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**PROGRAM STUDI TADRIS BAHASA INGGRIS (T-INGGRIS) JURUSAN
TARBIYAH**

INSTITUT AGAMA ISLAM NEGERI (IAIN) KUDUS

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FOREWORD

Our deep gratitude goes to the presence of Allah SWT who has given us strength and ability, so that we can publish JETLI: Journal of English Teaching and Learning Issues at English Studies Program IAIN Kudus.

This edition contains about theoretical and empirical studies in the field of English, especially on education, teaching and linguistics. Observers of English education have contributed in this journal, both from within and outside of IAIN Kudus. Hopefully the scientific treasury in this journal is useful for the implementation of English education that develops and integrates the linguistic, Islamic, scientific, and professional educators, and competitive aspects.

With the publication of the Journal of JETLI, it is expected that the input and constructive criticism from the academic community and the various competent parties, so that the next issue will be better and better quality.

Finally the editorial team expressed gratitude to the lecturers, editors and related parties who participated in the publication of this journal.

Journal team

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Dyadic Essays: Enhancing Students' Paragraph Coherence in Imaginative Writing

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ABSTRACT

This research aims to find out what improvement dyadic essay technique results in solving the problem of paragraph coherence of students' imaginative writing. To describe how dyadic essay motivates students in doing teaching learning activity of imaginative writing in classroom. The approach used in this research is a classroom action research. The action research was conducted in two cycles, there were 4 meetings in each cycle. In collecting the data, the researcher used observation, questionnaires, interviews, and field notes as the qualitative data, and test for the quantitative data. The researcher also analyzed the mean score of each test to find out the improvements of students' paragraph coherence in imaginative writing after the action was conducted. The mean scores of the test result are 67.42 for the pre-test, 78.09 for the post-test in cycle 1, and 86,18 for the post-test in cycle 2. By reading the texts and watching the videos, the students get the stimulus about the story what they want to write, after making a question and making the model response, and the last the students continue the story by developing the response. They can easily finish their story until the end by their own imagination. They can also write better coherence within and between paragraphs based on the aspects of paragraph coherence. The students were motivated in doing teaching-learning of imaginative writing in classroom. It was proven that the students felt enthusiastic in reading text and watching video and the students' activeness during the teaching learning process.

Keywords:

dyadic essay, paragraph coherence, imaginative writing.

Introduction

Writing is one of important subjects that must be learned by the students. By writing they can present their ideas in the written form as writing is a means of communication. For the students in English department, writing subject is very important because it is a basic for them to write an article, a journal or even a thesis. The students must have good achievement and also have good ability in writing skill.

Writing is a complex activity since it requires students' comprehensive abilities such as mastering grammar, vocabulary, and punctuation. Besides, to write well, the students are expected to be able to present their ideas in the written form as writing is a means of communication. However, some think that writing is not only delivering ideas to others but also using a sheer energy to complete the writing process itself: thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final outcome.

Fegerson and Mickerson (1992: 7) state that writing is a skill that is acquired through study. Writing is one of English skills that should be taught integrated, but it is regarded as the most difficult language skill to learn for learners. It is often perceived as the most difficult language skill since it requires a higher level of productive language control than the other skills. In fact, the students are not capable to make a good writing. The reason that they cannot make a good writing is caused by poor grammatical system in arranging sentence structure, tenses and sentence coherence. Nunan (2003: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. It indicates that the learners are expected to explore their ideas and make them into good paragraph with many expressions that they use when they write in exploring ideas. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbols or an email message.

At the third semester of English department, writing skills are taught to acquire the ability of creating texts in the form of

narrative essay. It is for increasing students' ability based on the previous material. On the previous material, students got kinds of text and make some of the texts. Among those texts, the narrative text such as a short story is the most familiar to students as it is easily found and has already been taught many times. Therefore, it is believed that the students have already had basic writing skills in creating texts of stories. It is developed further in the third semester, that they must write creatively the material which has been teaching in the third semester that is about essays.

In essay, the students must be careful in the coherence of the paragraph, because it is important thing to know the meaning and the relation between the sentences. Coherence means establishing a relationship between the ideas in a paragraph. It brings about a rationale in the arrangement of the ideas which are introduced either in the chronological order or in the order of importance. In other words coherence in a paragraph is the technique of making words, phrases, and sentences move smoothly and logically from one to the other also each sentence relates clearly to the topic sentence or controlling idea into a logical sequence.

A paragraph can be said that each sentence flows smoothly into the next without obvious shifts or jumps. According to Hacker, D, on her article 3rd ed. stated some aspects of coherence, they are as follows:

- a) Repeat key words or phrases; particularly in paragraphs in which you define or identify an important idea or theory, be consistent in how you refer to it. This consistency and repetition will bind the paragraph together and help the reader understand your definition or description.
- b) Create parallel structures; parallel structures are created by constructing two or more phrases or sentences that have the same grammatical structure and use the same parts of speech. By creating parallel structures, you make your sentences clearer and easier to read.
- c) Be consistent in point of view, verb tense, and number; consistency in point of view, verb tense, and number are subtle but important aspects of coherence. If you shift from

the more personal you to the impersonal one, from past to present tense, or from a man to they, for example, you make your paragraph less coherent. Such inconsistencies can also confuse your reader and make your argument more difficult to follow.

- d) Use transition words or phrases between sentences and between paragraphs; transitional expressions emphasize the relationships between ideas, so they help readers follow your train of thought or see connections that they might otherwise miss or misunderstand. The following paragraph shows how carefully chosen transitions (underlined) lead the reader smoothly from the introduction to the conclusion of the paragraph.

According to American University journal, 2009, there are some aspects of paragraph coherence, they are as follows;

- a) Chronological sequence. This is useful for describing a sequence of events.
- b) Modified chronology. Sometimes a major idea presented early in a paragraph can be supplemented with necessary background information.
- c) Spatial position of different objects. This method is useful for description.
- d) 'Conversation' between different experts. By moving between a series of key positions, a writer can establish a sense of dialogue and develop a complex argument.
- e) Logical form of argument. Some form of logical proof, like a syllogism, can serve as the basis for order.

Based on the some aspects mentioned above, it can be concluded that there are some aspects to make paragraph coherence, they are:

- a) Using chronological sequence in describing sequence of events.
- b) Repeating key words or phrases that will bind the paragraph together and help the reader understand the definition or description.
- c) Creating parallel structures to make the sentences clearer and easier to read.

- d) Be consistent of point of view, verb tense, and number in making paragraph coherence.
- e) Use transition words or phrases between sentences and between paragraphs.

However, based on the pre-research held in UNISKA Kediri at the third semester, it has been found that many students have problems in writing essay texts especially in imaginative essay. It can be known from five indicators below. The first indicator is from the grammatical error. The error can be seen from the usage of tense, agreement, and structure. The problem relates to tenses, some of the students still get difficulties in application the tenses, sometimes they confused in using tenses, they should write about the past time, but they still write in present time. Also for the agreement, they use present time agreement their writing indicate in past time in single and plural noun. Structure is the next problem for students. Most of the students get some mistakes in structure as like on a run-on sentence, and a choppy sentence.

The second indicator is students also get difficulty in content that students must have ability to think creatively and develop thoughts, excluding all irrelevant information. But the fact the students get difficulty in developing thoughts, sometimes they always repeat their writing and they have problem especially in sentence coherence. The problem is they seem confuse in writing their ideas into some paragraph. Some of them cannot arrange their writing related to other sentence or paragraph before. The students must write the title relate to the topic which means they have a problem in organizing their ideas into good and precise titles. They also have constraints in ordering the events together with conflicts to arouse suspense. They are lack of supporting evidence to build up conclusion of the story by the absence of a number of events sequenced orderly./

The third indicator is organization students must have a logical order of sentence presented so that the arrangement of the sentences makes sense. Based on the pre-research, some of the students get difficulty in building character, the conflict in the story and they have no more idea in providing the story with the plots of the story. The fourth indicator concerns with

difficulties in using sentences styles and choosing appropriate words to describe ideas of the story. It happens as because the students tend to formulate the target language using their first language rules. As a result, the students make poor style sentences and diction.

The fifth indicator is in mechanic problem that the aspect is related to the ability to use correctly those conventions peculiar to the written language, counting punctuation, capitalization, and spelling. In fact, the students' problem covers spelling and punctuation mistakes. The mistakes include the mistype of verbs in the past and participle forms, missing comas, full stops, and capital letters.

Having those difficulties of writing skills above, the students then consider that writing is the most difficult English subject. As they think that writing is difficult, surely it affects the class situation in learning English writing. To overcome the students' difficulties in writing skills, the teacher needs to teach writing emphasized on affective skills than cognitive skills. The teacher should not begin from cognitive areas because the students' need to improve their skill by practicing. The teaching of writing skills should begin from the using of language in expressive and imaginative ways; that is from affective area.

Furthermore, the teacher should apply a technique that contains strategies keeping the learning process smoothly, so that the teacher can handle the students' problems with the classroom situation. Also the activities and tasks can direct their knowledge working with the learning topic, and media, so feel interested in exploring learning events of writing.

Writing is not only a process of exploring the ideas but also it can produce some imaginative in writing based on the skill that students have. Brown (2001: 335) states that written products are often the result of thinking, drafting, and revising procedures that require specialized skill, skill that not every speaker develops naturally. It means that when the students doing something in written. In written product it involves thinking, drafting, and procedure based on their skill naturally and imaginatively. Writing needs thinking that focuses students

on how to generate ideas. Skills are also important in writing activity.

To teach imaginative writing especially on narrative essays, short stories, it needs an approach or method in teaching them. By using approach hopefully it can help the students in teaching imaginative writing. Discussing about approach, it is a way of looking at teaching and learning. Underlying any language teaching approach is theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.

The approach that suitable to conduct in teaching imaginative writing is Contextual Teaching and Learning Approach which is applied by the teacher to reinforce their comprehension. It emphasizes learning not only memorizing but constructing knowledge and experience imagination by themselves and not only knows it. Finally Genre-Based Approach can guide the students to produce text by following steps of the written cycle. To make this approach run well when it is applied, the teacher needs collaborative technique in teaching and learning about writing.

The teacher needs to teach imaginative writing skills for the purpose of avoiding the condition that makes the students reluctant to write and enable them to explore ideas from their imagination and experience. Imaginative writing is characterized by originality and imagination rather than truth fullness or standardization of thoughts (Brookes & Marshall, 2004). A writer really uses his imagination freely and the originality of his writing in giving information to someone. While assessing the student for creative writing, they are given space to fabricate the content. The main purpose is always to evaluate their creative writing and cognitive skills. Sharples (1996) also states that imaginative writing requires organization, planning, and discovery of thoughts and it rejects restrained thinking. "Recreating emotional experiences freely in mind" is a fundamental philosophy of creative writing. It is not only freely according to the writer's imagination but also the writer organizes and

planning his imagination when he writes, so the writing can make clear and neat.

The most important aim of the imaginative writing activities is helping students on expressing their feeling and thoughts in original, fluent, interesting way instead of writing boring, repeating and monotonous writings (Temizkan, 2010). On the other hand, Ipsiroglu (2007) orders the aims of the imaginative writing as:

- a) Developing the sense perceptions, evoking the imagination and providing the wholeness of sensation, thinking, perceiving and observing abilities.
- b) Uttering the thoughts, experiments and observations in fictional wholeness.
- c) Improving the abilities of observing, thinking, examining, commenting and criticizing.
- d) Breaking patterns in our head, prejudices, the point of obstruction, finding our language, can say being original, peculiar to me, being single, finding me.

Factors motivating students to become involved in imaginative writing activities include a higher order of thinking, exploration and observation skills, knowledge, a regular habit of reading, innovativeness, a critical eye for things happening around, richness of emotions and experience, sufficient use of information, communication technologies, and diversity of methods (Kucuk, 2007).

In teaching writing especially imaginative writing skills, there are some minimum requirements to be considered by the teacher. First, the teaching technique should enable the students to express ideas easier than before by using media of sounds or pictures. Second, the technique provides materials to limit the students' grammatical errors by building up their own models of writing developed by students. The teacher then proposes stages of writing from first, revised, to final drafts in producing good writing. In this way their errors can be corrected by peer, group work, or the teacher. The students will not afraid anymore to write as they get feedback from eir classmates.

Third, the technique provides a way to eliminate students' mistakes on spelling and punctuation by providing tasks that

gives a chance for the students to correct their mistakes. In this way they will not worry at having mistaken when writing as the teacher has more time to correct their works on group which is easier to do than corrected their works one by one. The teacher helps the students to identify the mistakes from one group work and corrects the mistakes as the model of error correction. After that the students in their group help each other to correct and revise the mistakes they found on their own works as the models.

Fourth, the teaching technique enables the students to organize elements of stories into a complete essay. The teacher can create strategies to organize sentences into paragraphs, join paragraphs together, and organize them into a coherent piece of events after organizing the elements. Fifth, the technique should facilitate the students to use sentences styles, choose appropriate words and making coherences on the sentences with sequences of activities to describe conflicts and suspense of the story vividly. The teacher can motivate them to practice writing as much as can be to create good sentence styles and choice of words applied at certain of the story. To help the teachers in teaching writing, teacher needs a teaching technique that conducts the writing activities, tasks and media in teaching imaginative writing skills. One teaching technique suggested is a dyadic essay technique.

Imaginative essay and formal essays writing treat the writing topic, or question, very differently. They use writing to achieve different objectives and learning when to use a formal essay is the first step toward becoming an effective high school writer. Below according to KC Wade (2011) is some different between formal essay and imaginative essay writing, they are as follows:

Table 1: The difference between imaginative and formal essay

Imaginative Essay	Formal Essay
a. Have a more rigid structure	a. The structure of the paper can be whatever wants it to be
b. Argue questions and use specific details as evidence	b. Explore questions and use specific details to illustrate
c. Write a certain number of page	c. Not required to be within a certain number of pages in writing

d. Forced to write the paper in a certain way; thesis, body paragraphs, and then must make a conclusion and any variation of that	d. Not forced to write the paper in a certain way, means that the thesis, body paragraph, and conclusion or any of that variation
e. Writing freely, not restricted to one topic	e. Restricted to one topic

In imaginative writing, the students really can write freely based on their idea, not restricted in one topic, they also can write as much as, as long as they can without any certain ways and number of page. But they must concern in their sentence coherence in paragraph.

Dyadic Essays is an adaptation of Dyadic Essay Confrontation (DEC) (Sherman, 1995). One of the important uses of this technique is to help ensure that students complete and understand an assignment. Also, because students complete part or even most of the assignment outside class, it leaves in-class time for mastery and processing activities (Millis & Cattel, 1998, p. 134). According to Barkley, Cross, and Major (2005: 246) dyadic essay technique is a kind of collaborative learning technique. The students individually write an essay question and a model answer on a reading assignment, lecture, or other presentation of content. In the next class period, students in pairs exchange questions write a response to the partner's question, and then trades read, and compare model in-class answer. Then, the students write an essay or text based on their model answers they have discussed. After that, the students collaboratively discuss and revise their essay writing. This collaborative learning technique gives students practice identifying the most important feature of a learning activity and formulating and answering questions about that activity. It also gives students an opportunity to rehearse responding to essay questions with the added advantage of having a sample response with which to compare their answers. The students also get the peer revision from their partners. So, they will be able to compare and revise their writing.

Writing a good essay question is a difficult task, and one with which students are often unfamiliar. This collaborative learning

technique will work best when you have spent some time teaching students how to write good essay questions and answers. Consider preparing a handout with guidelines and sample questions and responses that model the level of complexity and depth you expect.

To do the dyadic essay technique, there are some teaching steps to do that. Barkley, et al. (2005: 246-247) states some teaching steps of dyadic essay, as follows: The students individually write an essay question and a model answer on a reading assignment, lecture, or other presentation of content. In the next class period, students in pairs exchange questions write a response to the partner's question, and then trades read, and compare model in-class answer. Then, the students write an essay or text based on their model answers they have discussed. After that, the students collaboratively discuss and revise their essay writing. This collaborative learning technique gives students practice identifying the most important feature of a learning activity and formulating and answering questions about that activity. It also gives students an opportunity to rehearse responding to essay questions with the added advantage of having a sample response with which to compare their answers. The students also get the peer revision from their partners. So, they will be able to compare and revise their writing.

It was obvious that the students found it difficult to collaborate and negotiate in groups of three or four or more. However, it has found that when students write individually, groups of three work well for brainstorming and peer feedback. Therefore, the researchers decided to group the students in dyads for the present study.

This technique, dyadic essays, has some advantages and disadvantage as functional unit of collaborative learning. Sherman (1998: 1) states that in dyadic essay, the students are relying on peers of learning. 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.

While Barkley, et al., (2005: 250) states some disadvantage for this technique; (1) it is possible for the students to learn information incorrectly; (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 questions and answers all of the times, so, the teacher must check the students' work occasionally to help measuring overall accuracy.

Method

The research was conducted in UNISKA Kediri which is located at Jl. Sersan Suharmadji 38, Kediri. UNISKA is one of private university in Kediri, and it is the most favorite university because it's quality. This campus is located in the south of Kediri. The strategic location of UNISKA Kediri makes it easy to reach. It is also near some public areas, such as bank, police station, any other offices, and can be reached by any kinds of land public transportation. The subject of this study was the third semester students of UNISKA Kediri. This semester has 3 classes, 1 regular class and 2 extension classes (A and B class) which are located in second-storey of B building. The researcher took regular as the research. There are 22 students consisting 8 boys and 14 girls. It is a small class.

The method used in this study is classroom action research. The classroom action research is composed of cycles consisting of four steps namely: planning, action, observation and reflections; (1) Planning: how the teacher make the students learn to imaginative writing. The teacher tries to use Dyadic Essay Technique accompanied by pictures or video to help getting ideas and instrumental music to condition class situation; (2) Acting: the teacher applies Dyadic Essay Technique. Every time students do the task activity, it is accompanied by instrumental music to guide them to the right track of learning; (3) Observing: at the same time the teacher observe whether using Dyadic Essay Technique, the students writing skills are improved, whether cartoon pictures and instrumental music can control class situation; (4) Reflecting: the students' skills are improving in

terms of getting ideas to write and wrote into paragraphs, but possibly there are many grammatical mistakes in writing the ideas. Therefore, the next cycle then is done to omit the grammatical mistakes in imaginative writing.

In this study, the researcher used observational and non-observational for collecting action research data, according to Burns (1999:79). Observational techniques is used to find out the situation of the teaching learning process when the techniques is applied and the students' responses and feeling toward learning using the technique. Observational techniques that were used in this research were research diaries or journals, notes or field notes and photographs.

While non-observational techniques in this research, the researcher used writing tests, interviews, and open-ended questionnaires. To collect the observational data, the researcher used some techniques; observation, and school document.

After collecting the data, the next step of the study is analyzing the data. The data are analyzed by qualitative and quantitative data analysis. In analyzing the test score of the written test, a statistical technique is used to find the students' mean score. The data from the test are analyzed in order to prove whether or not teaching writing using dyadic essay technique can improve students' writing skill.

A formula of mean score is proposed by Arikunto (2002: 38). The formulas of the mean score of the cycles test can be calculated with the formulas as follows:

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

Where M means mean score; $\sum x$ means the total score; and N is the number of sample.

To analyze the qualitative data, the researcher applied Constant Comparative Method as suggested by Glasser and Strauss (1980: 105-113) and Moleong (1999: 210). The method consisted of four steps: (1) Comparing incidents applicable to each category. While coding for a category, the researcher compared an incident with the previous ones in the same and

different groups encoded in the same categories, including: (a) students' writing skill, and (b) students' motivation; (2) Integrating categories and their properties. In this process, the researcher compared incidents with other incidents classified into the same category then compared them to the primitive versions of the rules (properties) describing the category. The researcher compared each data of the research from the pre research data to the implementation of action ones; (3) Delimiting the theory. The researcher developed findings and related them to the previous theories. Delimiting began to occur at the level of the theory or construction because less modification was required as more and more data are processed; (4) Writing the theory. In this stage, the researcher constructed theories based on the result of the research findings. The construction of theories was better if those were suggested by the previous related ones. The writing theory related to the previous categories, including: (a) students' writing skill, and (b) students' motivation.

After conducting the cycle 1 by using the dyadic essay technique in making good paragraph coherence, it was concluded that some of students got improvements in making good paragraph coherence. It can be seen from the five aspects of making good paragraph coherence, the students' result score from pre-test and after doing post-test 1 had improved. From the first aspect, only 2 students could describe any events on the timeline in proper order if allowed to referring to it, and there were 5 students could describe any events on the timeline in proper order without referring to it. The second aspect, only 3 students could write the implied key word but has no supporting sentences that relate back to the key word, and there were 6 students could write the stated key word and wrote three or more supporting sentences that relate back to the key word.

From the third aspect, only 2 students who wrote the paragraph that had awkward wording in places with simple sentence structure, and there were 5 students who wrote the paragraph that has clarity, coherence, and good in choosing words, and in using parallel structure of complex and compound sentence. For the fourth aspect, there were 2 students who still

had problem in writing paragraph which had more than ten errors in person, number, tense, voice, and case, and there were 3 students who could write the paragraph which had no errors in person, number, tense, voice, and case. From the last aspect, only 2 students who wrote in using appropriate words and no transitions, and there were 7 students who wrote the paragraph by choosing words and transitions for precise meaning and uses an appropriate level of specificity, and the sentences are varied, well-structured and focused.

The conducting of cycle 2 by using the dyadic essay technique in making good paragraph coherence has done, there were more improvements in making good paragraph coherence. It can be seen from the five aspects of making good paragraph coherence, the students' result score from pre-test and after doing post-test 1 had improved. From the first aspect, there were 3 students could describe 50% of events on the timeline in proper order without referring to it, and there were 12 students could describe any events on the timeline in proper order without referring to it. The second aspect, only 4 students could write the stated key word but only two supporting sentences that relate back to the key word, and there were 18 students could write the stated key word and wrote three or more supporting sentences that relate back to the key word.

From the third aspect, only 1 student who wrote the paragraph that had worded clearly with simple sentence structure, and there were 12 students who wrote the paragraph that has clarity, coherence, and good in choosing words, and in using parallel structure of complex and compound sentence. For the fourth aspect, there were 2 students who still had problem in writing paragraph which had total of six errors in person, number, tense, voice, and case, and there were 17 students who could write the paragraph which had no errors in person, number, tense, voice, and case. From the last aspect, only 1 student who wrote in using general words and transitions and some in appropriate sentences, and there were 11 students who wrote the paragraph by choosing words and transitions for precise meaning and uses an appropriate level of specificity, and the sentences are varied, well-structured and focused.

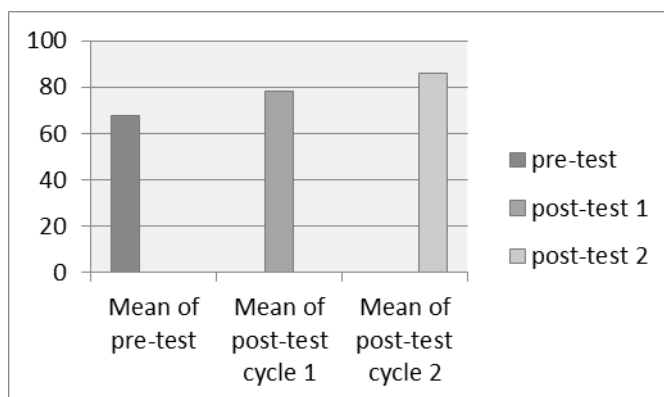
Discussion

The findings were found during the observation of the implementation of the cycles, the results of the post-tests, students' questionnaire and students' interview. After conducting the cycle 2, most of the students can write well just little of them still get mistake in using proper words.

In cycle one, the mean score of the students was increasing. It could be seen by comparing the result of the pre-test and post-test during the implementation of the action. The mean score of the post-test result done at the end of the cycle one was 75.58. It was better than the mean score of the pre-test which was done before the action, 68.22. The improvement of the students writing products, it was influenced by their attitude toward writing during teaching learning process. The students were enthusiastic in reading the text and making a simple question; the students were cooperative in doing exercise; the students had interested in doing writing activities; and the students were persistent in doing the tasks. Those were the students' attitude toward writing.

The test scores in cycle 2 showed the improvement result. The mean score of the pre-test was 67,45, while the mean score of the post-test in cycle 1 was 78,09 and the mean score of the post-test in cycle 2 was 86,18. The results score shows that there are some improvements in students' ability of writing. The students could make paragraph coherence better than in the cycle 1 and were more able to use the tense correctly. It was shown by the students' exercises in their worksheet which had only fewer mistakes. The following graph shows the overall improvement of making good paragraph coherence after using dyadic essay technique was implemented from pre-test, post-test 1, and post-test 2.

Picture 1. The mean score of pre-test, post-test 1 and post-test 2.



Overall, the result of the research showed that there were some improvements. The findings of the results show the positive improvements in students' writing skill and students' motivation toward the teaching learning activity in the classroom. The table below shows the improvements, the strength, and the weaknesses after using dyadic essay technique to make good paragraph coherence.

Table 2. The improvements, the strengths and the weaknesses of using the Dyadic Essay technique at the end of cycle 2

Data sources	After the action of cycle 1	After the action of cycle 2
Observations Interviews Questionnaires	<p>1. The improvements of using the technique from students' writing.</p> <p>a. The students could describe the events clearly in proper order little by little, sometimes they still repeated and but they could arrange their sentences well the events. They have written the setting of their story.</p> <p>b. The students got improvement in writing story, they could repeat</p>	<p>1. The improvements of using the technique from students' writing.</p> <p>a. The students got more improvement in describing the events, almost all students could describe the events in a story clearly and accurately.</p> <p>b. The student got more improvement in repeating key words or phrases in a story. They could state the key words and write three</p>

	<p>the key words or phrases in the story they wrote and they wrote the supporting sentences related to the key word.</p> <p>c. Some students got improvement in creating parallel structure in making paragraph after having treatment and doing the post-test. Other students could improve it just little, they still need more treatment.</p> <p>d. Some of the students got improvement in being consistence point of view, number, and verb tense.</p> <p>e. The students could choose the appropriate vocabulary, use varieties of sentences in opening especially. Even there were still some students did not focus on the story written and choosing words or vocabulary</p> <p>2. The improvements of students' motivation</p> <p>a. Some of students got improvement in positive task orientation; they felt happy when they got task and they found some resources related to the task.</p> <p>b. The students could choose the topic when they wrote freely by their own imagination</p>	<p>or more supporting sentences related to the key word.</p> <p>c. Most of students got more improvement in creating parallel structure and their paragraph had clarity, coherence, and good in choosing words.</p> <p>d. Almost all students had good improvement of being consistence in point of view, number, and verb tense.</p> <p>e. The students had been better in choosing words and transition, the sentences were varied, well-structured and focused.</p> <p>2. The improvements' from students' motivation.</p> <p>a. Most of students got more improvement in positive task orientation; they felt happy when they got task and they found some resources related to the task.</p> <p>b. The students felt more confidence with their score in writing and</p>
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	<p>little by little and they felt more confidence with their score in writing.</p> <p>c. The students could practice their writing skill together with their friends, and they felt easier when they had to write individually and in a group to choose a topic or idea to write</p> <p>d. The students could write by their own imagination and developing their ideas, and they knew how to choose the topic. They also felt happy and enjoy when they had writing subject.</p> <p>e. The students wanted to discuss with others and got improvement in writing score. They felt happy, they said that the technique was very helpful.</p> <p>f. The students could write well and evaluate their own writing.</p> <p>g. The students wanted to do in the classroom and they could develop their ideas in their writing so they could finish it on time.</p>	<p>they could write freely by their own imagination.</p> <p>c. The students could practice their writing skill together with their friends, and they felt easier when they had to write individually and in a group to choose a topic or idea to write.</p> <p>d. The students could write by their own imagination and developing their ideas, and they knew how to choose the topic. They also felt happy and enjoy when they had writing subject.</p> <p>e. The students discussed with others and got more improvement in writing score. They felt happy.</p> <p>f. The students could write well and evaluate their own writing by themselves.</p> <p>g. The students did the task in the classroom and they could develop their ideas in their writing so they could finish it on time.</p>
Test	The mean score of the post-test1: 78,09	The mean score of the post-test2: 86,18
<p>The strengths of using the technique:</p> <p>a. The students gained the new model of text and direct instruction in doing activities</p> <p>b. The students can discuss the activities with their partner</p> <p>c. The researcher helped the students in doing activities of the techniques</p> <p>d. The researcher invited them to discuss about the story, she pointed two</p>		

- or three students before collecting the task
- e. During doing the activities and the task the researcher always helped and guided them
 - f. The students were motivated and interested in teaching learning process

The weakness which still happened:

- a. The researcher could not monitor all the students when they did in pairs.
- b. The researcher could not review the basic grammar and structure more because it took more time

Practically, the use of dyadic essay technique to improve paragraph coherence of students' imaginative writing can be implemented in classroom. It is also implied that during the implementation of using the technique in the teaching learning process.

Conclusion

Using the dyadic essay technique, it helps the students in solving their problems in making good paragraph coherence, the students got improvements in their result test. The improvements are; the students could use chronological sequence in describing sequence of events; the students could repeat the key words or phrases when they write a story; the students could create parallel structure in their writing; the students were consistent in point of view, verb tense, and number; and the students could use transition words between sentences and paragraphs. And also, the students were motivated in doing teaching-learning of imaginative writing in classroom. It was proven that the students felt enthusiastic in reading text and watching video and the students' activeness during the teaching learning process. The result of the post-test in cycle 2 also showed that their writing skill improved because the mean score of the post-test of cycle 2 was higher than the mean score of post-test1 and pre-test.

The next improvement is from the students' motivation in writing class. After doing the treatment in cycle 1 and cycle 2, the students' motivation during teaching activity in the classroom has improved. It can be seen from the data collected that the

students can fulfill the aspects of motivation. Improvements of positive task orientation; Improvements of ego-involvement; Improvements of need for achievement; Improvements of high aspiration; Improvements of goal orientation; Improvements of perseverance; and Improvements of tolerance of ambiguity

The research findings of this action research imply that Dyadic Essay Technique really improve the students' imaginative writing. Furthermore the motivation during learning activity in the classroom improves fabulously. It is also found that the students feel enjoy and interest in applying the technique activities, they pay attention more and submit the assignments on time.

The implications of this action research as follows:

1. Doing this action research, the researcher as a teacher's partner can overcome the problems arises in her writing class. Furthermore the students get a great value in their learning which is writing is enjoyable lesson in English subject.
2. Using Dyadic Essay Technique is strongly suggested. Many kinds of advantages for teachers, students when the technique is applied. Students will feel that learning is dynamic and fun without leaving their world surround.

Based on the findings, it is strongly suggested to use Dyadic Essay Technique when teaching paragraph coherence of students 'imaginative writing in English lesson. It is suggested to:

1. Teachers to use A Dyadic Essay Technique in teaching imaginative writing skills. It definitely can improve the paragraph coherence of students' imaginative writing. There are some texts and videos as the media to accompany Dyadic Essay Technique.
2. School principals to provide internet or hot spot areas where teachers can download videos or texts and other media to improve their writing skills.
3. Other researchers are encouraged to follow up another research on the use of Dyadic Essay Technique for other language skills.
4. Students to read more to improve their skills to write imaginative stories and to make writing in paragraph

coherence becomes their habits to succeed in learning English.

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