

**TEACHING WRITING AN ANALYTICAL EXPOSITION TEXT TO
SENIOR HIGH SCHOOL STUDENTS THROUGH
THE DYADIC ESSAY TECHNIQUE**

Paper

*Submitted as a Partial Fulfillment of the Requirements for Strata One (S1)
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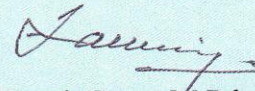
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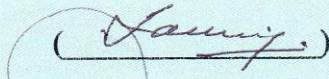

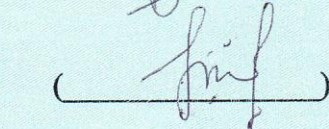
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Dengan ini menyatakan bahwa Tugas Akhir Makalah saya dengan judul *Teaching Writing an Analytical Exposition Text to Senior High School Students through the Dyadic Essay Technique* adalah benar merupakan hasil karya saya dan bukan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan Negara.

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ABSTRAK

Siska, Dia Foni Haries. 2015. "Teaching Writing An Analytical Exposition Text to Senior High School Students through the Dyadic Essay Technique". *Paper*. Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Menulis dalam bahasa Inggris merupakan kegiatan yang membosankan dan paling tidak disukai para siswa. Padahal, menulis adalah salah satu keterampilan bahasa dalam kurikulum pendidikan pada tingkat Sekolah Menengah Atas (SMA). Ini disebabkan karena kurangnya kosa kata dalam bahasa Inggris yang dikuasai para siswa, sehingga mereka mendapat kesulitan dalam memahami kosa kata tersebut dan menuliskannya. Mempelajari bahasa Inggris selama di jenjang pendidikan Sekolah Dasar dan Sekolah Menengah Pertama saja tidak cukup untuk membuat para siswa mahir menulis dalam bahasa Inggris, tanpa mempraktikkannya kedalam kehidupan sehari-hari. Oleh karena itu, teknik pengajaran guru sangat perlu diperhatikan untuk memotivasi para siswa dalam menulis dalam bahasa Inggris.

Teknik-teknik yang telah dikembangkan oleh para ahli pendidikan untuk membantu guru mengatasi masalah tersebut sudah banyak, salah satu di antaranya adalah teknik *the Dyadic Essay*. *The Dyadic Essay* merupakan salah satu teknik dalam *Collaborative learning technique*. Dinamakan dengan *the Dyadic Essay* karena siswa bekerja secara berpasangan. Pada teknik ini siswa membuat pertanyaan esai dan jawaban berdasarkan bacaan yang ditugaskan. Mereka kemudian secara berpasangan menukarkan pertanyaan esai tersebut dan saling menulis jawaban dari pertanyaan temannya secara spontan. Setelah itu siswa membandingkan jawaban yang telah dibuat dengan jawaban yang diberikan pasangannya. Melalui teknik ini siswa tidak hanya termotivasi untuk memahami materi sebaik-baiknya tetapi juga mengurangi kebosanan karena siswa bekerja secara berpasangan.

Key words: Writing, Analytical Exposition Text, the Dyadic Essay Technique

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Finally, the writer realizes that this paper has some weaknesses. Therefore, the writer expects some constructive criticism and suggestions that can make this paper become much better.

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Dia Foni Haries Siska

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	iv
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	6
C. Limitation of the Problem	6
D. Formulation of the Problem	6
E. Purpose of the Problem	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Writing	7
B. Teaching Writing at Senior High School	9
C. The Analytical Exposition Text	13
D. The Dyadic Essay Technique	17
CHAPTER III THE IMPLEMENTATION OF THE DYADIC ESSAY TECHNIQUE	
A. Preparation	22
B. Implementing the Dyadic Essay Technique in Teaching Process ..	25
C. The Advantages of the Dyadic Essay Technique in Teaching Writing	29
CHAPTER IV CONCLUSION AND SUGGESTION	
A. Conclusion	31
B. Suggestion	32
BIBLIOGRAPHY	36
APPENDICES	37

CHAPTER I INTRODUCTION

A. Background of the Problem

It is difficult for Indonesian students to learn English. Especially for the students who live in the suburb. Having English as a subject seems to be a burden for them because they are involved with English only when they are at school. They cannot learn and use English to communicate like they use their first language in their daily life.

In studying English at school, the aim of Curriculum 2013 says that the students are expected to master four skills: listening, speaking, reading and writing skills. For each of them, a teacher has to find out the appropriate technique to teach her students because the teacher has a very important role to increase students' knowledge through teaching and learning process. In this paper, the writer focuses on writing skill.

By studying writing in the English subject, students will get many advantages. It is supported by Raimes (1983:3) that by practicing writing, it will help the students in memorizing the grammatical structures, idioms, and vocabulary that the teacher has taught to them. Next, the effort to express ideas, the use of eyes, hands and brain is a unique way to reinforce learning.

According to The Association of Teaching English as A Foreign Language In Indonesia (TEFLIN) in a Focus-Group Discussion (FGD) on 2013, based on Curriculum 2013, the texts that will be taught are grouped based on the systemic functional linguistics theory which represents three metafunction of languages: the

ideational metafunction; a language for describing an experience and logic, interpersonal metafunction; a language is used to keep the relationship among people and to change information or things, and textual metafunction; a language is used to write the coherence and cohesive texts. The textual metafunction is focused in teaching writing at senior high school.

Based on Curriculum 2013, there are eleven kinds of monologue text that must be taught by the teacher in teaching writing to senior high school students which exist in the basic competences, they are: the descriptive text, the recount text, the narrative text, the explanation text, the report text, the procedure text, the analytical exposition text, the discussion text, the news item, the review text, and the anecdote text. In this paper, the writer will focus on the analytical exposition texts.

Based on English First forum (Pusat Pendidikan Bahasa Inggris), Analytical exposition text belongs to the type of argumentative texts where the text describes the writer's ideas about phenomenon surrounding in detail. The purpose of the text is try to convince the readers that the topic which is presented is an important topic to be concerned or and to be discussed by people. In an analytical exposition text does not only contain one argument, but may contain some arguments that have the same goal. The examples of this text usually can be found in an editorial news, an advertisement, a pamphlet, and so on.

In this paper, the writer will focus on teaching writing an analytical exposition text. There are some problems faced by both students and the teacher in teaching writing to the senior high school students. One of the examples is in

teaching writing an analytical exposition text. In writing an analytical exposition text, the students should be able to argue their arguments about a case or a topic in written form systematically. So, in order to make a good written form when they practice writing an analytical exposition text based on a specific topic, the students should have a lot of information about the topic that they have learnt. The problem is how can they have a lot of information about the topic given while some students are weak in English. Or sometimes, when the students are given a sample analytical exposition text, they cannot understand and can catch the meaning of that text.

Based on the writer's experiences in doing teaching practice in seventh semester in English Department. Problems faced by the students in writing an analytical exposition text, such as: First, lack of vocabulary. They often have difficulties in writing down their ideas or argue their arguments because they do not have much vocabulary in English to write what is on their mind. Actually they have already thought the vocabulary in Indonesian, but they do not know the vocabulary in English.

The second problem is failure in choosing the appropriate words. They do not know the words which are suitable with what they want to write. In this case, they have already known the words in English but they cannot choose the words that they really mean based on the context of writing. Even though, to make a good analytical exposition text, the students have to use a large number of familiar words in order to help their readers infer the intended meaning. In addition, Doddy, A. et.al (2008:70) defines that the purpose of the analytical exposition text

is to persuade the readers, to make the readers believe something by presenting one side of the argument in the text. So, the ideas mentioned in the text must be really clear.

Also, Failure to use the familiar and appropriate words can cause vagueness, ellipsis and ambiguity in some writings. This is supported by Byrne (1993:3) that the writers have to ensure that the choice of words, sentence structure, and other cohesive devices are correct for conveying their message.

The third problem is difficulty in organizing ideas in English. It often happens that the students have the ideas in Indonesian language in writing but they do not know how to organize them into English. They do not know how to start their writing, connect each ideas and combine them into good paragraphs in English.

The fourth problem is grammar. Most students are very weak in grammar. It seems like it is difficult for them to memorize it because when they write in Indonesian, they do not need to pay attention to the grammar like writing in English. As a result, many products of their writing are grammatically incorrect.

The fifth problem is lack of interest in writing. Most students admit that they often feel bored when they are asked to write. It happened because they have to think and write in English while they do not know vocabulary in English. When the students lose their interest in writing, they will have less writing practice; therefore it will be very difficult for the students to reach high writing achievement.

In addition, the lack of interest in writing can be caused by the technique used by the teacher in teaching writing. The teacher cannot find the appropriate technique in teaching writing based on the students' needs. The teacher should pay attention to the learners (are good in English or not), the schools (in the suburb or in the downtown), the time for teaching (in the morning or afternoon) before the teacher chooses the technique in teaching writing in order for the students can learn it easily.

Considering the previous problems, the teacher should use interesting teaching techniques to create a fun class in order to make the students motivated to write an analytical exposition text so that they will not get bored anymore. One of the techniques is the *Dyadic essay technique*.

The Dyadic essay technique is one part of *Collaborative learning technique* (CoLT). It is named Dyadic because the students work in pairs. The Dyadic essay technique allows the students to identify the main point of the text or video of the material given. Next, they have to make essay questions based on their understanding about the material. Then, they exchange their questions in pairs, and answer the questions spontaneously. After that, they compare their answer each other. By comparing their answer to each other, it will enhance critical thinking, organization, revision, confidence in writing, and attention to prewriting and awareness of their own writing processes. Finally, in pairs they write a new text based on the material that they have learnt.

Therefore, the writer proposes to use the Dyadic Essay technique to teach writing analytical exposition texts to senior high school students. This technique is

appropriate to teach argumentative texts; an analytical exposition text because in applying this technique the students are really demanded to think critically to make essay questions and also for the answers. So, if this technique is applied in teaching writing analytical exposition texts, it is expected that the students can analyze problems by using their rational-criticism.

B. Identification of Problem

Based on the background of the problem above, there are some problems faced by students in writing. They are lack of vocabulary, failure in choosing the appropriate words, difficulty in organizing ideas in English, weak in grammar, and lack of interest in writing.

C. Limitation of the Problem

This paper will focus on teaching writing an analytical exposition text by using the Dyadic Essay Technique to Senior High School Students.

D. Formulation of the Problem

Based on the limitation of the problem above, the problem is formulated as follows: How is the implementation of teaching writing an analytical exposition text by using the Dyadic Essay Technique to Senior High School Students?

E. Purpose of the Paper

The purpose of this paper is to explain how English teacher can teach writing an analytical exposition text by using the Dyadic Essay Technique to Senior High School Students.

CHAPTER IV CONCLUSION AND SUGGESTION

A. Conclusion

The Dyadic Essay technique is an alternative technique in improving students' writing interest and ability. This technique can be helpful for the teacher to create good teaching and learning atmosphere since it keeps the students engaged with the material to fulfill their curiosity. This technique is better to use in teaching longer monologue texts.

Teaching writing an analytical exposition text by using the Dyadic Essay technique is done through three stages: Pre-teaching activity, Whilst-teaching activity, and Post teaching activity. Pre-teaching activity is done at the beginning of the class. The main point of pre-teaching activity is to give students' background knowledge about the text and build their confidence.

The second stage is Whilst-teaching activity. There are five phases that should be followed by the teacher: observing, questioning, exploring, associating, and communicating. *First*, Observing, the teacher shows the pictures, video or other media that related to the lesson on that day and the students find and observe the information based on the material given to activate the students' background knowledge. *Second*, Questioning, the students are expected to ask questions about what they do not understand from what they have observed. It can be questions to obtain additional information about what they have observed. *Third*, Exploring, each student is required to practice what they have learned from the activity before. The teacher guides the students in practicing and developing their knowledge and their skills. *Fourth*, Associating, the students try to analyze and

evaluate the result of the activity that they have done before. In this activity, the teacher gives feedback to the students' work. *The last*, Communicating, the students present their writing in front of the class or put it on the school magazines.

Therefore, the last stage is post-teaching activity that is very necessary, the teacher leads the students to reflect the lesson they get from Whilst-teaching activity.

B. Suggestion

Based on the conclusion above, the writer gives some suggestions for the senior high school teachers in using the Dyadic Essay technique as follow:

The teacher is suggested to apply the Dyadic Essay technique optimally. If this technique is applied optimally, all of the students participate in it, it will be easy for the teacher in explaining the lesson, because it will promote critical thinking by requiring students to confront different ideas, so that the students will understand the material better.

The teacher is suggested to be more creative. For example, they have to find interesting topic which is in line with the curriculum and can help the students in using their own imagination related to the topic, so that the material about the narrative text can be understood easily by the students.

The teacher is suggested to make sure that all students are involved and participate in the performance.

The teacher is suggested to use simple language so it will be easy for them in understanding the text. However, in this suggestion the teacher should pay

attention to the students (are good in English or not) and the schools (in the suburb or in the downtown) before the teacher chooses the technique in teaching writing in order for the students can learn it easily.

The teacher is suggested to ask the students about the difficult words often, in order to help them in understanding the material easily and quickly.

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