

Dyadic Essay Technique to Enhance the Quality of the Students' Explanation Texts

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Abstract

Explanation text is one of genre texts that is learnt and needed to be mastered by SMA students. Dyadic Essay Technique was ere considered useful to increase the students' skills in writing explanation text. This study implemented classroom action research and the subject of this research was class XI MIPA 1 SMAN 2 Maros, which consisted of 32 students. The study was focused on examining the students in improving content and organization in writing explanation text. The improvement of the students' achievement in writing content and organization was shown by the students' scores in D-test (50 and 55.7), Cycle I (60.3 and 60), and Cycle II (81.1 and 71.). Hopefully, the result of this research is able to be replicated by SMA teachers and students in solving similar problems faced in writing explanation text.

Keywords: Dyadic Essay Technique, Writing, Explanation Text

INTRODUCTION

Writing is a complete series of activities. Writing is not just an activity to put together words but focuses the reader to understand what the content of the writing is. Many things support why someone wants to write (Raimes 1983: 3) in terms of content and how to compose sentences so that readers will be interested in reading and understanding the essence of the writing.

Writing activities are a complete series of processes and therefore cause many difficulties for students. As for most students in SMAN 2 Maros, their writing skills were relatively low. The students faced many problems in writing that were indicated by only few students achieved the minimum criteria of mastery learning, that was 75. The difficulties faced were difficulty in determining and in organizing ideas.

However, it is typical for language students and programs to pay little attention to this skill. Experience shows that far too often, students emphasize attention to speaking, putting an extra effort to improve performance on speaking and pronunciation, thus commonly viewing speaking as the only valuable productive skill. (Martinez J, et.al 2020).

Some studies about dyadic essay technique in teaching writing have been conducted. Dyadic essay technique and its relation to writing skill; the researchers found that after applying dyadic essay technique, good writing results were obtained by students who had high creativity. This can be seen from their writing where the students can compose their own words and form

one sentence until become a good paragraph.

It mentions as verbal creativity which are include in fluency, flexibility, and originality. To measure one's fluency, flexibility, and originality of a verbal form which deals with words and sentence. Fluency is to think many words starting with certain letters as possible in two minutes; flexibility is the ability to come up with varied ideas for two minutes and the originality is the student needs to think beyond what a device is used in everyday life such us an individual's ability to generate original and unconscious solution. (Gufran, 2012; Yunus, S and Eliastuti M, 2020).

All coverage problems that exist in the learning process of writing are formulated to be solved using the Dyadic essay technique. The dyadic essay technique was used to find out how much student improvement in improving the content and organization in writing. Dyadic essay technique is a technique that supports students to work together after reading the text given by the teacher. The ideas they get are used as questions and then answered by each student before being exchanged with their friends.

The purpose of the present investigation are to show the improvement of the students' writing content and organization in explanation text using dyadic essay technique Relating to this issue stated in the background above, the researcher formulated the research problem as follows:

1. How is the improvement of the students' ability to write explanation text through Dyadic Essay Technique especially in content?
2. How is the improvement of the students' ability to write explanation text through Dyadic Essay Technique especially in organization?

The Concept of Writing

One way to convey information is the meaning of writing. This aims to provide understanding to readers to understand the intent and purpose of writing and writing is produced from a series of pores. Oshima and Hague (1997: 2) reveal that to produce a good written work requires practice and learning. Nunan (2003: 88) defines that the effort to find ideas then arrange them in the form of sentences and make paragraphs so that they are neatly arranged and have a clear meaning is the meaning of writing. So writing is a series of activities that require mental and physical readiness because it takes courage to convey an idea.

Writing is not only intended to entertain readers, but a good writer will try to be able to encourage the enthusiasm of writing for the readers. Authors will pour out their hearts and thoughts in order to provide clear information to readers. Hammond in Nunan (1991: 86), in the teaching process, understanding is needed. Paul and Goione (1973: 3) argue that enthusiasm and help are expected by students so that they do not give up writing and sometimes students feel afraid to express their thoughts. Meanwhile Reid (1993: 236-237) shows his concern in writing by providing an understanding that in writing, there are many aspects that support to produce good writing. This is a problem that occurs among students, such as how to make good content, how to choose vocabulary and arrange it into paragraphs. Therefore, the teacher's role is needed by students to help provide training and opportunities for students to express their ideas. This statement is supported by Byrne (1995:5) who said that one of the uses of writing is that it is often needed during formal and informal exams, for example essay tests. The purposes of writing have to do with goals or aims of writing. Thinking about purposes of writing, a writer should

think to motivate people to write. To express ideas: A writer expresses his feeling, expressions, personality, likes, and dislikes in his writing in order to make readers understand something within the materials; To provide information, it means to give information and explain it. This purpose is to focus on the materials being discussed; to persuade readers, it means to convince readers about a matter of an opinion. Heaton (1988-135) divides the stages of writing into 5 stages, namely:

- a. Contents
The message in biased writing is clearly understood by the reader as a form of information
- b. Organization
Compilation of information must be systematic in accordance with the events so as to create a good writing organization
- c. Grammar
The use of good grammar is very necessary in the writing process. Therefore, expressing ideas must be organized and clear
- d. Vocabulary
Choosing the right vocabulary can make it easier for writers to arrange them into sentences and paragraphs
- e. Mechanical
After the writer puts his ideas into writing, the writer must also pay attention to punctuation.

Dyadic Essay Technique

Dyadic Essay is an adaptation of Dyadic Essay Confrontation (DEC) developed by Sherman. Dyadic essay is one of collaborative learning technique. Dyadic essay technique is a technique that focuses on writing, Barkey, et al (2005 : 246). 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. Dyadic Essay is conditioned to activate students and to give opportunities for students to improve their understanding of the learning material. Millis, et al., (1993) 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. (Patricia K) argue that dyadic essay technique leads students to make questions and answer them by themselves before being exchanged for pairs. The students in pairs help each other in writing. The point is that dyadic essay technique is a collaborative technique that groups or the student pair with their friends to work together in writing. They start by reading the text, making questions, and then answering questions. After that they exchanged to answer their friend's question. After they finished answering, they then compared their answers and discussed them.

METHOD

Research Design

This research was classroom action research. The researcher implemented dyadic essay technique as a way to find solution on the students' content and organization in writing explanation text.

Techniques of Collecting Data

The researcher collecting data using:

- a. Test
Writing test used to make sure that there was an improvement the students' achievement in writing explanation text
- b. Observation class
The researcher and the English teacher work collaboratively observed the teaching and learning process it was aimed to know the students' progress in writing. All the information that the teacher and the researcher got from the learning process has noted.

Research Procedure

1. Preliminary Study

In this step, the researcher interviewed the English teacher to find the problems faced by the students during writing lesson. The researcher also observed the teaching learning process happened in the class. After that, the researcher gave D-test about explanation text to the students. The D-test score was the parameter of the students' ability in writing explanation text. After finding the problems faced by the students during the writing lesson and knowing the class situation, the researcher and the English teacher discussed and selected some problems which urgent and feasible to solve.

Based on the preliminary research data, the researcher and English teacher did some actions having three steps: planning, implementation and observation, and reflection.

2. Planning

After getting manageable problems to overcome, the researcher and the English teacher worked collaboratively to find possible actions to overcome the problems. Then the researcher made a list of some plans of action that would be implemented. The formulation of the plans included the materials that will be given in the action. The materials will be taken from many resources with some adaptations to make them fit with the topic. After that, the researcher arranged the lesson plan and consulted it with the teacher.

3. Implementation

The activities in this stage were implementing the lesson plan that was prepared, the main activities are:

- a. The teacher gave a reading text then the students make questions related to the content of learning activity
- b. They answer the question made by themselves which become model answers.
- c. In pairs the students exchanged their essay question with their friends (their model answer are not included)
- d. The students wrote the answer of their friends' questions
- e. The students discussed and compared the essay question and model answer in pairs

- f. After discussing and comparing their answer with their friends, the students wrote an essay or text by developing the model answers they have discussed
- g. Then after writing an essay, the students in pairs discussed and revised their writing. The students share the rough draft and the students revise on the basis of feedback.
- h. After the students revised their writing, the students edited their writing such as took a distance from their writing and the students corrected the errors.
- i. The students have written and published their writing in front of the class and then the teacher conducted general discussion and gave feedback to the students' work.

4. Reflecting

Reflecting was analyzing the result of observation and test in cycle. The activities in this stage are:

- a. The researcher analyze the data from the observation sheet and result of the test to find out the problems appeared that did not support the target that would be achieved.
- b. The researcher discussed with the teacher in identifying the weakness in the previous activities and to plan the better activities in cycle II

The researcher analyzed the students' writing progress based on the result of analytic scoring rubric. In scoring students' works, there were two elements to score. They are content and organization. The distribution score of writing elements was illustrated by the table:

1. Content

In the content component the researcher used scale 0-100 scoring rate as follows:

Classification	Score	Indicator
Excellent to Very Good	100-90	Knowledgeable – substantive- etc.
Good to Average	89-73	Some knowledge of subject-adequate range- etc.
Fair to Poor	72-56	Limited knowledge of subject- little substance-etc.
Very Poor	55-43	Does not show knowledge of subject- non substantive-etc

Heaton (1989:146)

2. Organization

In organization component, the researcher used scale 0-100 scoring rate as follows:

Classification	Score	Indicator
Excellent to Very Good	100-90	Fluent expression-ideas clearly stated- etc
Good to Average	89-70	Somewhat choppy- loosely organized but main idea stand out-etc
Fair to Poor	69-50	Non-fluent- ideas confused or disconnected- etc
Very Poor	49-35	Does not communicate- no organization-etc.

Heaton (1989:146)

FINDINGS AND DISCUSSIONS

The results obtained from this study are to answer the questions listed in the problem statement. The first was the students' writing results seen from the content and the second was seen from the organization

Improvement of the Students' Content in Writing Explanation Text

In the first cycle, the students were asked to write a topic based on the researcher given. The topic was natural disaster. The students write explanation text by using their own words. They were asked to write the topic with length of 100 words minimally. The researcher checked the students writing by using Heaton J.B (1989) band score in term of content and organization. The students' evaluation score in writing content can be seen in Table 1.

Table 1
The Mean Score of the Students' Content in their Explanation Texts

Number of Students	Mean Score		
	D Test	Cycle I	Cycle II
32	50	60.3	81.1

Table 1. Indicated that the mean score that the students had on the D test was 50 and after the Dyadic essay technique was implemented, it increased to 60.3 in cycle I. After making improvements and continuing to cycle II, the mean score was 81.1. The result of cycle II is greater than cycle I and D test

Improvement of the Students' Organization in Writing Explanation Text

The implementation of Dyadic Essay Technique could assess the students' progress writing organization. The students' evaluation score in writing organization can be seen in Table 2.

Table 2
The Mean Score of the Students' Organization in their Explanation Text

Number of Students	Mean Score		
	D Test	Cycle I	Cycle II
32	55.7	60	70.2

Table 2 indicates that the mean score that the students have on writing organization was 55.7 in D Test and after the Dyadic essay technique was applied, it increased to 60 in cycle I. and then making improvements and continuing on to cycle II, the mean score obtained increased to 70.2. The result of cycle II is greater than cycle I and D test. The result of the reflection in the cycle II showed that there was improvement from cycle I to Cycle II. It can be seen in the following table:

Table 3

Improvement of the students content and organization their explanation text

Table 3. Indicates that the improvement in the students' exploration text writing results.

Indicators	D-Test	Cycle I	Cycle II	Improvement %		
				DT-CI	CI-CII	DT-CII
Content	50	60.3	80.1	20.6	32.8	60.2
Organization	55.7	60	70.2	7.7	17	26
Total	105.7	120.3	150.3	28.3	49.8	86.2
Mean Score	52.85	60.15	75.15	14.15	24.9	43.1

The D test shows the mean score of the students is 52.05 and categorized as poor achievement. After the evaluation in cycle I, the results of the students' writing became 60.15 and categorized as fair and cycle II became 75.15 and categorized as good. The percentage of improvement in student learning outcomes in writing explanation texts was 14.15% in D test to cycle I and 24.9% in cycle I to cycle II. So the total increase from D test to cycle II is 43.1%.

Table 3 shows that the use of Dyadic Essay Technique in teaching and learning process is able to improve the students writing skills after taking action in cycle I and cycle II where the students' achievement in cycle II was greater (cycle II> cycle I> D-Test).

DISCUSSION

Based on the presentation of findings, the researcher presents some interpretation of findings in order to explain them in details. In the writing test, it was measured two components of writing namely: content and organization.

Improvement of the Students' content in Writing Explanation Text

In improving the students writing ability, the researcher used Dyadic essay technique and writing process. It is indicated by the improvement of mean scores in D-Test from (50) to (60.3) in cycle I and (81.1) in cycle II. It was recognized that in D-Test, the students in score 50 were failed to create good explanation text. They could not describe the event clearly because the event was explained shortly and the central purpose of their writing was confusing. The result was unsatisfied; most of them could not produce a well-organized text. Generally, their problems were common ones, such as generating ideas, arranging sentences, using punctuation, spelling, vocabulary, grammar, and tenses. All those factors affected content of explanation text.

It can be concluded that students in class XI MIPA 1 of SMAN 2 Maros were still confused to write an explanation text. Most of them did not know how to write explanation text and they were confused to choose appropriate words and tenses in their writing. The students still do not show knowledge of subject. They need to pay attention of how to write the words correct so that the reader can understand the content of the text.

In cycle I, the students in score 60.3 showed the positive improvement in the students writing. It can be conclude that the student in writing explanation text still have limited knowledge of subject. The students still need to write more and make the content of the text well. They have to pay attention in write the correct words and make a space in writing because the meaning of the text will unclear so that the content of text cannot be understood by the reader. In

short, there were some improvements dealing students' writing skills. Thus, the researcher decided to continue the cycle to solve the problems and to improve students' writing skills.

In cycle II, the students score 81.1 showed good improvement in describing event, the students were able to create a good story by providing the readers enough information in their writing. It means that the learning process given to the students in the class was successful in improving the students writing ability and the students writing ability in term of content in explanation text at the second grade students of MIPA 1 was improved.

Improvement of the Students' organization in Writing Explanation Text

In improving the students writing ability the researcher used Dyadic essay technique and writing process and the percentage improvement of the students' score in writing organization. It was indicated from the improvement of the students' mean scores in D-Test from (55.7) to (60) in cycle I and (70.2) in cycle II.

It was recognized that in pretest, the students in score 50 were failed to create good explanation text because they could not generate ideas effectively, so that the ideas were still confused. It was hard to determine what their writing wanted to tell about and what information that the reader has on it.

The students do not communicate the sentence well. The students need to organize the sentence based on the topic of explanation text. There are some students make sentence with incorrect structure so the reader cannot understand well about the text.

In cycle I, the students in score 60 showed the positive improvement in the students writing. In this stage, the students still wrote incorrect word. The students still make some mistakes in writing explanation text. The students did not pay attention in putting a space between words. The ideas confused so the writing is not organized well.

In cycle II, the students score 70.2 showed they were able to generate ideas effectively, the information or ideas were clear, so that giving the readers enough information to gain.

The introduction, development ideas and conclusion were effective composition. In this cycle, the students already could arrange some words to be a good sentence and from the sentence they could arrange to be a good paragraph. It means that the learning process given to the students in the class was successful in improving the students writing ability and the students writing ability in term of organization in explanation text at the second grade students of MIPA 1 was improved.

CONCLUSION

Before the research was conducted, students were passive during the teaching and learning process. They only listen to what the teacher says. They have no ideas to share with others. By applying the Dyadic Essay Technique and writing process, students are free to share their ideas in class. From the analysis of the average score of the writing ability test, it can be concluded that the use of the Dyadic Essay technique and writing process in teaching and learning to write in high school really improves students' writing abilities. The percentage of students experienced a significant increase after applying this method. This increase can be seen from the test results in each cycle. From the pre-test score 52.8 increased to 60.15 in cycle I and to 75.15 in cycle II. This means that the average score of cycle 2 is better than cycle 1, and the average score of the cycle 1 is better than pre-test. Based on the data above, the researcher concludes that the Dyadic Essay Technique can improve students' writing abilities in text explanation for the students of class XI MIPA 1 of SMAN 2 Maros in the 2018/2019 school year.

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