THE IMPLEMENTATION OF DYADIC ESSAY TECHNIQUE TO IMPROVE WRITING COMPETENCE FOR STUDENT INFORMATION SYSTEM PROGRAM

Marginingsih
STMIK Duta Bangsa Surakarta

ABSTRAK

This research is to describe the implementation of learning writing through Dyadic Essay technique. The approach used in this study is a qualitative and quantitative approach. Design research is Classroom Action Research (CAR). This research is carried out in three cycles: cycle 1, cycle 2 and cycle 3. Data collection techniques are using test and non test. Data test includes writing text expository, while nontest includes form and questionnaire. The Population from this study is the student of Information Systems STMIK Duta Bangsa Surakarta at the first semester of the academic year 2014/2015.

The result of the research shows that dyadic Essay is able to improve students' writing competence in writing structure expository text and classroom climate. Related to the structure of the text expository. The mean score of writing also improves from 66.25 to 80.7. Meanwhile, the improvement of classroom climate is indicated from: (1) writing activities are not so monotonous and more challenging; (2) the class is becoming an active class; and (3) the students are able to cooperate well with their group. Thus the application of Dyadic Essay can improve writing competence and classroom climate student of Information Systems at the first semester STMIK Duta Bangsa Surakarta.

Keywords: Dyadic Essay, writing, Text expository

Introduction

Writing as one of English skills is difficult because writing needs process. As Murcia (2000:161) suggested that: "Writing skill is often perceived as the most difficult skill since it requires a higher level of productive language control than other skills. In addition Badger and White (2000) stated that: "..because writing is so difficult, teacher should apply termed the process genre approach. This approach allows students to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, revision, and editing."

Dyadic Essay is one of the collaborative teaching techniques that students should be able to write as well answer the question of reading assignments or other material content. From previous research conducted by Aghbar, et.all (1992) in which the students of English as a second language showed that students obtain good results in writing by using the technique of Dyadic Essay. Meanwhile, M. Ali Ghufron (2012) suggested that the Dyadic Essay technique is an effective technique in teaching writing, especially for students with high creativity.

Problem Identification

Based on the above background, problem identification in this research is in which extent the implementation of Dyadic Essay technique is able to improve writing competence for student Information Systems program?

Objective of the Study.
1. Identify improvement in the students' writing competence structure expository text through Dyadic Essay.
2. Describing the classroom situation when Dyadic Essay is applied

Review Literature
Concept of Dyadic Essay

Dyadic Essay is an adaptation of Dyadic Essay Confrontation (DEC) developed by LW Sherman. Collaborative technique type Dyadic Essays (Writing Essay Pairwise) is a technique that focuses on writing from Elizabert E. Barkey, K. Patricia Cross, and Claire Howel Major (2005 : 246). The model of learning is to train students in an integrated manner through the process of reading and then pour in written form to make questions to explore the main idea of a discourse / particular matter and provide a response to the discourse / specific material.

Dyadic Essay is conditioned to activate students so it gives opportunities for students to improve their understanding of the learning material. The steps of this technique, such as, brainstorming, exchange of information and arguments that took place in learning and teaching process by asking each student question in turn and prepare for the answer.

Writing Competence

According to Mulyasa in the book Teaching Profession (2011: 22) derived from the English language competence "competency" means the skills, abilities and powers. A person competent in certain if mastered the ability to work in a particular field. While Rusmajadi (2010: 229) stated that writing was a complex process in which the authors perform a variety of ideas and the development of these ideas become a reality.

Writing Structure

There are several theories about the structure of the text writing / essay. Duniaesai 2009 in kuncoro (2009: 30) states that the writing structure is composed of four kinds:
1. Descriptive essay
   This essay describes the structure of a person, place, or thing. This paper includes details of which are presented in a specific order that makes the reader visualizing a subject.
2. Expository essay
   This essay describes the process, comparing / contrasting two things, the identification of cause and effect, divide and classify or define
3. Narrative essay
   This essay describes the idea in order of time.
4. Dokumentatif essay
   This essay provides information based on a study under a particular institution or authority.

Expository Essay

As stated in Duniaesai above that expository text/essay is part of a structure that describes process, compare / contrast two things, the identification of cause and effect, divide and classify or define.

Research Method

1. Place of the Study
   The writer conducted the study in STMIK Duta Bangsa Surakarta, Jl. Bhayangkara No. 55 Surakarta.
2. Population and Sample
   a. Population
      In this study, all population is student of Information Systems Program at the first semester of the academic year 2014/2015 STMIK Duta Bangsa Surakarta which consists of three classes.

b. Sample

The number of sample in the study was taken from Information System class (A-3) consisting 30 students.

3. Variable of the Study

Variables of this study are:

a. Independent variables : Writing competence
b. Dependent variable   : Dyadic technique Essay

4. Research Design

This study design is Class Action Research is composed of four phases: planning , action, observation, and reflection.

5. Technique of Data Analysis

a. Quantitative Data

To analyze the quantitative data, researchers used a pre-test and post-test at the end of each cycle. Individual student grades calculated using the following formula:

$$\frac{Gained-Score}{Max-Score} \times 100$$

To know the results of the study, researchers used the following formula:

$$M = \frac{\sum X}{N}$$

In Which :

M   : Mean
$\sum X$: Number of score
N   : Number of student

b. Qualitative data

Qualitative data were analyzed using the Constant Comparative Method as suggested by Glaser and Strauss (1980: 105). There are four steps: (1) Comparing incidents call now applicable to the category; (2) integrating categories and Reviews their properties; (3) delimiting the theory; and (4) writing the theory.

Research Finding and Discussion

A. Situation Prior to the Research

Table 1. The Score of Writing Pre-test

Aspects		Maximum score	Pre-test			
			Rater I		Rater II	
			raw	Std	Raw	Std
1.	Content	30	17.6	58.7	17.6	58.7
2.	Organization	20	14.0	70	14.4	72
3.	Vocabulary	20	13.4	67	13.6	68
4.	Language Use	25	16.2	64.8	16.5	66
5.	Mechanics	5	4.6	92	4.6	92
Total		**100**	**65.7**		**66.7**	
			66.2			

Table 2. The Mean Scores of Writing Pre-test

Aspect of Writing		Mean Score	
		Raw score	Standard score
1.	Content	17.6	58.7
2.	Organization	14.2	71
3.	Vocabulary	13.5	67.5
4.	Language Use	16.35	65.4
5.	Mechanics	4.6	92
	Total		**66.25**

B. Research Implementation
1. Cycle 1
a. Student's Writing Competence

There is improvement in student's writing competence as shown on table 3.

Tabel 3. The Mean Score of Writing Student's Improvemet in Cycle 1

	Pre-test				Post-Test 1			
Aspects	**Rater I**		**Rater II**		**Rater I**		**Rater II**	
	Raw	**Std**	**Raw**	**Std**	**Raw**	**Std**	**Raw**	**Std**
Content	17.6	58.7	17.6	58.7	18.9	63.0	18.6	62.0
Organization	14.0	70	14.4	72.0	15.2	76.0	15.5	77.5
Vocabulary	13.4	67.0	13.6	68.0	15.3	76.5	15.5	77.5
Language Use	16.2	64.8	16.5	66	18.2	72.8	17.1	68.4
Mechanics	4.6	92.0	4.6	92	4.8	96.0	4.83	96.6
Total	**65.8**		**66.6**		**72.4**		**71.6**	
	66.25				**72.0**			

b. Class Situation

The situation class prior to the implementation of Dyadic Essay are: (1) students do not like to write, (2) they assume that the five aspects of the writing was difficult, (3) they are still difficult to use conjunctions, (4) they say that writing activities in classroom not challenging and interesting, (5) they find it hard to start writing, (6) most of them also believe that the act of writing is dominated by a clever student.

Meanwhile questionnaire results after Cycle 1 can be concluded that 60% of students agreed that if the materials used in learning by using dyadic Essay writing and the use of conjunctions when writing easy to understand. But some students said that the lecturer explain and give instruction to do Dyadic Essay activity unclear and write English in good content is difficult.

Tabel 4. Observation Form (for students) Cycle 1

No	Activity Type & Description	Percentage of 30 respondents in meeting		
		1	2	3
1	Showing the interest and enthusiasm in joing the Dyadic Essay activities	14 (46.6 %)	16 (53.3 %)	18 (60 %)
2	Actively involved in group/pairs	10 (33.3 %)	15 (50 %)	15 (50 %)
3	Actively involved in class discussion	10 (33.3 %)	15 (50 %)	20 (66.6 %)
4	Actively using internet to search information	10 (33.3 %)	15 (50 %)	17 (56.6 %)
5	Actively reading book at library to find information	5 (16.6 %)	5 (16.6 %)	8 (26.6%)

2. Cycle 2
1) Student's Writing Competence

Tabel 5. The Mean Score of Student's Writing Improvement in Cycle 2

Aspects	Pre-test				cycle 1				cycle 2			
	Rater I		Rater II		Rater I		Rater II		Rater I		Rater II	
	Raw	Std	Raw	Std	Raw	Std	Raw	Std	Raw	Std	Raw	Std
Content	17.6	58.7	17.6	58.7	18.9	63.0	18.6	62.0	20.6	68.7	21	70.0
Organization	14.0	70	14.4	72	15.2	76.0	15.5	77.5	16.8	84.0	16.7	83.5
Vocabulary	13.4	67	13.6	68	15.3	76.5	15.5	77.5	16.5	82.5	16.7	83.5
Language Use	16.2	64.8	16.5	66	18.2	72.8	17.1	68.4	18.4	73.6	18	72.0
Mechanics	4.6	92	4.6	92	4.8	96.0	4.83	96.6	4.8	96.0	4.9	98.0
Total	**65.7**		**66.7**		**72.4**		**71.6**		**77**		**77.3**	
	66.25				**72**				**77.2**			

2) Class Situation

Classroom Situations questionnaire taken from the data and observations (qualitative data). The results of the student questionnaire after cycle 2 shows that most of the students like learning to write through Dyadic Essay techniques. Besides, they assume that the technique DE easy to do. The material in dyadic Essay is interesting. DE assists them in learning to write. Most of the students agreed if the lecturer can implement Dyadic Essay on learning writing for future.

Tabel 6. Obervation Form (for students) Cycle 2

No	Activity Type & Description	Percentage of 30 respondents in meeting		
		1	2	3
1	Showing the interest and enthusiasm in joing Dyadic Essay activities	16 (53.3 %)	18 (60 %)	20 (66.6 %)
2	Actively involved in group/pairs	15 (50 %)	18 (60 %)	20 (66.6 %)
3	Actively involved in class discussion	12 (40 %)	17 (56.6%)	20 (66.6 %)
4	Actively using internet to search information	12 (40 %)	18 (60 %)	20 (66.6 %)
5	Actively reading book at library to find information	6 (20%)	8 (26.6%)	10 (33.3%)

3. Cycle 3
1) Student's Writing Competence

There is improvement in each aspect of student's writing competence as shown on table 7.

Table 7. The Mean Score of Student's Writing Improvement in Cycle 3

Aspects	Pre-test				Test in Cycle 1				Test in Cycle 2				Test in Cycle 3			
	Rater I		Rater II		Rater I		Rater II		Rater I		Rater II		Rater I		Rater II	
	Raw	Std	Raw	Std	Raw	Std	Raw	Std	Raw	Std	Raw	Std	raw	Std	Raw	Std
Con	17.6	58.7	17.6	58.7	18.9	63.0	18.6	62.0	20.6	68.7	21	70.0	22.9	76.3	23	76.7
Org	14.0	70	14.4	72	15.2	76.0	15.5	77.5	16.8	84.0	16.7	83.5	17.3	86.5	17.3	86.5
Voc	13.4	67	13.6	68	15.3	76.5	15.5	77.5	16.5	82.5	16.7	83.5	17.2	86.0	16.9	84.5
Lang Use	16.2	4.8	16.5	66	18.2	72.8	17.1	68.4	18.4	73.6	18	72.0	18.6	75.6	18.5	74.0
Mec	4.6	92	4.6	92	4.8	96.0	4.83	96.6	4.8	96.0	4.9	98.0	4.9	98.0	4.8	96.0
Total	65.7		66.7		72.4		71.6		77		77.3		80.8		80.6	
	66.25				72				77.2				80.7			

2) Class Situations

Class situation in the third cycle is also increased. The result is taken from questionnaire data and observations. The results of the questionnaire after the third cycle showed that most of the students like learning to write through Dyadic Essay techniques. Besides, they assume that DE is easy to do. The topic in Dyadic Essay is interesting. DE assist them in learning to write. Most of the students also agreed that if the lecturer can implement Dyadic Essay on learning writing for future.

Table 8. Observation Form (for student) Cycle 3

No	Activity Type & Description	Percentage of 30 respondents in meeting		
		1	2	3
1	Showing the interest and enthusiasm in joing the Dyadic Essay activities	20 (66.6)	22 (73.3 %)	25 (83.3%)
2	Actively involved in group/pairs	18 (60 %)	20 (66.6 %)	23 (76.6 %)
3	Actively involved in class discussion	13 (43.3%)	18 (60 %)	22 (73.3 %)
4	Actively using internet to search information	12 (40 %)	20 (66.6 %)	22 (73.3%)
5	Actively reading book at library to find information	8 (26.6%)	10 (33.3%)	12 (40%)

Discussion

1. The Implementation of Dyadic Essay Improve Student's Writing Ability.

Dyadic Essay techniques can improve the writing skills of students, especially in the writing structure expositori text that describes the comparison / contrast, division of ideas, and cause and effect. DE gives students the opportunity to develop the idea . They look for the data / information / facts from books, the internet or other sources to support the topic in group. Hyland (2003: 15) said that: " Content-oriented can be tailored to students at different proficiency levels by varying the amount of information provided. For example students can be required to collaborate in collecting and sharing information as a basis for composing."

2. The Implementation of Dyadic Essay Improve Class Situation

In Dyadic Essay, class works in groups. According to Myers (2011: 5): "Cooperative learning, by its very nature, invites students to become active learners". During the implementation of Dyadic Essay, when lecturee give writing assignments, all members of a group work together to achieve the goals. Students also develop social skills, including cooperative skills. Nudee et.al (2010: 3) explains that: "In cooperative learning methods, group members not only develop language skills but also interpersonal, leadership, decision making, trust building, and conflict resolution skills".

Conclusion

Based on the results of research and discussion it can be concluded that the implementation of Dyadic Essay improve student's writing skills, especially in the structure of the expository text. Students are given many opportunities in the process of writing. They are able to develop more ideas and information, and interact with members of the group. It produces a better quality and quantity essay. Students are more confident in writing and improve their understanding of writing. The ability aspects of writing has also increased. Students produce a better idea of the composition. They are also able to construct a sentence properly and errors in grammar usage is reduced. They are aware of the use of punctuation and spelling. Their writing is easy to understand. While Dyadic Essay also improve classroom situation. Writing activity becomes variety. Students showed enthusiasm and involvement during writing activities. Classroom atmosphere is more lively. In addition, they develop social skills.

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