

**THE INFLUENCE OF USING DYADIC ESSAY TECHNIQUE TOWARDS
STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT THE FIRST
SEMESTER OF THE NINTH GRADE OF MTS NEGERI 2 BANDAR
LAMPUNG IN THE ACADEMIC YEAR 2019/2020**

A Thesis

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

By:

DINA FITRIANA

NPM.1511040229

Study Program : English Education

Advisor : Iwan Kurniawan, M.Pd

Co- Advisor : Nunun Indrasari, M.Pd



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY RADEN INTAN
LAMPUNG 1441 H/2019 M**

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RADEN INTAN LAMPUNG
1441H/2019M**

ABSTRACT

Most of the students faced difficulty to make a paragraph in writing, lacking of vocabulary and grammar. In addition, the students also confused in putting the ideas to develop their paragraph especially narrative text. Some techniques were needed by teacher to overcome the problem. One of techniques to improve their writing is dyadic essay technique. The objective of this research was to find out whether there was the influence of using dyadic essay technique towards students' writing ability in narrative text.

The research methodology used was quasi experimental design. The population was the students at excellent classes of the ninth grade that consisted of 121 students. There were three excellent classes and the researcher chose two classes of them as the sample, they were IX C as experimental class and IX B as control class. The instrument was writing form for pre-test and post-test were used to collect the data. Pre-test was conducted to measure students' narrative writing ability before the treatment and post-test was conducted to find out students' narrative writing ability after the treatment. The data was analyzed by using SPSS.

After giving the post-test, the data was analyzed by using independent sample t- test. It was found out that result of Sig (P value) = 0.003 < α = 0.05. In conclusion, H_0 was rejected and H_a was accepted. Therefore, there was influence of using dyadic essay technique towards students' writing ability in narrative text.

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



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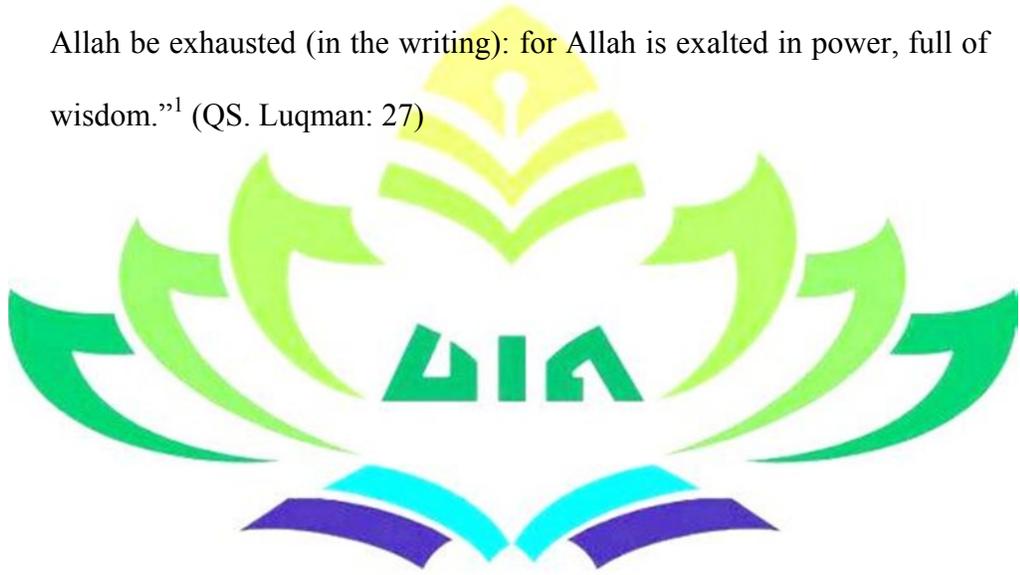
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MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ

سَبْعَةُ أَبْحُرٍ مَا نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ (٢٧)

“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.”¹ (QS. Luqman: 27)



¹ Abdullah Yusuf 'Aali, *The Holy Qur'an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, P.1219.

DEDICATION

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

1. My beloved parents, Mr. Husin and Ms. Aida who always pray for me, give me motivation, support my study, and give advice me wisely.
2. My beloved brothers Frenky Andeska, Yudi Firnando and Angga Saputra who always give me support and motivation for my success.
3. My beloved friends Okti Salsabila, Rizkiya Nada RN, Novita Sari, Indah Selvia Putri, and Ibnu Surya Pratama who always support me, give me lot of lesson. Also all friends of English Education D 2015.
4. My beloved lecturers and almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Dina Fitriana was born in Kota Agung on February 24th, 1996. She is the third child of four children of Mr. Husin and Ms. Aida. She has three brothers, their name are Frenky Andeska, Yudi Firnando and Angga Saputra.

She began her study at elementary school of SD Negeri 2 Sukabaru in 2001. She finished from elementary school in 2007. Then, she extended at Junior High School of SMP Negeri 1 Penengahan in 2007. After finished from Junior High School in 2010, she continued her study at Senior High School of SMA Pembangunan Kalianda in 2010. In 2013, she completed from Senior High School. Furthermore, in 2015, she extended 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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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, 2019
The Researcher,

Dina Fitriana
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is one of most important things in communication and it is used as a tool of communication among the nation in all over the world. Collins says that Language is a system of communication through which consists of a set of sounds and written symbols which are used by the people of a particular country for talking or writing.¹It means that language is considered as a tool of communication and it is difficult to do all activities without language. In our country, English is the first foreign language that is taught as a compulsory subject that should be learnt by all students from junior high school until university.

English is one of the international languages which is used by many people to communicate in the world. Nowadays, English has become more and more important in all sides of life, including education, economic, business, etc. English is also as the language of science and knowledge. People can find many books written in English. That is why; people who always want to keep up with the growth of this globalization era must master English.

There are four skills in English that must be mastered by the learners. They are; listening, speaking, reading and writing. One of the important language

¹Dr. M.F Petel, et.,al, *English Language Teaching*, (Sunrise Publisher & Distributors: Jaipur), 2008, p.28

skills is writing skill, it can be seen obviously in daily life that through writing people can produce a letter, an application letter, a diary book and thesis.

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, the students should be encouraged to express their ideas, experience, thoughts and feeling through writing.² He also said writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts in to their mind.³ Based on the explanation above, the researcher assumes that writing is one of the most important skills to be mastered because by using writing we can express our idea and so on.

Writing seems to be a difficult and tedious job for students and youth in general. Although the teachers have given the topic to be written in the paper, the students are usually still confused to write. It means that it does not automatically lead them to start writing. The causes of students still lack to make a good writing is triggered by: lazy habit to express ideas in written form; less interest of students in the field of writing; and still have problems to relate all the sentences in the paragraph to the main idea. We can avoid things like this if students have awareness and knowledge about writing. There are many benefits of writing such as: be a track record instrument; generate new ideas; or as a media for self-

²Jeremy Harmer, *How to Teach Writing*, (4th Ed), (Edinburgh Gate : Longman, 2007), p.31

³*Ibid*, p.31

development. There are many texts that we can use as references in writing, such as descriptive, narrative, recount, etc. Here the researcher chooses narrative text as a reference for students to write.

The researcher has done preliminary research in MTs Negeri 2 Bandar Lampung. This school has three level, those are : special, excellent, and regular class. The researcher has done pre research by interviewed teacher and students in excellent class about writing ability especially narrative text and found that students' writing ability in narrative text still low and the use of teaching technique delivered by the teacher makes students are not interested in being more active in teaching and learning activities in the classroom. The researcher also got the data of writing score which was taken from mid semester test at the ninth grade of MTs Negeri 2 Bandar Lampung. The following table is describing the result of students' score in writing test.⁴

Table 1
Data of the Students' Narrative Texts Writing Score of Ninth Grade At MTs Negeri 2 Bandar Lampung in Academic Year 2019/2020.

NO	Class	Students' Score		Number of Students
		≥ 75	≤ 75	
1	IX A	17	24	41
2	IX B	15	25	40
3	IX C	14	26	40
9Total		46	75	121
Percentage		38%	62%	100%

Sourch : Data from English teacher of MTs Negeri 2 Bandar Lampung

⁴Source: Mr. Sunarto, M.Ed as *English teacher of MTs Negeri 2 Bandar Lampung*

Based on the pre research of the students above, there are 46 students who passed on the table minimum mastery (KKM) and there are 75 students get lower scores than the target minimum mastery (KKM). It means that students' achievement in writing learning especially narrative text is relatively low.

The researcher interviewed Mrs. Isnaini Romadhona, M.Pd 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 narrative paragraph writing. They find difficulties to develop and to express their ideas. She also said that she used free writing technique.

In addition, the researcher also got information about the students' writing ability by doing interview with some students of Ninth grade. They said that they feel confused and unmotivated in learning writing. Besides, they also said that they feel bored of the technique that was used by the teacher in teaching writing so they are not interested in learning about writing.

Based on the interview above the researcher found that the causes of students' writing ability in narrative texts still low are: lazy to follow the lesson and do not pay attention to the teachers' explanation; the students find difficulties to develop and to express their ideas to make narrative texts; and the teachers need another technique or way to rise the

students' interest in writing and to help the students in writing process. One alternative technique for teaching English writing is by Dyadic Essay.

Barkley, Cross, and Major say 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 answers⁵. 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 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.⁶

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

In a previous research conducted by Ghufroon on The Effectiveness of Dyadic Essay Technique in Teaching Writing Viewed From Students' Creativity at The Second Semester of English Education Department IKIP

⁵Barkley, et., al. *Collaborative Learning Techniques: A handbook for Collage Faculty* (San Fransisco: Jossey-Bas), 2005, p.235

⁶Sri 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

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.⁷

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 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.⁸

From the previous research above it can be concluded that dyadic essay makes the learning attractive, effective, meaningful and successful. It is also a good technique to develop the students' English ability in writing skill.

Based on the problem above, the researcher was interested to do a research about using dyadic essay towards students writing ability in narrative text. It is an interesting way to break monotonous and make the

⁷M. Ali Ghufon. On his thesis “ *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 Sebelas Maret University Surakarta, 2012, P.8

⁸Marginingsih, On her thesis “*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

learning writing more attractive and interactive. The researcher conducted a research entitled: The Influence of Using Dyadic Essay Towards Students' Writing Ability In Narrative Texts At The First Semester of Ninth Grade of MTs N 2 Bandar Lampung In The Academic Year of 2019/2020.

B. Identification of the Problem

Based on the problems above, the researcher identified the problem as follows:

1. Lack of knowledge about vocabularies and grammar.
2. Students got difficulties to share experiences or express their ideas in written form.
3. Lazy habit and less motivated students in learn writing.
4. The students still confused of the technique used by the teacher.

C. Limitation the Problem

From the identification of the problem, this research was focused on The Influence of Using Dyadic Essay Technique Towards Students' Writing Ability In Narrative Texts.

D. Formulation the Problem

Based on the limitations of the problems above, the researcher formulated the problem as follows: Is there a significant influence of using dyadic essay technique towards students' writing ability in the narrative text?

E. Objective the Research

The purpose of this research was to determine whether there is a significant influence of the dyadic essay technique on students' writing ability in narrative texts.

F. Significance of the Research

This research is hopefully expected to be used:

1. For theoretical contributions, this research will enrich and give new finding to development of theories about the influence of dyadic essay technique towards students' writing ability.
2. For practical contributions,
 - a. For the students : the use of this research is to provide motivation to students and make them more interested in learning English, especially writing narrative texts.
 - b. For the teacher : the use of this research is to share with the teacher about new technique in making the class learning more attractive and interactive.

G. Scope of the Research

1. Subject of the Research

The subjects of the research was students of class IX MTs Negeri 2 Bandar Lampung.

2. Object of the Research

The objects of this research was the students' writing ability in narrative texts and the use of dyadic essay techniques.

3. Place of the Reasearch

The research was conducted at MTs Negeri 2 Bandar Lampung.

4. Time of the Research

This research was conducted at the first semester of ninth gradein academic year 2019/2020.





CHAPTER II

LITERATURE REVIEW

A. Concept of Teaching English as A Foreign Language

Language is considered to be a system of symbols and words, primarily through oral and written communication as well as using expressions through body language. Harmer states that English as a foreign language is generally taken to apply the students who are studying general English at the schools and institutes in their own country or as transitory visitors in a target language country.¹ It means that the purpose of teaching English as foreign language is to create a situation that the students can use English as a means of communication. The students should be put into situation that they can use English for communication both oral and written.

According to Brown, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge and causing to know and understand.² It means that teaching is the process to show, give, guide, and provide the knowledge from the teachers or educators to the students, and the goal of the teaching process is to make students understand the new knowledge. Teaching is a process that should be done by teacher based on knowledge, teaching skills, personal qualities, professionalism and done

¹ Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Ed), (London: Longman Group UK Limited, 1991), p. 39

² H. Douglas Brown, *Principles of Language Learning and Teaching*, (5th Ed), (Longman: Pearson Edition, 2007), p.18

with interesting teaching method in order that the students are interested in learning English.

Setiyadi states that language teaching is influenced by ideas on the nature of language and the learning conditions that make the learners to acquire the language. Differences in language theories may affect the selections of the teaching method.³ It can be inferred that language teaching is process of guide someone to learn how to acquire the language that he or she wants to learn or master it by the ideas and conditions.

Based on the explanation above, the researcher concludes that teaching English as a foreign language is the process of guiding someone to learn English through the ideas and conditions made by the teacher and used for situation that they can use English for communication both oral and written.

B. Concept of Writing

According to Raimes, writing is a skill in which we express ideas which are arranged in words, sentence and paragraph by using eyes, brain and hand.⁴ When we write, our mind gets an idea and expresses the idea by letter that is arranged to be word form and the word is arranged to be sentence form, so that the researcher can give the information or tell the reader about the ideas by using writing.

³ Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta : Graha Ilmu, 2006) p.20

⁴ Ann Raimes, *Technique in teaching writing* (London, Oxford American English, 1983) , p.3

Hyland states that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.⁵ The students can share about anything in form of written language, because written language can be power from experience of the writer to convey their opinion about some topics.

O'Malley and Pierce add that writing is a personal act in which writers take ideas or prompts and transform them into self-initiated topics.⁶ So, it prosecutes students to formulate goals and plans for creating an organized structure in their compositions.

Based on the definition above, it can be concluded that writing is an activity to express an idea or thought with a good organization of the written language that requires several stages and activity to express thoughts and feeling in written form which is expected to be understood by the reader and used as a communication tool.

C. Concept of Writing Ability

Ability is the quality of somebody. It can be a natural or acquired skill of being able to do something. Elbow states that writing is the ability to create words or idea of the writer.⁷ It means that writing is an ability where the writer is able to created word, sentences, paragraph to express

⁵ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.

⁶ Nofrika Sari, *The Effect of Using Cooking Academy Game towards Students' Writing Ability*, *Al-Ta Lim Journal*, Vol. 23, No.3. (November, 2016). 193

⁷ Peter Elbow, *Writing with Power : Technique for mastering the Writing Process* Perposed from Rafika Mutiara's Journal about Teaching Descriptive text by using Guided WH-Questions, (New York : Oxford University Press , 1980) p.53

their ideas, thoughts, even their feeling. Writing is not easy to practiced. Thus, the writing ability should be trained step by step by the learners.

In addition, Brown says there are some tips that can used to improve the writing ability. There are as follows:⁸

- a) Use acceptable grammatical systems (e.g tenses, agreement, pluralization, patterns, and rules).
- b) Express a particular meaning in different grammatical forms.
- c) Use cohesive devices in written discourse.
- d) Use the rhetorical forms and convention of written discourse.
- e) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- f) Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information. Given information, generalization, and exemplification.
- g) Distinguish between literal and implied meaning when writing.
- h) Correctly convey culturally specific references in the context of written text.
- i) Develop and use a battery of writing strategies, such a accurately assessing the audience interpretation, using pre- writing devices, writing with fluency in the list drafts, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.
- j) Brush up on grammar and style.

⁸ H. Douglas Brown, *Teaching by principles* (San Francisco : Longman, 2001) p.343

Based on the explanation above , it can be concluded that writing ability is one of skill in English have to be mastered by learners to improve quality in writing. The students can improve the ability step by step from grammatical; cohesive discourse; distinguish literal and implied meaning and develop writing strategies.

D. Process of Writing

The writing process is about how the stages of writing applied by the writer. As stated in the nature of writing, there are four stages in writing process. Those are planning, drafting, editing and final draft. The writer should think the topic that they want to write down on a paper. Harmer explains the some stages of the writing process. The stages are presented as follows:

1. Planning

In this stage, the students make a list of ideas related to the topic. They plan are going to write in the first draft. In this stage, they have to consider three main issues. The issues are the purpose of the writing, the audience they are writing for and the content structure to sequence the fact, ideas or arguments.

2. Drafting

After the students have a list of ideas related to the topic, it is the stages for the students to start writing the first draft. They write the ideas which they are going to write without paying attention to making mistakes.

3. Editing

In this stage, students should re-write their first draft after finishing. Its purpose is to see where it works and where it does not. The process of editing may be taken from oral or written feedback by peers and teachers. The feedback will help students to make revision of their writing. The revision shows what has been written. It means that this step is important to check the text coherence and to stimulate further ideas. Not only that, it is also encourages students to find and correct their mistakes in writing.

4. Final Version

In this stage, the students re-write their draft after revising with peers and teachers.⁹

The students have a good written text in the final product since they do the editing process before. Furthermore, Brown describes that writing process tend to be framed in three stages of writing. Those are pre-writing, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated question, and free writing. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.¹⁰

⁹ Jeremy Harmer, *Op.Cit*, p. 4-6

¹⁰ H. Douglas Brown, *Op.Cit*, p. 348

Based on the stages above the researcher concluded that in making good writing the writer need to follow the stages from planning the ideas; write the first draft without paying attention about mistakes; editing the first draft after finishing writing; and re-write revising draft with peers and teacher.

E. 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.¹¹ This is an important and useful point for students because lesson planning from the teacher must consider the objectives to be achieved. For teaching writing to be successful you need to set the writing task up so that the students are clear about what they have to do and how best to tackle it.¹² It can support students to writing well with the approach of the learners and from the teacher must explain their approach or technique how to do it in writing.

In teaching writing, teacher who recognize the importance of writing as a tool for learning in any content area intuitively understand that writing helps students connect their thought, deepen their content

¹¹ Jeremy Harmer, *How to Teach Writing* (England: Pearson Education Limited,2004), p.12

¹² Michelle Maxom, *Teaching English as Foreign Language for Dummies* (England : Jhon Willey & Sons, Ltd,2009), p.161

knowledge and communicate with others¹³ by maintaining effective teacher in class helps students take advantage of their existing memories and build critical thinking so ensure their success in writing. Effective written usually have a purpose in mind and construct their writing with a view to achieving that purpose¹⁴

Based on the explanation above, it can be concluded that teaching writing is teaching and asking students to apply grammar, knowledge, sentence structure, idioms and vocabulary. Students are also given the opportunity to explore how to write well with their thought or minds.

F. How to Test Writing

There are four categories of written performance for the students n writing skills, as follow.¹⁵

1. Imitative Writing

Imitative writing is beginning level English learners from young children to older adults need basic training. In assessment of imitative writing, the basic of forming letters, words, and simple sentence. We examine this level of writing first:

a) Task in (hand) writing letters, words, and punctuation.

- Copying
- Listening selection task
- Picture-cued task

¹³ *Ibid*, 26

¹⁴ Jeremy Harmer, *How To Teach Writing*, Op.Cit. p.39

¹⁵ Jeremy Harmer, *How to Teach Writing*, Op.Cit, p. 31

- Form completion task
- Converting numbers and abbreviation to words

b) Spelling task and detecting phoneme-grapheme

- Correspondence
- Spelling test
- Picture cued-task
- Multiple choices techniques
- Matching phonetics symbols

2. Intensive Writing (*controlled*)

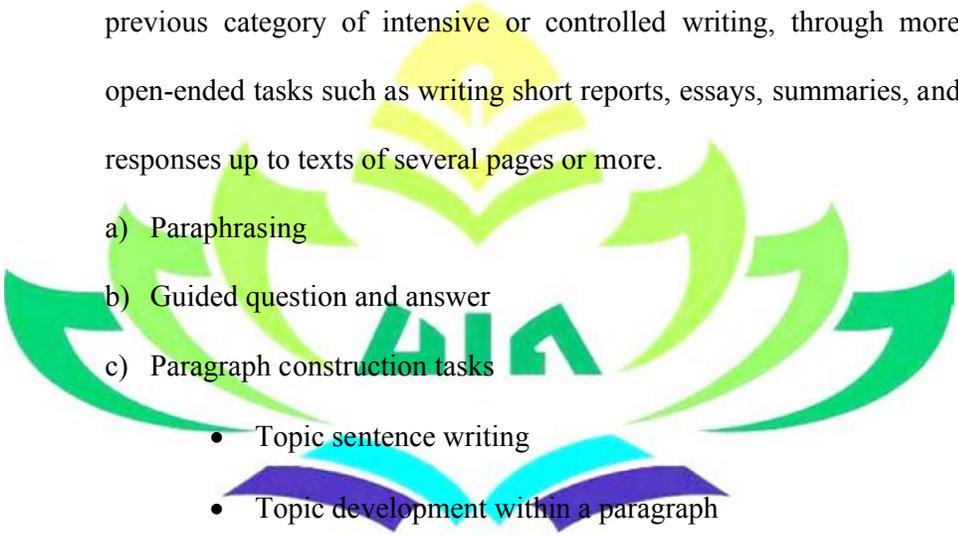
The next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be thought of as form focused writing, grammar, vocabulary, or sentence formations and not necessarily to convey meaning for an authentic purpose. The traditional grammar or vocabulary has plenty of display writing in it, since the respond mode demonstrates only the test-takers ability to combine or use words correctly. No one of new information is passed on from one person to other.

- a) Dictation and Dicto-Comp
- b) Grammatical transformation tasks
- c) Picture cued tasks
 - Short sentence
 - Picture description
 - Picture sequence description

- Vocabulary assessment tasks
- Ordering tasks
- Short answer and sentence completion task

3. Responsive and Extensive

In this section we consider both responsive and extensive writing task. They will be regarded here as a continuum of possible of possibilities ranging from lower-end task whose complexity exceeds those in the previous category of intensive or controlled writing, through more open-ended tasks such as writing short reports, essays, summaries, and responses up to texts of several pages or more.

- 
- Paraphrasing
 - Guided question and answer
 - Paragraph construction tasks
 - Topic sentence writing
 - Topic development within a paragraph
 - Development of main and supporting paragraph
 - Strategies options
 - Attending to task
 - Attending to genre

Based on the explanation above, there are four categories of written performance for the students in writing skill. They are imitative writing, intensive writing, responsive and extensive writing. Based on the explanation above, the researcher will use designing assessment task of writing is responsive and extensive because

in instrument of the task the researcher asks the students to make topics development within a paragraph of narrative text that include in paragraph construction tasks.

G. Concept of Text

1. Definition of Text

A text is explicit not because it says everything all by itself but rather because it strikes a careful balance between what needs to be said and what may be assumed. The writer's problem is not just being explicit, the writer's problem knowing what to be explicit about.¹⁶

Anderson states that text is when these words are putting together to communicate a meaning, a piece of text is created.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 mean.

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 Thomas, the kinds of writing texts are narrations, descriptions, argumentation, and persuasive.¹⁸

a. Narrations

¹⁶ Key Hyland, *Op.Cit.*, p.8

¹⁷ Mark Anderson and Kathy Anderson, *Text Type in English 2*, (South Yarra: Macmillan, 1997),

¹⁸ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Books, 2000), p. 6-7

Narration is the form of writing used to relate the story of act, experience, or events. Narration places occurrence in time and tell what happened. From the definition above, it can be conclude that narration is a kind of writing that tell us about story or something that happened. It can be used in an abbreviated form to introduce or illustrate a complicated subject.

b. Description

Description is used to created visual image of people, place, even of units of time days, time of day or season. Description is a strategy for presenting a person, place or thing. It can be used as a technique to enrich other forms of writing or as a dominant strategy for developing a picture.

c. Exposition

Exposition is used giving information, making explanations and interpreting meanings. It concludes editorials, essays and informative and instructional material. So, the researcher can conclude that the exposition is kind of writing that use in writing information like newspaper, magazine, article and journal. It can be used to give a conclusion of editorial, essay and discussion.

d. Argumentation

Argumentation is used in persuading and convincing. Argumentation is used to make a case or to prove or disprove a statement or preposition. Writing argumentation has to be able to change the argumentation of reader about thing that reputed important and still can to

discuss. Therefore, writing argumentation is character of persuading or allurements. The researcher concludes argumentation is the process forming a reason.

e. Persuasive

Persuasive seeks to alter how readers think or believe. It is usually about controversial topics and often appeals to reason in the form of argument, offering evidence or logical proof. Therefore the researcher concludes persuasive text is the writer invites the reader to be agree with something that the writer write and then the reader do the suggestion from the writer.

Based on the syllabus that has given by English teacher of the ninth grade of MTS Negeri 2 Bandar Lampung, the researcher will focus on one text that is narrative or narration text. Narrative is text that is easily found by students and it tells about experience or even by students or their friends. Narrative text can be found in the story book, newspaper, novel, etc. By using narrative text, the students are expected to improve the writing activity.

H. Concept of Narrative Text

1. Definition of Narrative Text

According to Siahaan, Narrative is any written text in which the writers want to amuse, entertain people, and to deal with actual or vicarious experience in different ways.¹⁹ It means that narrative text is a

¹⁹ Sanggan Siahaan, *Generic Text Structure* (Yogyakarta : Graha Ilmu, 2008) p.73

kind of texts that tells the reader about story as if the reader take part in the story that is purposed to amused the reader.

According to Oshima, narrative is the kind of writing that you do when you tell a story.²⁰ Use time order words and phrases to show when each part of the story happens. In other definition, narrative is an account or description of events in the past which entails following a time sequence or chronological order.²¹ Narrative gives the readers or listeners a moral value in every story. It is differentiate with other kind passages. The purpose behind a story can gave motive for readers or listeners. The purpose of narrative is very important because the purpose of narrative determined appropriateness of the narrative. It is easy to tell a good story, though some people have a something special for telling entertaining anecdotes or shorts story.

From the definition above, it can be concluded that a narrative text is a kind of text that told about a story that is based on some event or experience whose purpose is to entertain and give moral lesson to the readers. This text has many of kind such as fable, fairy tale, legend, and fiction nonfiction. Narrative contain of problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

2. Generic Structure of Narrative Text

A narrative text will consist of the following generic structure:

²⁰ Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Pearson Education, 2007), p. 35

²¹ R. R. Jordan, *Academic Writing Course* “Study Skills in English, 3th Edition, (Edimburgh: Longman, 1999), p. 27

a) Orientation

Set of the scene and introduces the participants

b) Evaluation

A stepping back evaluate the plight

c) Complication

Describing the rising crises which the participants have to do with

d) Resolution

The crises is resolved or better or for worse.²²

On the other hand, Mark and Kathy states that the step for constructing a narrative as follows:

a) Orientation/ exposition

Can be a paragraph In which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.

b) Complication/ rising action

That sets of a chain of events that influences what will happen in the story.

c) Sequence of event/ climax

This is where the narrator tells how the character reacts to the complication. It concludes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback.

²² Siahaan, *Op.Cit.*, p.73

d) Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved.

e) Reorientation that provides a comfort or moral based on what has been learned from the story, it is an optional closure of event.²³

From the statement above, the researcher concludes that narrative introduce orientation to lead the writers to the context. It is continued by complication, which tells about events and solve problem in narrative. Then, it is solution for problem in resolution.

3. Social Function of Narrative text

Linda states that the social functions of narrative text are to amuse, entertain and deal with actual and vicarious experience in different ways; narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.²⁴ It means that the purposed of narrative text is to give to entertain and to deal with actual or vicarious experience in different ways, which is the evaluation show the problem starts. Then, there will be complication which the problem arises. The resolution comes to solve the problem in story narrative.

²³ Mark Aderson, *Op.Cit.*,8

²⁴ Herlina, *Developing Reading Narrative Text Materials For Eighth Graders Of Junior High School Implemented With Character Building*, English Education Journal, Vol.2,No.2, (November 2012), p.149

4. Language Features of Narrative Text

Narrative text is a story that tells the reader about something which happened in the past and in sequence of time, so that the text must be written in some following features of language:

- a) The use of noun phrases (a beautiful princess, a huge a temple).
- b) The use of connective (first, before that, then, finally).
- c) The use of adverbial phrases of time and place (once upon a time, in the garden, two days ago).
- d) The use of simple past tense (he walked away from the village).
- e) The use of action verbs (said, told, asked).
- f) The use of thinking verbs, feeling verbs, verbs of senses (she felt hungry, she thought she was clever, she smelt something burning).²⁵

Based on those explanations, the researcher concluded that in producing narrative text the story should use those following language features in order to explain the reader that the story has happened in the past.

5. Kinds of Narrative Text

Emilia states that there are five kinds of narrative text. They are as follows:

- a) Fable is a story that teaches a lesson, often using animal characters that behave like people, (mouse and the lion, Fox and A cat, etc).

²⁵ Siahaan, *Op.Cit*, p. 74

- b) Legend is a story that is based on fact but often includes exaggerations about the hero. (sangkuriang, malin kundang, the story of Toba lake, etc).
- c) Fairy tale is a humorous story that that tells about impossible happenings, exaggerating the accomplishment of the hero. (Cinderella, snow white, Pinocchio, etc).
- d) Folk tales, an old story that reveals the customs of a culture.
- e) Personal Experience (such as their own experience)
- f) Science fictions is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. (to the moon from earth by Jules Verne, starship Trooper by Robert Heinlein, etc).²⁶

From that sixth kinds of narrative text mention, in this research the researcher will use fable, personal experience, and fairy tale text as material of research.

6. Example of Fairy Tale

Queen Maura of Arabia and Three Sheiks

Queen Maura who like to be thought of as the most beautiful and powerful queen of Arabia had many suitors. One by one she discarded them, until her list was reduced to just three sheiks. The three sheiks were all equally young and handsome. They were also rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks. As they were about to have dinner, Maura asked them for something to eat. The first gave her some leftover food. The second Sheiks gave her some unappetizing camel's tail. The third sheik, who was called Hakim, offered her some of most tender and tasty meat. After dinner, the disguised queen left the sheik's camp.

²⁶ Emi Emilia, *Pendekatan Genre Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizqi Press, 2011), p. 94

The following day, the queen invited the three sheiks to dinner at her place. She ordered her servant to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two sheiks could not share it with him.

This Hakim's act finally convinced Queen Maura that he was the man for her. "Without question, Hakim is the most generous of you" she announced her choice to the sheiks. "So it is Hakim I will marry".

Source : <https://ekspektasia.com/contoh-narrative-text/>

I. Concept of Dyadic Essay

1. Definition of Dyadic Essay

In doing this research, the researcher uses dyadic essay technique. 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

Barkley, et.al. state 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

²⁷ Ahlsen Emelie and Nathalie Lundh, *Teaching Writing in Theory and Practice*, (Lararhogkolan: Stockholm Institute of Education, 2007), p.1

feature of a learning activity and formulating and answering questions about that activity.²⁸

In addition, Ghufon suggested that the dyadic essay technique is an effective technique in teaching writing, especially for students with high creativity²⁹

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 question and their answers on separate sheet. After that, they exchange their questions and answers with others'. Compare their model and discuss together with their partners.

2. Procedur of Dyadic Essay Teachnique

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

- a. 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;
- b. On separate sheet of paper, students prepare a model response to their own question (usually a couple of paragraphs):
- c. Students bring a copy of their essay questions and model answers to class;
- d. Students form pairs, exchange essay questions, and write responses;

²⁸ Barkley et.,al, Op.Cit, p.235

²⁹ 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

- e. Students made model answers and compare and contrast their in-class answers with their partner's model answer;
- f. After that, the students collaboratively discuss and revise their essay writing.³⁰

According to Sherman the procedures of conducting dyadic essay technique are:

To be accomplished outside of class:

- a. Text reading: entire class reads a text given by instructor;
- b. Question writing ; each students write a question attempting to integrate or link issues which they perceive to be important in both reading assignment;
- c. Answer writing; each student then writes model answer to their own question;
- d. Before coming to class each student reproduce a single copy of their question (their answers not included);

To be accomplished in class :

- e. Question exchange: Students exchange copies of their question with each other,
- f. Writing: Students spend approximately 25 minutes writing answers to each others' question;

³⁰ Barkley, et.,al, Op.Cit, p.235

- g. while students writing answer to each others' question, the instructor makes copies of all the question for later distribution to the entire class;
- h. Reading : Students read each others' answers. The original poser of the question reads a peer's answer while that peer reads the originator's answer. This in not always a reciprocal exchange and therefore usually involves three people: e.g, B writes answer to A's question and C,
- i. Confrontation : the students then engage in dialogue over convergent and divergent ideas with they have encountered in each others' essay;
- j. Class discussion a general discussion follows the passing out of copies submitted for that day;
- k. Peer evaluation : Students evaluate each other questions and answers.
- l. Instructor evaluation : the instructor then evaluates both the questions and answers.³¹

From the theories above, it can be modified that there are some step in conducting dyadic essay technique. The steps are as follow :

- a. The teacher gives a learning activity such as reading a text or watching a video ;
- b. The students write essay question related to the content of learning activity;
- c. They write a model response of their own question on separated answer sheet. This activity stimulates the students to make a good

³¹ Sri Wahyuningsih, *Op.Cit*, p.77

content and organization, to choose the appropriate vocabulary (diction), and to use the correct grammar and mechanics.

- d. In pairs, the students exchange their essay questions with their friends' (their model answer is not included);
- e. The students write the answers of their friends' question. This activity encourages the student to develop the content, organization, grammar, diction, and mechanics;
- f. The students discuss and compare the essay question and model answers in pairs;
- g. 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;
- h. Then, after writing an essay, the students in pairs discuss and revise their essay writing;
- i. Finally, the teacher conducts general discussion and give feedback to the students' work.

3. The 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 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 trough a structure approach to teaching and learning within a tutoring context;
4. It can promote the students' achievement the students' self confidence.

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 ;

³² Sri Wahyuningsih, *Op.Cit*, p.77

³³ *Ibid*

2. The students who are less creative will get difficulties in doing the discussion;
3. It is difficult for the teacher to read all of the question and answers all of time, so, the teacher must check the students' work occasionally to help measuring overall accuracy.³⁴

J. Concept of Free Writing Technique

1. Definition of Free Writing Technique

According to Oshima, free writing is a way to get and develop ideas.³⁵ Free writing helps you pour more attention, focus, and energy into what you write.³⁶ It means that free writing can be used by the students help to generate the idea and engage themselves more deeply in writing their expressions dealing with their imagination or their own experience. Free writing is a beneficial technique for students of English, despite some of the obvious difficulties for learners of English.³⁷

Based on theories above the writer concludes that free writing is one technique to teaching writing for the students and help them to generate the idea and engage themselves more deeply

³⁴ Sri Wahyuningsih, *Op.Cit*, p.78

³⁵ Alice Oshima ,et.al.,. *Introduction to Academic Writing*, Second Edition, The Longman Academic Writing Series, (England: Addison Wesley Publishing Company, 1996), p.15

³⁶ Peter Elbow, *Writing Without Teacher*, (London: Oxford University Press, 1973), p. 8

³⁷ Kenneth J. Dickson, *Free Writing, Prompts, and Feedback* (The Internet TESL Journal), Taipei, Taiwan: Chinese Culture University. Available at <http://http://Iteslj.org/Techniques/Dickson-freewriting.html> accessed on (may 17, 2017)

in writing their expressions dealing with their imagination or their own experience.

2. Procedures of Teaching Writing Using Free Writing Technique

There are some procedures of teaching writing using free writing technique in as follow.

1. The teacher gives the topic.
2. The students write about the topic until run out of ideas.
3. After the student runs out ideas, the teacher asks the students reread students' paper and circle main idea.
4. After the students finish free writing, the teacher underlines or circle the students' mistakes. (Example: spelling mistakes, wrong construction and etc)
5. The teacher gives before the time end.
6. The teacher discusses about students' mistakes and then gives them correct ones.³⁸

3. Advantages of Free Writing Technique

There are some advantages of using free writing technique:

1. Free writing makes writing easier by helping you with the root psychological or existential difficulty in writing.
2. Finding words in your head and putting them down on a blank piece of paper.

³⁸ Forget A, *Max Teaching with Reading and Writing*, (Demand: Trafford Publishing, 2004), p.147

3. Free writing helps you learn to write when you don't feel like writing.
4. Free writing teaches you to write without thinking about writing.³⁹
5. Free writing helps you pour more attention, focus, and energy into what you write.⁴⁰

By using free writing makes students easier to get and explore idea to writing, increase creativity, more focus, more attention and energy as well as more enjoyable in writing.

4. Disadvantages of Free Writing Technique

There are some disadvantages of using free writing technique:

1. The writer stops repeatedly, writes briefly, and is always looking around. He/she never seems to concentrate for more than a few seconds at a time.
2. The use of an eraser, liquid paper or scoring out of whatever has been written indicate a writer with perfectionism as his/ her ideal.
3. Frequent use of the pocket electronic dictionary or flipping of dictionary pages indicates someone pursuing the most accurate word possible.
4. Since a quiet class is usually required for this task, the talker is immediately noticed above the silence of the classroom, either

³⁹ Peter Elbow, *Writing Without Teachers*, Op. Cit., p.14

⁴⁰ *Ibid*

as the buzz from the back of the class or audible words coming from the corner.

5. The writer has another piece of paper on which is written a topic, title and even some notes or a plan. He/she can be seen copying or referring to it frequently.⁴¹

Based on the explanations above the researcher concluded that disadvantages of this technique are the students stop repeatedly, writers briefly, and is always looking around; The use of an eraser; Frequent use of the pocket electronic dictionary.

K. Frame of Thinking

Dyadic essay is a technique that can apply for writing skill. It means dyadic essay can be applied in narrative 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 friends; write the answers of their friends' question; discuss and compare

⁴¹ Peter Elbow, *Writing Without Teachers, Op. Cit.*, p.14

the essay question and model answers in pairs; write the essay or text by developing the model answers they have discussed; discuss and revise their essay writing; finally, the teacher conducts general discussion and give feedback to the students' work.

Writing is learned 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 mistakes, then their interest becomes less and the student began to assume that writing is a very difficult task to do.

By using dyadic essay technique the student individually write an essay question and a model answer 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

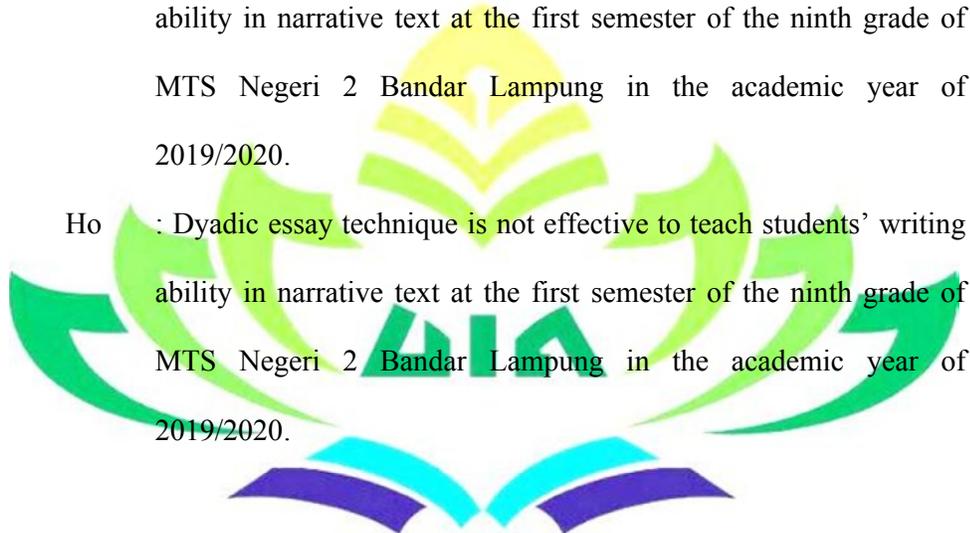
students also get the peer revisions from their partner. So, there will be able to compare and revise their writing. Hopefully, it can solve the students' problem and also increase their ability in narrative text writing.

L. Hypothesis

The researcher formulated the hypotheses were of this research as follow:

Ha : Dyadic essay technique is effective to teach students' writing ability in narrative text at the first semester of the ninth grade of MTS Negeri 2 Bandar Lampung in the academic year of 2019/2020.

Ho : Dyadic essay technique is not effective to teach students' writing ability in narrative text at the first semester of the ninth grade of MTS Negeri 2 Bandar Lampung in the academic year of 2019/2020.



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