

The Effectiveness of Using Dyadic Essay Technique in Enhancing Writing Proficiency among First-Year Students at Islamic Senior High School 2 Karanganyar

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Abstract

The dyadic essay involves students working in pairs to create essay prompts and corresponding model answers, exchanging these prompts, and then comparing their responses to the model solutions. This study aims to explore the significant difference in students' writing proficiency achieved through the implementation of the dyadic essay technique among first-grade students at Islamic Senior High School 2 Karanganyar. This investigation utilized an Experimental research design and was conducted at Islamic Senior High School 2 Karanganyar, where data was gathered from first-grade students in SCIENCE 1 and SCIENCE 2. First-grade of SCIENCE 1 served as the experimental group while first-grade of SCIENCE 2 served as the control group, totaling 59 students. Data collection involved administering tests, and analysis was conducted using the T-test formula. The results of the study indicate that students instructed through the Dyadic Essay Technique demonstrated significantly higher writing skills compared to those taught through Classroom Discussion. The mean writing score of students taught with the Dyadic Essay (75.24) exceeded that of students taught through Classroom Discussion (67.50), suggesting enhanced descriptive writing skills among the former. In conclusion, the Dyadic Essay Technique proves to be effective in teaching writing, facilitating a smoother teaching and learning process, enhancing students' descriptive writing abilities, fostering creativity in essay composition, and enabling students to better express their thoughts and emotions in writing.

Keywords: Dyadic Essay Technique, teaching writing, writing ability.

1. Introduction

Mastering these four abilities is essential for teaching English. They are speaking, writing, listening, and reading. Writing and speaking are active-productive activities, while listening and reading are passive-receptive. Several language components, including grammar, vocabulary, pronunciation, and spelling, are used to support the integrated teaching of the four language skills. In order to perfect those skills, people need strategy. It's not easy to teach English, therefore teachers must figure out the ideal method or approach to help their students grasp the language.

Writing is a productive talent that is crucial to teach and master in English classes because it allows students to use their ideas, knowledge, and creativity to produce quality writing. Writing is a discipline that takes time to master, especially when we consider the occasionally lengthy thought processes that go into an original draft. Writers pause, reflect, write, pause, reflect, revise, and so forth, even during the most intensely concentrated phase of text construction (putting the words down) (Harris, 1993: 10). Students build their thoughts in writing during the writing process. The steps in the process are planning, drafting, editing, and publishing. The teacher facilitates and acts as a guide during its implementation.

Four different types of essays make up the writing structure, according to Kuncoro (2009: 30): narrative, expository, descriptive, and documentative essays. A descriptive essay explains how a person, location, or object is structured. Details in this paper are provided in a certain order to help the reader visualize the subject. An expository essay explains how to compare and contrast two things, determine what causes what, divide and categorize, or define. A narrative essay presents the concept chronologically. A documentary essay presents data from a study conducted by a certain organization or authority. While all types have their own traits, the instructional activity in this study makes use of descriptive text.

Ferguson and Mickerson (1992: 7) Affirm that writing is an acquirable skill through education. Given its greater complexity compared to reading, speaking, and listening, emphasize the importance of teaching writing to students in a comprehensive approach. Writing is the process of putting ideas and thoughts onto a piece of paper. Barly (1995: 76), who claims that writing is a difficult ability to perfect, supports this. It might be said to be the hardest language. The challenge lies not only in coming up with and structuring ideas utilizing the right words, sentences, and paragraphs, but also in having to translate those thoughts into legible writing.

The aforementioned explanations demonstrate that writing is a more complex process than other language skills. To write well, one requires a few procedures, ideas, and abilities. To write well, one has to have certain writing abilities, such as the ability to generate ideas, use syntax and tenses, and use vocabulary. To produce quality writing, the writing product should be reviewed, revised, expanded upon, and edited after applying those abilities. Writing is a tool for textual expression of thoughts and opinions. Writing can be utilized for a variety of everyday communication goals, whether in an official or informal setting. For many students, writing often poses the greatest challenge among language skills. This is due to its requirement for a higher level of control over productive language use compared to other skills, making it commonly perceived as the most difficult. To effectively convey their thoughts, students must meticulously construct and articulate their ideas to ensure comprehension by the reader.

Barkley, Cross, and Major (2005: 235) state that students create essay questions in pairs and provide model solutions for one another as part of the dyadic essay technique. The students compare their answers to the model answer after exchanging questions. It is particularly useful for identifying the main idea of a learning activity and for formulating and answering questions about it. The dyadic essay, as a collaborative learning strategy, proves effective in enhancing writing accuracy. Through this method, students have the opportunity to refine their grammar, mechanics, and vocabulary skills. Because they need to utilize proper grammar when writing the leading question and sample response, the students will become more conscious of their terminology. This also occurs when they trade papers with their partners that include leading

questions, and then they compare the outcome with the sample response. This theory works well for writing instruction. Students can use the dyadic essay technique to fix their written work.

According to Ghufroon's (2012) research, using this technique has certain benefits for the researcher. Students may become closer to their pals as a result, to start. It can facilitate efficient learning, too. Thirdly, it can work in tandem with cognitive and motivational approaches. Fourth, it can be used to remotely process cognitive information through an organized method of instruction and learning in a tutoring setting. Fifth, it can raise students' self-esteem and academic performance. The adoption of the dyadic essay technique has several benefits. It may foster cooperation among the students. Most importantly, it can assist students in writing quality paragraphs.

Barkley, Cross, and Major (2005: 246) point out that crafting effective essay questions is a challenging task, as students often lack experience with them. This method works best when teachers have invested time in teaching students how to develop and respond to essay questions effectively. To support this, it is beneficial to create a handout with guidelines and sample questions and answers that reflect the desired level of complexity and depth. Additionally, the teacher should provide relevant video or reading materials related to the topic prior to the class discussion. This preparation should occur before implementing dyadic essays in teaching writing. The teacher should also prepare separate papers for students to use when writing their questions and answers. Clear preparation is essential for the successful implementation of dyadic essays. The utilization of the dyadic essay style can enhance students' writing productivity by capitalizing on its advantages. The researcher intends to employ this particular method in the context of instructing students in the composition of descriptive texts. This will assist students in figuring out how to write a strong essay paragraph in an easy approach. This technique is in pairs, so the students will benefit from their partners' assistance in coming up with a fresh concept. This method can also help students become more accomplished and confident in their ability to write well-structured paragraphs for descriptive texts.

On the other hand, Putri (2014) used classroom action research in her earlier work. Following her research employing the dyadic essay technique, she discovered that writing accuracy has improved. The vocabulary and grammar of the students have improved. The classroom environment has also improved. Compared to earlier, the students are more engaged.

The purpose of the experiment was to determine whether teaching writing through the dyadic essay technique is beneficial. The experimental investigation consisted of two distinct groups, namely the experimental group and the control group. For the experimental group, the researcher would teach writing through dyadic essays, while for the control group, writing would be taught through classroom discussions. The teaching methods employed at Islamic Senior High School 2 Karanganyar included lecture and group discussions. The teacher became the focal point of the lesson when using the lecture technique. Compared to the teacher, the students displayed greater passivity. The teacher facilitated learning during the class discussion by forming a group to debate the subject matter. She gave a presentation of the materials discussed in class. She then assigned a task that was based on the topics covered in class discussion. When the teacher led a discussion-based learning exercise, the students appeared more engaged, but they were unsure of how to integrate their ideas with the subject matter. They are more motivated to learn by having discussions with their pals than by working alone. They changed some of the bahasa sentences to

English sentences when they were drafting a paragraph. They exclusively translated English sentences into their native tongue.

The study discovered that when a teacher facilitates learning through group discussions, students appear more engaged. Some students experience fear while using discussion-based learning due to the presence of dominant students. During the learning process, they were hesitant to speak up and share their ideas. The students must be able to create texts with ease and use writing to explore their thoughts. The dyadic essay technique was then selected by the researcher to be taught to the students since it allowed each student to be identical to the other. Since the dyadic essay technique involved creating a question and answer on a topic, discussing their partner's model answer, and ultimately creating an essay product, they were free to select their partner on their own. When students discussed an issue with others, this method worked best for solving the problem. The method was used by the researcher to provide other plans for writing instruction. The students would share his thoughts and his understanding on the ideal approach to use while creating written content.

2. Methods

2.1. Procedure

The research population consisted of all first-grade students who were registered at Islamic Senior High School 2 Karanganyar. There were seven classes in all, which are further separated into Social 1 and 2, Science 1 and 2, and 3 as well as Islamic Program 1 and 2. This study's sample consisted of two courses. A class that used the dyadic essay style as a treatment was an experimental class. The other class was a control group that learned through group discussion. The researcher used two classes as a sample, they are two scientific classes: science 1 had 29 students and science 2 had 30. To obtain the sample, the researcher employed cluster random sampling. Cluster random sampling constituted one approach to sample collection. The method was employed due to the homogeneity of the study's subjects. It was also a result of a sizable enough population. First Grade of Science 2 served as the experimental class while First Grade of Science 1 served as the control group.

To determine the students' proficiency in text writing, the research employed a descriptive essay test. Both the experimental and control groups took written tests administered by the researcher. There were two administrations of the written exam: a pre-test and a post-test. The test was restricted to descriptive text for the researcher. The test's goal was to determine which student in the experimental and control groups would score the highest. The exam was used to gauge how well the experimental and control groups of students could write descriptive texts.

Here are the guidelines for creating a descriptive test: The teacher will present a lesson on descriptive literature. Select an object type from the list of descriptive text kinds that will be explained. The items listed are as follows: 1) Location 2) Person 3) Object. Pay close attention to the teacher as they discuss descriptive texts in their lesson. Divide the class into two groups. Then, Create your own inquiry based on the teacher-provided text. Students write a model response (typically a few paragraphs) to their own question on a separate sheet of paper. Together with your companion, copy the mode response. Answer the model response from your companion. Next, talk about it with your partners. Write a descriptive essay on your own, identifying and

describing things based on what you discussed. The researcher allots sixty minutes for the essay's creation.

2.2. Treatment

The teacher needs to prepare a reading passage or a film that relates to the subject the class will be discussing. It needs to be finished before teaching writing using the dyadic essay method. Additionally, the teacher prepares the individual sheets that the students use to compose their questions and responses. The finest results from a dyadic essay implementation are obtained with explicit preparation. Barkley, Cross, and Major (2005:246) delineate the subsequent stages in a dyadic essay: After reflecting on an extracurricular learning experience (such as watching a lecture, reading a homework assignment, or attending a movie), students generate and compose an essay query. It might assist the students in coming up with writing ideas. Students write a model response (typically a few paragraphs) to their own question on a separate sheet of paper. The students can start creating sentences since it helps them anticipate the solution to their own questions.

Students arrive at class with copies of their essay questions and sample responses. The answers from the partners and the model response may be compared. Students compose responses to each other's essay questions in pairs. Because they must write answers to the questions, it can help the students write more accurately. Students can more easily explore their thoughts because the questions assist them in developing their ideas. Students exchange model replies and evaluate how their in-class responses differ from those of their partners. Knowing whether or not their answers are similar aids the students.

Prioritizing ideas that are similar and dissimilar, partners discuss their answers to one essay question before moving on to the other. By comparing their responses, the students can discuss more ideas for writing with their partner in this step, which will help them write more accurately and refine their essay writing.

3. Results and Discussion

The study's goal is to identify the key distinctions between classroom conversation and the dyadic essay method that students are taught. For the sample investigation, the researcher selected two classes. The experimental class, X Science 1, had 29 students, and the control class, X Science 2, had 30 students. To ensure that the classes were homogeneous, the researcher administered pre-tests to the experimental and control groups. After tset, the researcher administered the therapy. T-test was used to compare the post-test results for both groups. Next, Both groups' data descriptions can be seen as follows:

3.1. Information about the Students Taught Using the Dyadic Essay

The experimental class is the one where writing skills were taught through the use of the dyadic essay technique. The experimental class has twenty-nine students. The pre-test results for the students who are taught the dyadic essay style ranged from 52 to 70. The overall score was determined by the researcher using the experimental class's pre- and post-test data. The aggregate pre-test score is characterized by the following measures: mean (62.2), median (62), mode (62), and standard deviation (5,122). The post-test data exhibits the following statistical measures:

mode (75), mean (75.24), median (75), and standard deviation (4,770). The following table shows the experimental class's median, mode, and standard deviation as presented by the researcher:

Table 1. The Collected Data of Experimental Class.

		Statistics	
		Pre-test	Post-test
N	Valid	29	29
	Missing	0	0
	Mean	62,20	75,24
	Median	62,00	75,00
	Mode	62.00	75.00
	Standard Error of Mean	0,951	0,885
	Standard Deviation	5,122	4,770

The table show the score of Mean, Median, Mode, Standard Error of Mean, and Standard Deviation in experimental class during pre-tet and post-test. It shows that the students get higher score while using the method in the post -test.

Table 2. The Data of Frequency Distribution in Pre-test.

Pre-test Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
		52	1	3.4	3.4
		54	1	3.4	6.9
		55	2	6.9	13.8
		56	1	3.4	17.2
		57	2	6.9	24.1
		58	2	6.9	31.0
		60	1	3.4	34.5
		62	5	17.2	51.7
Valid		63	2	6.9	58.6
		65	2	6.9	65.5
		66	3	10.3	75.9
		67	2	6.9	82.8
		68	2	6.9	89.7
		69	2	6.9	96.6
		70	1	3.4	100.0

Total	29	100.0	100.0
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The table shows the frequency distribution of pre-test in experimental class. That are from core 52 in the lowest score until 70 in the highest score.

Tabel 3. The Data of Frequency Distribution in Post-test

Post-test Experimental				
	Frequency	Percent	Valid Percent	Cumulative Percent
	63	1	3.4	3.4
	67	2	6.9	10.3
	70	2	6.9	17.2
	71	1	3.4	20.7
	72	1	3.4	24.1
	73	1	3.4	27.6
	74	3	10.3	37.9
	75	4	13.8	51.7
Valid	76	2	6.9	58.6
	77	1	3.4	62.1
	78	2	6.9	69.0
	79	4	13.8	82.8
	80	2	6.9	89.7
	82	3	10.3	100.0
	Total	29	100.0	100.0

The table shows the frequency distribution of post-test in experimental class. That are from core 63 in the lowest score until 82 in the highest score.

The data indicated that the range of scores for the students' pre-test was 52 to 70. One student had the highest score of 70, while another student received the lowest score of 52. While the sutendts' post-test scores range from 63 to 82. Three students received the highest score of 82, while one student had the lowest score of 63.

3.2. Information about the Students Taught by Classroom Discussion

The class known as the control group was the one in which writing skills were taught through class discussion. The size of the experimental class is thirty students. Students that are taught the dyadic essay style revealed in their data pre-test that their score was:

Table 4. The Collected Data of Control Class.

		Statistics	
		Pre-test	Post-test
N	Valid	30	30
	Missing	0	0
	Mean	60.36	67.50
	Median	60.00	68.50
	Mode	60.00 ^a	70.00
	Standard Error of Mean	1.037	1.053
	Standard Deviation	5.776	5.770

The table show the score of Mean, Median, Mode, Standard Error of Mean, and Standard Deviation in control class during pre-tet and post-test. It shows that the students get higher score while using the method in the post -test.

Table 5. The Data of Frequency Distribution in Pre-test.

Pre-test Experimental					
		Frequency	Percent	Valid Percent	Cumulative Percent
	52	3	10.0	10.0	10.0
	53	1	3.3	3.3	13.3
	54	1	3.3	3.3	16.7
	55	3	10.0	10.0	26.7
	57	3	10.0	10.0	36.7
	59	2	6.7	6.7	43.3
	60	4	13.3	13.3	56.7
	61	1	3.3	3.3	60.0
Valid	62	4	13.3	13.3	73.3
	66	2	6.7	6.7	80.0
	68	2	6.7	6.7	86.7
	69	3	10.0	10.0	96.7
	70	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

The table shows the frequency distribution of pre-test in control class. That are from core 52 in the lowest score until 70 in the highest score.

Tabel 6. The Data of Frequency Distribution in Post-test

Post-test Experimental				
	Frequency	Percent	Valid Percent	Cumulative Percent
	53	1	3.3	3.3
	56	2	6.7	10.0
	57	1	3.3	13.3
	62	1	3.3	16.7
	65	2	6.7	23.3
	66	1	3.3	26.7
	67	6	20.0	46.7
	68	1	3.3	50.0
Valid	69	1	3.3	53.3
	70	7	23.3	76.7
	71	1	3.3	80.0
	72	1	3.3	83.3
	74	3	10.0	93.3
	75	1	3.3	96.7
	76	1	3.3	100.0
Total	30	100.0	100.0	

The table shows the frequency distribution of post-test in control class. That are from core 53 in the lowest score until 76 in the highest score.

The data indicated that the range of scores for the students' pre-test was 52 to 70. Three students had the lowest score of 52, while one student received the highest score of 70. The post-test scores of the students range from 53 to 76. One student had the highest score of 76, while another student received the lowest score of 53.

3.3. Discussion

The design of this study was experimental research. The two groups consisted of the experimental class and the control class. The researcher conducted pre-tests on both the experimental and control groups. Subsequently, he conducted three treatments in the experimental class. The researcher employed the dyadic essay technique in each meeting to facilitate the

teaching and learning of writing descriptive texts. Following a therapy, a post-test was administered by the researcher.

A post-test was administered to determine how the results of the students differed before and after the researcher administered the treatment. The dyadic essay technique, in general, enhances the appeal, enjoyment, significance, effectiveness, and success of learning. When a researcher provides a technique, students are more likely to think critically. In addition to its educational benefits, the dyadic essay style fosters cooperation between students and their partners. Their partner's sample questions and answers can provide them with fresh ideas for describing the subject matter in their own writing. Collaborating facilitates the generation of fresh ideas as they will be aware of the details that they have yet to include in their essay. The dyadic essay methodology serves as a remedy for students' distaste for the dry approach to learning. They are able to speak with their spouse. In order to identify and fix any errors in their essay, they can also ask for advice. At that point, their essay writing skills will improve.

In the control group, the investigator did not provide any treatment. The researcher used a classroom discussion approach similar to what teachers do to help kids learn on a regular basis. When the researcher used this strategy, the students didn't seem to be interested in what they were studying. During the class discussion, the students divided into groups of four to five people. Because they are chatting with their buddies outside of the topic essay, the students are more crowded in this instance. When the discussion approach is introduced, the students often become a little rowdy and disturbance-prone. Some students are frightened by strong participants and feel unable to express what they mean. They also fear making a mistake if they participate in class, so they remain silent.

The result was in line with the research which has been conducted by M. Ali Ghufron in 2012 from Sebelas Maret University Surakarta. And also the research that has been conducted by Dian Indah Marantika Putri in 2015 from Sebelas Maret University Surakarta. They concluded that dyadic essay technique can improve students writing ability. Finally the researcher concluded that the use of dyadic essay technique in teaching writing ability at the tenth grade students of Islamic Senior High School 2 Karanganyar is significantly effective and different with students taught by using classroom discussion. The students of experimental that is given a treatment got better score than the students of control class that is not given a treatment.

4. Conclusion

The students who used the dyadic essay technique performed better than those who only had classroom discussions. The goal of this study is to determine if teaching writing skills to first-grade students at Islamic Senior High School 2 Karanganyar is better accomplished through the use of dyadic essays or through classroom discussions. There are differences writing score taught by dyadic essay technique and classroom discussion. The students were taught by using dyadic essay technique have better score than classroom discussion in teaching writing ability.

The teaching and learning process can function more smoothly when the dyadic essay technique is used. Students can develop their writing skills, particularly when it comes to descriptive texts. Additionally, by using this strategy, students can write more creatively while creating essays that contain descriptive material. Students find it easier to convey their ideas and feelings in essays. They can share ideas because this method of learning involves collaboration.

By exchanging model questions and answers, they can learn from each other's blunders and pick up fresh ideas. Additionally, by using this strategy, more people become involved in the process, have more fun, and feel more confidence about their ability to write an excellent essay. The dyadic essay style makes it simple for students to compose descriptive texts.

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