable information for teaching and learning English. Dyadic essay is one of a good technique to use in teaching writing in classroom. It was expected to give information about the effectiveness of using dyadic essay technique towards students' writing ability in analytical exposition text.

2. Practically

a. For the students

This research was given information about students' ability in writing analytical exposition text through learning English by using dyadic essay technique.

b. For the English Teacher

To give information for the teachers that dyadic essay is an alternative technique in teaching writing.

c. For Further Researcher

This research was expected to inspire another researcher to conduct more thorough study regarding to Dyadic Essay t in teaching writing

G. Relevant Research

There were some previous researches about the use of dyadic essay technique in teaching learning process. This technique is effective to be used in learning and it can give significant improvement in some skill of English subject. Moreover, this previous research was to make difference between those previous research and present research.

The relevant study was conducted by conducted by Ghufon on “The Effectiveness of Dyadic Essay Technique in Teaching Writing Viewed from Students’ Creativity at The Second Semester of English Education Department IKIP PGRI Bojonegoro in academic year of 2011/2012”. It shows the student were active, interested and enthusiastic in learning writing skill. Dyadic essay technique makes the learning more effective, attractive, meaningful, and successful. Dyadic essay also can improve students’ critical thinking.¹¹ Thus, it can be said that dyadic essay has been successfully improve students’ writing at IKIP PGRI where the students are active and enthusiastic in writing activities. However, the previous research by Ghufon is to implement dyadic essay technique for writing viewed from students creativity compare to clustering technique, and it was conducted for university level. Meanwhile, this research will be implemented in writing skill that focused on analytical exposition text for senior high school accordance with the students’ material in syllabus and the problem faced at the SMAN 15 Bandar Lampung.

The second previous research had done by Another previous research conducted by Marginingsih on “The Implementation of Dyadic Essay Technique to Improve Writing Competence for Student Information Program at the Second Semester Students of Information System STMIK Duta Bangsa Surakarta in the academic year 2014/2015”. It shows dyadic essay is able to improve students’ writing

¹¹ M. Ali Ghufon, *The Effectiveness of Dyadic Essay Technique In Teaching Writing Viewed From Students’ Creativity at The Second Semester of Ninth Grade at MTs Negeri 2 Bandar Lampung of 2018/2019*, Faculty English Department Graduate School SebelasMaret University Surakarta, 2012, P.8

competence in writing structure expository text and classroom climate; the class is becoming an active class; the students are able to cooperate well with their group.¹² In short, this research has found out that students' writing competence is improved and their learning activities become cooperative and active. However, the difference is the previous research is the technique was implemented for teaching writing competence at Information Program students, meanwhile this current research use dyadic essay for specific writing procedure text at the Senior High School level. There also the similarity of the research, such as, the previous research is focused on the use of dyadic essay on students' writing as well as this current research for writing ability.

The third had been conducted by Radiah with the title "Improving the Quality of the Students' Explanation Text through Dyadic Essay Technique at SMAN 2 MAROS". The objective of this research is to improve the students' quality in writing explanation text through Dyadic Essay Technique. The result shows that Dyadic essay technique can improve the students' writing, especially in content and organization.¹³ Thus, it can be known that dyadic essay technique can improve students' organizations in writing. This is obtained by providing the opportunity for students to write and discuss with their partners regarding the preparation of paragraph explanation texts. The difference is the previous research is to improve students' explanation text by using dyadic essay technique. Whereas, this current research in order to enhance the students' writing ability in analytical exposition. Then, the similarity of the previous research and this current research is they are implemented the technique of dyadic essay on writing ability.

Marginingsih, *The Implementation of Dyadic essay Technique To Improve Writing Competence for Student Information Program at The Second Semester Students of Information system STMIK Duta Bangsa Surakarta In The Academic Year 2014/2015*, Information System STMIK Duta Bangsa Surakarta, 2015, p.9-10

¹³ Radiah, "Improving The Quality Of The Students' Explanation Text Through Dyadic Essay Technique At Sman 2 Maros", Muhammadiyah University Of Makassar (2018), p. 5

The fourth had been conducted by Nurrahma with the title “Enhancing the paragraph coherence in imaginative writing”. The research aimed to find out what improvement dyadic essay technique results in solving the problem of paragraph coherence of student’ imaginative writing. The result showed that by reading text and watching videos, the students get stimulus about story they want to write, and develop the response.¹⁴ They can easily finish their story until the end by their own imagination. The difference is the previous research is to improve students’ paragraph coherence in imaginative writing by using dyadic essay technique. Whereas, this current research in order to enhance the students’ writing ability in analytical exposition. Then, the similarity of the previous research and this current research is they are implemented the technique of dyadic essay on writing ability.

The fifth had been conducted by Jamaludin with the title “the Use of Dyadic Essay Technique to Improve Recount Writing Skill among the Eighth Grade Students”. The research aimed to find out if dyadic essay on students’ recount writing skill among the eighth grade students. The result showed that Dyadic Essay technique in class can improve the students’ recount writing skill, because it promoted their ideas in writing in a class and outside of class.¹⁵ The difference is the previous research is to improve students’ recount text writing by using dyadic essay technique. Whereas, this current research in order to enhance the students’ writing ability in analytical exposition. Then, the similarity of the previous research and this current research is they are implemented the technique of dyadic essay on writing ability.

The sixth had been conducted by Charland, et.al, with the title “The Use of Dyadic Reading in Stimulating the Comprehension of Emotions”. It aimed to to explore whether dyadic reading is an effective strategy for stimulating emotion

¹⁴ Avinta Ika nurrahma, Dyadic Essay: Enhancing Students’ Paragraph Coherence in Immaginative Writing, Vol 1, No 1 (Juni 2018), p.5

¹⁵ Muhammad jamaludin, the Use of Dyadic Essay Technique to Improve Recount Writing Skill among the Eighth Grade Students, (State institute for Islamic studies of Metro: unpublished thesis), 2018, p.5

comprehension in school-aged children. Elementary school children (3rd, 4th and 5th grade) participated in the experimental or the control group. It showed that dyadic book readings are successful in helping children with both complex components of their emotion comprehension and simpler ones. This intervention could be of use for teaching school-aged children emotion comprehension easily, effectively, and at low-cost.¹⁶ The difference is the previous research is to stimulate students' emotion comprehension on reading by using dyadic reading technique. Whereas, this current research in order to enhance the students' writing ability in analytical exposition. Then, the similarity of the previous research and this current research is they are implemented the technique of dyadic essay in teaching learning English.

H. Scope of the Research

The scope of this research as follows:

1. The Subject of the Research

The subject of the research was the students at the first semester of the eleventh grade of SMA N 15 Bandar Lampung in the academic year of 2023/2024.

2. The Object of the Research

The object of the research was the use of Dyadic Essay Technique and students' writing ability of analytical exposition text.

3. The Time of the Research

This research was conducted at the first semester of the eleventh grade of SMA N 15 Bandar Lampung in the academic year of 2023/2024.

4. Place of the Research

This research was conducted at SMA N 15 Bandar Lampung in the academic year of 2023/2024.

¹⁶ Annie Roy-Charland , Sarah Lewis , Megan Pallister , Jacques Richard , Mylène Michaud & Mélanie Perron, The Use of Dyadic Reading in Stimulating the Comprehension of Emotions, The Journal of Genetic Psychology. 2021, p.3



CHAPTER II

LITERATURE REVIEW

A. Concept of Writing

1. Definition of Writing

As a student, writing is one of the skills to be achieved in English language learning. Nunan states that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.¹ It indicates that the students are expected to explore the ideas and arranging into good paragraph. Also, Caroline states that writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.² In making good writing, we should use correct grammatical rules, choose appropriate vocabulary and consider the coherent and cohesion. Thus, it can be stated that writing is one of productive skills, which contains of a symbol (orthographic) and involves a complex process. It is not a spontaneous activity, because it needs some mental efforts to combine and arrange sentence.

In this current era, writing is frequently useful as preparation for some other activity, in particular when students write sentence as a preamble to discussion activities. Hyland states that writing is a way of sharing personal meanings and writing course emphasize the power of individual to construct his or her views on topic.³ It means that writing focus on empowering individuals to construct and express their own perspectives and interpretations on various subjects, emphasis is on the personal engagement and the

¹ David Nunan., *Practical English Language Teaching*. Singapore: McGraw Hill, (2003),p. 88

² Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: Mc. Graw Hill, 2005), p. 98

³ Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p.9

ability of individuals to convey their unique thoughts and meanings through the act of writing. Consequently, writing is used to express and share someone meanings in which he/she is encouraged to organize their ideas into written text. Also, Randaccio defines writing is a social act that can take place only within and for a specific context and audience. For the proponents of this view the language, focus and form of a text comes from the community for which it is written.⁴ It means that the idea that writing is a communicative endeavor that seeks to engage and connect with a specific audience, writing is not just an individual expression but a collaborative and socially situated activity that takes into account the dynamics of the intended readership or context. Further, Harmer says that writing gives student time to think up ideas rather than having to come up with instant fluent opinions, something that many, especially at lower levels, find difficult and awkward.⁵ Thus, writing allows students to take their time, reflect on their thoughts, and articulate their ideas more thoughtfully, it provides students with the opportunity to carefully consider and formulate their ideas, as opposed to the pressure of generating instant, fluent opinions. In writing, more time and energy can be spent on cognitive activities such as planning and information retrieval.

Moreover, create ideas and collect information in writing is very important because the ideas will be organized into written and read by others. Added by Heaton that writing of composition is a task which involves students in manipulating words to be a correct sentence grammatically and linking those sentences to form piece of continuous writing which successfully communicates the teachers' thoughts and ideas on certain topic.⁶ Which is supported by Additionally, Emelie says that process writing gives students the opportunity to use

⁴ Monica Randaccio, *Writing skills: theory and practice*, (Dipartimento di Scienze Giuridiche), del Linguaggio, *QuaderniCIRD n. 7* (2013)

⁵ Jeremy Harmer, *How to Teach Writing*, (London: Pearson Education Limited, 2004), p.33.

⁶ J.B.Heaton, *Writing English Language Tests*, (London: Longman Group, 1975), p.134-138.

both expressive writing and to use writing as a tool for learning and thinking, let the students think with a pen in their hand.⁷ It means, when someone writes, obviously someone have studied and thought. By writing, someone will use his/her hand to write and brain to compose excellent writing.

Based on the definitions above, it can be concluded that writing is the use of language in a written form. It is putting our ideas and thoughts into papers or other media in order to show to the reader what inside our brain. By writing, we can share our ideas, feelings, or anything that exist in our mind. Writing prosecutes students to focus on generating idea, organizing coherently, revising it into good composition, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

2. Writing Ability

Writing is described as difficult skill because there are some aspects include in written work. In writing, the writer not only focuses in expressing idea but also the writer must understand about language aspects. Raimes said that writing also reinforces the grammatical structures, idioms, and vocabulary.⁸ Thus, writing is the ability to express idea that writer will use knowledge of grammatical structures and vocabulary to express the idea in written form.

Through writing someone can share their knowledge, conveying idea, feeling and intention to other people. It needs some processes to create written work. Yi said that writing ability was an ability to create coherent and cohesive discourses following prescribed patterns for developing and organizing discourse.⁹ It means that someone could be said to

⁷ Ahlsen Emelie and Nathalie Lundh, *Teaching Writing in Theory and Practice*, (Lararhogkolan: Stockholm Institute of Education, 2007), p.7.

⁸ Ann Raimes, *Technique in Teaching Writing*, (Oxford: Oxford University Press, 1983), p. 3

⁹ Jyi-yeon Yi, "Defining Writing Ability for Classroom Writing Assesment in High Schools" *Journal of Pan-Pacific Association of Applied Linguistics*, vol. 13 no.1, 2009, p.58

be a writer when knew the following pattern of writing to develop and organize a discourse. It is needed in order the reader can receive the information clearly. Writing has some components that should be fulfilled. Tribble says that there are five scoring criteria for scoring of writing, they are:

1. Content (the ability to think creatively and develop thoughts),
2. Organization (the ability to write in appropriate manner),
3. Vocabulary (the ability to use of word or idiom),
4. Language (the ability to write in appropriate structure),
5. Mechanics (the ability to use punctuation, capitalization, spelling and layout correctly).¹⁰

Based on the explanation above, the researcher concludes that writing ability is an ability to communicate or express ideas and thoughts in written form which fulfills five components of writing including fulfillment and content, organization, vocabulary language and mechanics effectively.

3. Process of Writing

An activity to express and put on the ideas or thought on written form is called writing. It can be said that when we are trying to write something, we need some steps. Writing skill is complex and difficult to teach since in this case writing does not only mean putting down graphic form on a piece of paper.¹¹ Writing is a progressive activity. It means that when we first write something down, we have already been thinking about what we are going to say and how we are going to say it. It can be concluded that writing is never a one-step action, or in other words it is a process that has several steps.

a. Planning

Experienced researchers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some researchers this may

¹⁰ Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 130

¹¹ Harni Basongo et.al., *Developing Writing Skill Of Grade Viii Students Through Personal Letter*, *e-Journal of English Language Teaching Society (ELTS)* Vol. 4 No. 1 2016 – ISSN 2331-1841, p.2

involve making detail notes. When planning, researchers have to think about three main issues. In the first, place, they have to consider the purpose of their writing, the audience they are writing for, and the content structure of the piece.

b. Drafting

We can refer to the first version of a piece of writing as a draft. This first “go” at a text is often done on assumption that it will be amended later. As the writing process proceeds into editing, a number of draft may be produced on the way the final version.

c. Editing (reflecting and revising)

Once researcher has produced a draft they then, usually, read through what they have written to see where it works and where it does not.

d. Final version

Once researchers have edited their draft, making the changes they consider to be necessary, they produce their final version.¹²

It means that process of writing is divided into four stages, it is planning, drafting, editing, and final version. That is the stages a writer goes through to produce something in its final written form.

There are many factors related in writing, not only about the states of writing, but also the content or message of the writing. Although, writing needs many stages and rather difficult to do, the resercher must also give attention to the message that will be conveyed to the reader, in order to make the reader understand and get the specific information of the writing.

Based on the definitions of writing above, it can be concluded that writing is an activity to express the idea or thought with well organization of written language which

¹² Jeremy Harmer, How to Teach Writing, (London: Pearson Education Limited, 2004), p.4

require some stages. In this case, students have to express their ideas as well as they can.

B. Teaching Writing

Teaching writing is one of the important aspects in learning language. Teaching writing is teaching students to develop ideas in their minds into written forms. For a process writing approach work well, some teacher may need to rethink the way in which they react to their students' work.¹³ Grasha also said that teaching is an activity where one person tries to facilitate in another person an appreciation of the complexities involved with in area of study.¹⁴ Thus, teaching is a process of guiding and facilitating the learners to gain knowledge in field of the education. Yet, teacher also has to use their imagination, experience and intuition in choosing appropriate content and the most effective method/technique/strategy in order to make students interest to learn and more actively in classroom activities. Teaching writing is a combination of some activities which is students here are being taught how they express their ideas or imagination in the written form.

Harmer stated that spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has consciously learned.¹⁵ In correlation to teaching writing, Harmer point out that there are some important consideration that needs to be concerned in such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics.¹⁶ Those statements mean that in teaching writing, teacher should not only focus to teach their student to write a sentence but also expressing their idea into written form. Then, the teacher also needs to give

¹³ *Ibid.*

¹⁴ Anthony Grasha, *Teaching with Style*, (Pittsburgh, PA: Alliance Publishers, 2002), p. 113

¹⁵ Jeremy Harmer *Op.Cit.*, p. 3

¹⁶ Jeremy Harmer., *Op.Cit.*, p. 40

suitable guidance in order to make students be able to organize their ideas in written form properly.

C. Concept of Text

1. Definition of Text

Text is the original words of something written or printed, as opposed to a paraphrase, translation, revision, or condensation. The body of a printed work is as distinct from headings and illustrative matter on a page or from front and back matter in a book.¹⁷ It means that text is composition of word in sentences to write a paragraph of a text that has direction to deliver what the writer's purposes.

Anderson states that text is when these words are putting together to communicate a meaning, a piece of text is created.¹⁸ Thus, the text is the language people produce and react to, what they say and write, and read and listen to, in the course of daily life. Based on the explanations above, the researcher concludes that text is a composition of words in written paragraph that has direction to deliver the writer's mean and should provide correctness information to the readers.

2. Kinds of Text

According English syllabus of school based Curriculum (K13), the teaching of writing for students of junior high school involves the teaching of paragraphs or text. In English, we can find many kinds of text in teaching writing of students. Each of these texts has its own characteristics and function. Students should have knowledge of these texts. The example genres of the texts are:

1. Spoof Text : Spoof text is to retell on event with humorous twist.
2. Recount Text : Recount text is to retell events for purpose of informing or entertaining

¹⁷ Key Hyland, *Op.Cit.*, p.8

¹⁸ Mark Anderson and Kathy Anderson, *Text Type in English 2*, (South Yarra: Macmilan)

3. Report Text : Report text is to describe the way things are, with reference to a range of natural, mode, and social phenomena in our environment.
4. Narrative Text : Narrative is a type of text that has purpose to entertain the readers or to teach.
5. Descriptive Text : Descriptive text is to describe a particular person, place or thing.
6. Procedure Text : Procedure is a type of text to tell how to do something.
7. Exposition : Exposition is a kind of paragraph which is used in giving information, making explanation, interpreting meaning, it include editorials, essays, informative and instructional materials.
8. News Item : News item to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
9. Discussion : Discussion to present at least two points of view about an issue.
10. Anacode : Anecdote to share with others an account of an unusual arousing incident.
11. Review : Review to critique an art work, event for a public audience.
12. Analytical Exposition: a type of spoken or written text that is intended to persuade the listeners or readers that something is the case ¹⁹

From those explanations, it can be concluded that there are many kinds of text that must be mastered by the students in writing for increasing the students' writing ability.

¹⁹ Linda Gerot and peter Wignell, Making Sense of Functional Grammar, (Australia: Antipodean Educational Enterprises (AEE), 1994), p.192-204

In this case the researcher only focuses in students' analytical exposition text writing ability as the form will be concluded as the material should be learned by the students for the eighth grade.

D. Concept of Analytical Exposition Text

1. Definition of Analytical Exposition Text

In this research, the writer focused on the Analytical Exposition Text. Analytical Exposition text is a text elaborates the writer's idea about the phenomenon surrounding. It can be said that while having text, the writer's opinion is involved. In addition, the Analytical Exposition text includes in the syllabus at the second semester of the eleventh grade. According to Tribble states there are five scoring criteria for scoring of writing, they are: content, language use, organization, vocabulary, and mechanics.

In English Syllbus for Senior High School, many types of text are taught. Linked to Anderson statement, "types of text in English are divided into several groups such as poetic, dramatic, narrative, response, disscussion, explanation, analytical exposition text, information report, procedure text, and recount text. Those variations are known as a genre".²⁰ It means, there are many types of text in English especially in writing for the students of Senior High School and each student must understand the generic structure and language feature of the text. In this research, the researcher focuses on analytical exposition text.

An analytical exposition text is usually used to introduce the ideas and deliver the important actual issues to audience which needs analyzing. Martin in Coffin defines analytical exposition as a text which presents a well formulates clam or thesis, in which it us argued.²¹ It means that the writer give

²⁰Mark Anderson and Kathy Anderson, *Text Type in English 2* (Sydney: Macmillan, 2003), p.3-5

²¹Caroline Coffi, Arguing About how the world is or how the world should be: the role of argumenting IELTS Test. (Journal of English for Academic Purposes, 3(3)92004), p.4

some arguments to support the thesis which is actually the writer's idea about the issue in order to make reader agree of what the writer tell in the text. While the hortatory text is to persuade the reader to do the thesis recommends, the communicative purpose of analytical exposition text is to persuade the reader that thesis and arguments are true. In accordance to Anderson and Anderson theory, "analytical exposition text is a type that is intended to persuade the readers that something should be in the case".²² On the other sides, analytical exposition text is a type or text where the writer can express the opinions or the ideas to persuade the readers or listeners that something is important to analyze or explain the cause and effect of the phenomenon surrounding.

2. Generic Structure of Analytical Exposition Text

The generic structure is a part of text as a completed each part in the text. To be justified by Gerrot in Kurniawati, "the structure of an analytical exposition text consist of thesis, arguments, and reiteration".²³ There are three generic structures of analytical exposition text such as thesis, argument, reiteration or conclusion.

First is thesis, it is part of introduces the topic and indicates the writer's position in the text. The second is argument, this part when the writer presents the arguments or opinions to support the writer's main idea. Usually, in analytical exposition text can more than two arguments. The more arguments presented, the more belief from the teacher that the discussion of the topic is very important one and needs attention. The last part of analytical exposition text is reiteration, it is used to restate the writer's position again to the reader.²⁴

²²Mark Anderson and Kathy Anderson, *Text Types in English* (South Yarra: Macmillan Education Australia Pty, Ltd, 1997), p.2-3

²³Dewi Kurniawati, Using Highlighted Journal Strategy in Teaching Analytical Exposition Text, UIN Raden Intan Lampung: English Education, 10(2), 2017,p.200

²⁴Linda Gerrot and Peter Wignell in Journal of Selvia Roza, Welya Roza, Khairul Harsha, Teaching Writing Analytical Exposition Text to Senior High School Students by Using Lottery Game (English Department, The Faculty of Teacher Training and Education of Bung Hatta University, Volume 3 N0.6, 2014), p.5

Referring to the explanation, there are three generic structures of analytical exposition text by Gerrot and Wignell. Those are thesis, arguments, and reiteration. It can conclude that thesis is first part who introduces the topic and indicates the writer's position. The arguments is part of supporting the thesis and can be used some arguments or opinions in the text. Meanwhile, reiteration is the last part of the generic structure in analytical exposition text. This stage, the students restated his/her point of view.

3. Language Feature of Analytical Exposition Text

An analytical exposition text also has several language features that are commonly used for the writing of the text. These language features usually called a lexico grammatical features. Exemplified by Garrot and Wignell, "the significant lexico grammatical features are used in analytical exposition text are focus on generic human and non-human participants, using simple present tense, use of process such as to be (is, am ,are) and (has or have), using internal conjunction to stage the arguments (firstly, secondly, finally), and reasoning through causal conjunction or normalization (usually indicates reason and effect). For example: thus, for the reason, etc"²⁵.

In conclusion, the language features of analytical exposition text are very important where the students must know it. As well, every text has a special language pattern in writing, its pattern could be tenses, also conjunction to mention several part of arguments like firstly, secondly, thirdly, etc. Even, to summarized or concluded the point can be used in conclusion such as on the whole, in brief, in conclusion, etc.

The example of analytical exposition text:

Students Need Laptop

Thesis

Conventionally, students need book, pen, eraser, drawing pages, ruler and such other stuffs. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject

²⁵*Ibid*, p.5-6

easily. Of course it will need more cost but it will deserve for its function.

Arguments

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on every students' desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

Reiteration/Conclusion

From all of that, having mobile computer or laptop is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provide several laptop types. Students just need to decide which type they really need.

(Source: <http://englishadmin.com/2013/09/laptop-as-students-friend.html>)

E. Concept of Dyadic Essay

1. Definition of Dyadic Essay Technique

In doing this research, the researcher uses dyadic essay technique. Dyadic Essay is an adaptation of Dyadic Essay Confrontation (DEC) developed by Sherman. Dyadic essay is a kind of collaborative learning technique, in practice, collaborative learning has come to mean students working in pairs or small groups to achieve shared learning goals. It is learning through group work rather than learning by working alone. There are other terms for this kind of activity, such as cooperative learning, team learning, group learning, or peer-assisted learning²⁶. However, we use the phrase collaborative learning to refer to learning activities expressly designed for

²⁶ Barkley, Elizabeth. et, al.2005. *Collaborative Learning Techniques: A handbook for CollageFaculty*. San Fransisco: Jossey-Bass, p.4

and carried out through pairs or small interactive groups. Mitchell says that The name of ‘dyadic’ derives from observing that an impressive number of dualism in reality are in fact complementary, inseparable attributes of nature, such as wave/particle, mind/body, yin/yang, etc. The model extends the notion of dualism by recognizing that “existence” and “knowing” are dyadic labels we can use to describe two fundamental facets of reality experience by evolved anthropic beings.²⁷ Thus, dyadic essay is retrieved from the two sides that has their own point of view of the situation.

This technique is described by several expert in the definition, Millis states that dyadic essay is a technique where the instructor assigns the students to read or to watch video. The students formulate an essay question and model response to their own question, and then the students exchange their essay question but the model answer that they have done is not include. After exchange essay question, the students write a model answer to the question. After that the students discuss their writing and make it into perfect writing.²⁸ In addition, Barkley states that 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 answer. It is particularly useful for identifying the most important feature of a learning activity and formulating and answering questions about that activity.²⁹ In addition, Ghufon suggested that the dyadic essay technique is an effective technique in teaching writing, especially for students with high creativity.³⁰

²⁷ Ahlsen Emelie and Nathalie Lundh, *Teaching Writing in Theory and Practice*, (Lararhogkolan: Stockholm Institute of Education, 2007

²⁸ Millis, et al., 1993. Dyadic Essay Confrontation. Retrieved from: http://www.dyadicessay_confrontation.html

²⁹ Barkley, Elizabeth. et. al. *Op.Cit.*, p.306

³⁰ M. A li Ghufon, Unpublish thesis “ *The Effectiveness of Dyadic Essay T echnique In Teaching Writing Viewed From Students’ Creativity*”. (English Study Program State University of Sebelas Maret Surakarta,Surakarta,2012, p.29

From the definition above, it can be concluded that dyadic essay is a technique in teaching writing in which the students in pairs write essay questions and their answer on separate sheet. After that, they exchange their questions and answers with others'. Compare their model and discuss together with their partners.

2. Procedure Dyadic Essay Technique

According to Barkley et al, the procedures of dyadic essay technique are:

- 1) Students individually write an essay question on a reading assignment, lecture, or other presentation of content (such as reading an assignment) and formulate and write essay questions;
- 2) On separate sheet of paper, students prepare a model response to their own question (usually a couple of paragraphs):
- 3) Students bring a copy of their essay questions and model answers to class;
- 4) Students form pairs, exchange essay questions, and write responses;
- 5) Students made model answers and compare and contrast their in-class answers with their partner's model answer;
- 6) After that, the students collaboratively discuss and revise their essay writing.
- 7) Then, after writing an essay, the students in pairs discuss and revise their essay writing;
- 8) Finally, the teacher conducts general discussion and gives feedback to the students' work.³¹

From the procedures above, the researcher arranges the procedure of using dyadic essay technique in teaching writing analytical exposition text so that the procedure can be applied in classroom activities to achieve the learning objectives of the research. There are some steps in

³¹ Elizabeth Barkley, et.,al, Op.Cit, p.235

conducting dyadic essay technique. The steps are as follows:

- 1) The teacher gives a learning activity such as reading a text or watching a video
- 2) The students write essay questions related to the content of learning activity
- 3) They write a model response of their own question on separated answer sheet. (This activity stimulates the students to make a good content and organization, to choose the appropriated vocabulary (diction), and to use the correct grammar and mechanics).
- 4) In pairs, the students exchange their essay questions with their friends' (their model answer is not included);
- 5) The students write the answers of their friends' question. This activity encourages the student to develop the content, organization, grammar, diction, and mechanics;
- 6) The students discuss and compare the essay question and model answers in pairs;
- 7) After discussing and comparing their answers with their friends', the students write the essay or text by developing the model answers they have discuss. This activity stimulates the students to make a good content and organization, to choose the correct diction , to use the correct grammar and mechanic;
- 8) Then, after writing an essay, the students in pairs discuss and revise their essay writing;
- 9) Finally, the teacher conducts general discussion and gives feedback to the students' work.

Further, the model question of the point number 3 required such as followed list:

Generic Questions	Specific Thinking Processes Induced
Explain why (or explain how) _____?	Analysis
Why Is _____ important?	Analysis of significance
How are _____ and _____ similar?	Comparison-contrast
What is the best _____, and why?	Evaluation and provision of evidence
What do you think causes _____ and why?	Analysis of relationship (cause-effect)
What is the solution to the problem of _____?	Synthesis of ideas
How does we learned before? tie in with what _____	Activation of prior knowledge

3. Advantages and Disadvantages of Dyadic Essay Technique

Dyadic essay technique has many advantages as a functional unit of collaborative learning. The likelihood of participation by all students is increased when there are only two individuals involved. The larger the group, the more opportunity there is for diffusion of responsibility among group members or for exclusion of some members. Active participation in the collaborative process is essential for learning to occur.

Sherman state that in dyadic essay, the students are relying on peers for learning.³² It means that students work together to teach one another, and they alternate between the roles of student and teacher. This technique combines

³² Sri Wahyuningsih, *Dyadic Essay : Enhancing Students' Paragraph Coherence in Imaginative Writing*, *Jornal of English Teaching and Learning Issues*, Vol.1, No.1, (Juni 2008) p.77

elements of both motivational and cognitive approaches to collaboration. The technique also promotes cognitive processing by using a structured approach to teaching and learning within a tutoring context. This technique also promotes active processing of material using activities that are strongly linked to achievement.³³

From the statement above, it can be concluded that dyadic essay technique has many advantages such as:

- 1) It can promote effective learning.
- 2) It can combine both motivational and cognitive approach to collaboration
- 3) It can promote cognitive process through a structure approach to teaching and learning within a tutoring context
- 4) It can promote the students' achievement the students' self-confidence.

Thus, it can be concluded that dyadic essay technique is effective in teaching learning process, this technique also combine the motivational and self-confidence approach and that can be achieved through structure approach.

Besides, according to Barkley, et al, dyadic essay also has the potential disadvantages. The disadvantages are as follow:

- 1) It is possible for the students to learn the information incorrectly
- 2) The students who are less creative get difficulties in doing the discussion
- 3) It is difficult for the teacher to read all of the questions and answers all of time, so, the teacher must check the students' work occasionally to help measuring overall accuracy.³⁴

Thus, it can be known that this technique also has several disadvantages in learning activities such as students

³³ *Ibid*

³⁴ Sri Wahyuningsih, *Op.Cit*, p.78

may learn information in the wrong way, less creative teachers face difficulties in reading and responding to all students' questions and answers. Therefore, it is necessary for the teacher to conduct regular checks on students' work to help measure overall accuracy.

F. Frame of Thinking

Dyadic essay is a technique that can apply for writing skill. It means dyadic essay can be applied in analytical exposition text writing as well. The basic foundation of this technique is to make the students more active in the teaching-learning process by the discussion with their classmate. Moreover, the teaching-learning process will be more attractive and fun. So it will give positive influence to students in understanding the material given by the teacher. Further there are nine steps in dyadic essay technique, they are gives a learning activity such as reading a text or video; The students write essay question related to the content of learning activity; write a model response of their own question on separated answer sheet; In pairs, the students exchange their essay questions with their partner; write the answers of their partners' questions; discuss and compare the essay question and model answer in pairs; write the essay or text by developing the model answers the have discuss; discuss and revise their essay writing; finally, the teacher conducts general discussion and give feedback to the students' work.

Writing is learning through a process of instruction. It is not a natural process like speaking. In fact, Most English learners might agree that writing is the most difficult skill for them to master. They have to pay attention to higher level skill of planning and organizing as well as lower skill of spelling, punctuation, word choice, and so on. Because of that, learning to write is not an easy task to do. Many students still make errors and mistake, then their interest becomes less and the student began to assume that writing is kind of difficult task to do.

By using dyadic essay technique the student individually write an essay question and a model answers on a reading assignment. In the next class period students in pairs exchange questions, write a response to the partner's questions, and then trade, read, and compare model in class answer. Then the students write an essay based on their model answer they have discussed and revise their essay writing. This technique gives the students practice identifying the most important feature of a learning activity and formulating and answer question about that activity. It also gives the students an opportunity to rehearse responding to essay question with the added advantage of having a simple response with which to compare their answers.

In this collaborative learning technique, the students also get the peer revisions from their partner. So, they were able to compare and revise their writing. Hopefully, it can solve the students' problem and also increase their ability in analytical exposition text writing

G. Hypothesis

Hypothesis The writer formulated the hypotheses of this research as follows:

Ha : There is significant effectiveness of using dyadic essay technique towards students' writing ability in analytical exposition at the eleventh grade of SMAN 15 Bandar Lampung in the academic year of 2023/2024.

Ho : There is no significant effectiveness of using dyadic essay technique towards students' writing ability in analytical exposition at the eleventh grade of SMAN 15 Bandar Lampung in the academic year of 2023/2024.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research conducted at 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 towards students' ability in writing analytical exposition text. It is based on the analysis of the data calculation in previous chapter where the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. The significant effectiveness can be seen from the result of paired sample test where t_{observed} was 6.075 and t_{table} was 2.042. It means, t_{observed} is higher than t_{table} shown by $6.075 \geq 2.042$.

It can be concluded that dyadic essay technique made the students more enthusiast, enjoy and active in writing activities; it also can improve their creativities to write the good content of text; dyadic essay technique encourages students to share each other in finding a good ideas which is assisted them to create and develop their writing ability in analytical exposition text. Paired activities helped students to stimulate their curiosity until they made their own question and answer which showed their intention towards topic being discussed.

B. Suggestions

From study finding above, the researcher proposed some suggestions for the teacher, students, and next researcher after conducting this study as follows:

1. For the students

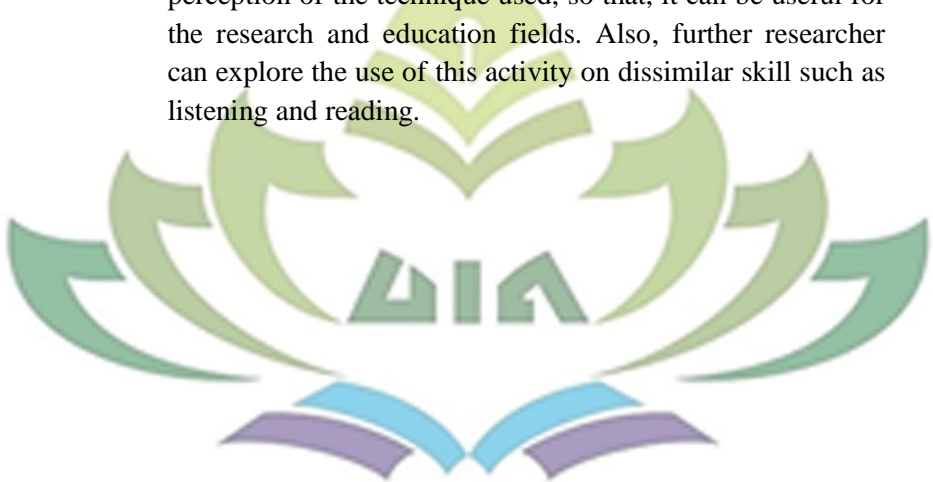
It is suggested that the students have more practice as groups or pairs to stimulate their ability in English writing. Also, more discussion by using dyadic essay is necessary in creating and developing well paragraph. However, students have to manage the time used in applying this technique.

2. For the English Teacher

The teacher should carry out the learning activity by paying attention on students' individual work while making question and answer because they tend to be less interested while creating question related to the topic provided. Based on this current research, it is expected dyadic essay can be used as the learning activities to make the students more creative and interactive to increase their English skill especially writing.

3. For the next researcher

It is suggested for the further researcher to explore students' writing ability by using dyadic essay related to their perception of the technique used, so that, it can be useful for the research and education fields. Also, further researcher can explore the use of this activity on dissimilar skill such as listening and reading.



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