

## Structure Dyadic Method Assisted Tutorial Media on Students' Learning Outcomes of Procedure Text

Baiq Suprapti Handini<sup>1</sup>, Usuluddin<sup>2</sup>, Zahratul Fikni<sup>3</sup>, Saidah Asri<sup>4</sup>  
Hamzanwadi University<sup>1,2,3,4</sup>

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### ABSTRACT (10 PT)

Most of the students faced difficulty to make a paragraph in writing, lacking of vocabulary and grammar. In addition, the students also confused in putting the idea to develop their paragraph especially procedure text. Some techniques were needed by teacher to overcome the problem. One of techniques to improve their writing is structure dyadic methods assisted tutorial media. The objective of this research was to find out whether there was the influence of using structure dyadic methods assisted tutorial media on students learning outcomes of procedure. In conducting this research, the researcher was use a quantitative design. The researcher applied pre-experimental design by using one group pre-test and post test design. The sample of this study was the eleventh grade students of MA Unwanul Falah Paok Lombok, which consisted of 25 students. The data were collected from students' pre-test and post-test by using written test. The data were analyzed by using SPSS version 22 for Windows. After submitting the data to a paired sample t-test, it was found that there was a significant difference in the mean score between the pre-test and the post-test,  $t_{(df=22)} = -14.571$  at  $p=0.000$  which meant that the alternative hypothesis was accepted and the null hypothesis was rejected. Thus, structure dyadic methods assisted tutorial media was significantly effective in guiding students to write procedure text. Considering the process and result of this study, the researcher suggested that the English teachers should use this method in teaching writing, especially in teaching writing procedure text

### Informasi Artikel

#### Kata Kunci:

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### ABSTRAK (10 PT)

Sebagian besar siswa menghadapi kesulitan untuk membuat paragraf secara tertulis, kurangnya kosakata dan tata bahasa. Selain itu, siswa juga bingung dalam menuangkan ide untuk mengembangkan paragrafnya terutama teks prosedur. Beberapa teknik diperlukan oleh guru untuk mengatasi masalah tersebut. Salah satu teknik untuk meningkatkan kemampuan menulis mereka adalah metode structure dyadic berbantuan media tutorial. Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh penggunaan media tutorial berbantuan metode structure dyadic terhadap hasil belajar siswa prosedur. Dalam melakukan penelitian ini, peneliti menggunakan desain kuantitatif. Peneliti menerapkan pre-experimental design dengan menggunakan one group pre-test and post test design. Sampel penelitian ini adalah siswa kelas XI MA Unwanul Falah Paok Lombok yang berjumlah 25 siswa. Data dikumpulkan dari pre-test dan post-test siswa dengan menggunakan tes tertulis. Data dianalisis dengan menggunakan SPSS versi 22 for Windows. Setelah data dikirimkan ke uji-t sampel berpasangan, ditemukan bahwa ada perbedaan yang signifikan dalam nilai rata-rata antara pre-test dan post-test,  $t_{(df=22)} = -14,571$  pada  $p=0,000$  yang berarti bahwa hipotesis alternatif diterima dan hipotesis nol ditolak. Dengan demikian, media tutorial berbantuan metode structure dyadic secara signifikan efektif dalam membimbing siswa untuk menulis teks prosedur. Mempertimbangkan proses dan hasil penelitian ini, peneliti menyarankan agar guru bahasa Inggris menggunakan ini metode dalam pengajaran menulis, khususnya dalam pengajaran menulis teks prosedur

### Publishing Info

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✉ **Corresponding Author:** (1) Zahratul Fikni (2) English language education program (3) Hamzanwadi University (4) Lombok Timur, NTB, Indonesia (5) Email: zahratulfikni@mail.com

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## Introduction

Teaching English in Indonesia has a purpose that all students must be able to communicate in English. The objective of English subject for junior High School level in Indonesia according to Department of National Education (Departemen Pendidikan Nasional 2016) is to develop students' potential in order to have communication competence in interpersonal, transactional, and functional texts by using a variety of oral and written English texts. One of the functional texts that should be mastered by the students is procedure texts. As stated in the curriculum of 2013 revision that in writing students are expected to develop their skills in expressing meaning and rhetorical structures through simple texts using written language varieties accurately, fluently, and appropriately in daily life context to interact with others in the form of descriptive, recount, narrative, procedure, and report.

Even though the Department of National Education has standardized the curriculum there are some students who still cannot reach the functional level especially procedure texts. According to Azurah (2018,p.1) the students face some problems as follows: first, some students have difficulties in vocabulary and grammar. Some students have not reached the functional level well because they still have problems and difficulties in writing, for instance, difficulties in using correct grammar and having low vocabulary mastery .Second, some students do not enjoy when the teacher gives them writing task. The students who rarely get good scores in writing may find writing difficult and intimidating. The teachers who can not give unhelpful feedback and give harsh criticism can be the reason why the students do not enjoy writing and think that they are just not good at writing and writing is too hard since it requires extra effort and skills.

Al-Gharabally (2015,p.42) wrote in his journal about the problem that faced by students who learns writing in their second language that "L2 learners are often overwhelmed when asked to complete a writing task. Even at the beginning, some learners will have difficulty getting started". Third, some students feel less confident with their writing and have difficulties in expressing their idea. Writing is a complex task involving many components skills when students lack skills in area of writing, it can make them feel less confident and their writing be unsatisfying. According to Harmer(2007,p.239), there are several reasons for that, perhaps they never write much in their first language or perhaps they think they cannot come up with ideas.

Due to those problems, the researcher believes one of the ways to solve the problem and help the students is the teaching method, and aid or media. The appropriate of choosing and using method and media is quite important because it can make students interested in the teaching and learning process. It can be interpreted that using method and media to teach writing of procedure texts is really important and truly recommended since it can help students improving their procedure texts writing in which it is demonstrated the way how something is done.

One of method that can help students in writing procedure texts is Structure Dyadic Methods .James (2012,p.56) says that the name of 'dyadic' derives from observing that an impressive number of dualism in reality are in fact complementary, inseparable attributes of nature, such as wave/particle, mind/body, yin/yang, etc. While, according to Huda(2017,p.85) Structure Dyadic Methods is one of the systems of cooperative learning there are a method which just implicates two students (dyads/pair) in one group, one student as a teacher (Tutor) and another one as student (Tutee). Barkley,et.,al(2005, p.235) states that in dyadic method the students are relying on peers for learning. It means that students work together to teach one another and the alternate between the roles of student and teacher. This technique combines element of both motivational and 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.Structured Dyadic Methodis a unique method developed to motivate students and allow time to develop talent for speech. According Smith in Hane (2018) structured dyadic method is athird category of cooperative tasks that may not require group goals and individual accountability is tasks that are so structured that learning is likely to result if students engage it them, regardless of their motivation to help their partners learn.

From the statement above, it can be concluded that Structure Dyadic Methods has some advantage such as (1) students can pairs write essay for each other; (2) it can promote effective learning; (3) it can combine both motivational and cognitive approach to collaboration; (4)and it can promote the students' achievement and the students' self-confidence.

In addition, to make it easier for students to learn procedure text, media is also needed. One of media that can help students in writing procedure texts is tutorial video. Arsyad (2014, p.10) states that, Learning media are everything that messages or information in the teaching and learning process so that get students attention and interest in learning. According to Sumarni (2015,p.27), “tutorial video is a video to transfer information of how to accomplish something by means of a set of instruction”. It is one of the audio-visual aid for students that can help them to make developing creative paragraphs easier. It is supported by Novita (2017)state that video also helps the teacher to deliver the teaching materials in an attractive and interesting way so the students will not feel bored easily during the lesson. Moreover, by watching video students can get more inspiration for writing, especially in writing procedure text.

Therefore in this research, the researcher is interested to examine the effect of Structure Dyadic Methods assisted tutorial media on students’ writing of procedure texts. This study was conducted at the eleventh grade students of MA Unwanul Falah Paok Lombok. The researcher believes that learning models with the type of Structured Dyadic Methods are expected to overcome class problems that usually run passively. Students will be more effective in learning when they are collected in small groups, because excessive group formation will make students become crowded, chat alone, only a few students working in groups. The purpose of the research is to find out whether there is an affect of structure dyadic methods assisted tutorial media in student’ learning outcomes of procedure text

## Method

Research design is defined as a planning an outline, how the researcher was comprehend the interrelation forms among the variables which was investigated Anggoro (2021,p.32). A researcher has to choose a suitable design for his/her research in order that he/she can be easier in doing his/her study

In conducting this research, the researcher was use a quantitative design. The present researcher conducted an experimental research. Arikunto (2010,p.27) classifies the experimental design as pre-experimental design, true-experimental design, and quasi-experimental design. Pre-experimental is a design that does not have manipulated variables and random assignment of subjects to group or other strategies to control extraneous variables. Izan (2021, p.27). True experimental design is a design that uses a process of randomization and provides maximum control of extraneous variables. While, quasi-experimental design is lack of randomization it employs other strategies to provide some controls over extraneous variables. The present researcher will applie pre-experimental design by using one group pre-test and post test design.

The present researcher applie pre-experimental design by using one group pre-test and post test design. It meant that there is only an experimental group that is given a treatment without using a control group as a comparison. In this case, the present researcher analyze students’ writing ability of procedure text of the eleventh grade of MA UNWANUL FALAH paok Lombok in the school year 2021/2022 before and after giving the treatment by using structure dyadic method assisted tutorial media . The detail description of pre-experimental design is shown in Table 1

**Table 1** Scheme of pre-experimental design

Sample	Pre test	Treatment	Posttest
XI	O <sub>1</sub>	X	O <sub>2</sub>

Where:

XI= Sample

O<sub>1</sub> = Pre-test

X = Treatment

O<sub>2</sub> = Post-test

The research design included three steps: 1) pre-test, 2) treatment, 3) post-test. The pre-test is given to measure students’ previous knowledge before conducting the treatment. Meanwhile, the post-test is applied to measure students’ achievement after conducting the treatment by using structure dyadic method assisted tutorial media. To know the effectiveness of structure dyadic method assisted tutorial media, the present researcher compared the scores of the pre-test and the posttest.

## Population and sample

Population is the number of individual people, things or objects which have a special character that has been pointed by the researcher to be investigated and based on the result of the investigation; the researcher concluded the result of research (Sugiyono,2008,p.80).The population of the investigation in the eleventh Grade MA Unwanul Falah Paoklombok in the school year 2021-2022 which consist of one class, total number of students are 25.

Sugiyono (1997,p.59) states sample is half of numbers and characteristic in the population. Sampling use in this research is purposive sampling which is a non-probability sample that is selected based on characteristic of a population and the objective of the study. In this case, the subjects of this research are the student in junior high school, especially students of the theeleveth grade of MA UNWANUL FALAH Paoklombok which consist of 25 students

## Instrument of Study

The data are quite important in the study. The researcher can be helped by them in order to find the aims of the study.Arikunto (2010, p.203) states, "Research method is a way that used to collect the data, but instrument is tool that can be used to collect the data." She says "Instrument is a set of questions or exercises or other tools which are used to measure skill or ability, knowledge, intelligence, achievement, and attitude of someone or a group of people." It is in line with Creswell (as cited in Azurah, 2018 p.22), " Instrument is a tool for measuring, observing, or documenting the quantitative data."The research instrument in this study is a written test that is given to the students in the pre-test and the post-test. The pre-test and thepost-test has different topics of procedure text that has been clearly prepared by the present researcher. In the pre-test and post test, the researcher will askthe students to write a topic that the researcher gave.

## Technique of Collecting Data

In this research, the data are obtained from the test in form of written test. In collecting the data, the first step, the researcher determines the class into experiment group and control group,then, gives pre test to the experiment group and the control group. Next, teaches the control group without using Structur Dyadic Method assited video tutorial,

Tobecome clearer, the technique that was used by the researcher in collecting the data can be described as follows;

### a. Pre-test

Before treating the group, the researcher give the pre-test to the students. The test is aimed at finding out the students' basic knowledge especially in writing procedure text.

### b. Treatment

The treatmentis applied after pre-test. The present researcher teach the students about procedure text by using Structur Dyadic Method assited video tutorial. The treatment is done in two meetings.

### c. Post test

After finishingthe treatment, The post-test is given by the present researcher after applying the treatments. It is administered at the last meeting. The present researcher will share the worksheet of the post-test to the students and instruct them for doing the test. In this part, the students are free to choose a topic of their procedure text writing.

## Analyzing Data

### 1. Descriptive Statistics

In this part, the researcher used descriptive statistics in analyzing the data. The researcher measure the mean score and standard deviation that give the indication of the students' ability. The present researcher wascalculate the mean score and standard deviation by using SPSS 22 for Windows program

### 2. Statistics Required for Testing Hypothesis

#### a. Normality testing

In this study, the researcher conducted the test of normality through SPSS (Special Package for the Social Science) version 22. Normality testing is needed to be done in order to know whether the distribution of data are normal or not. Kolmogorov Swirnov and Shapiro-Wilk are used to examine the normality of the data. If the values of the significant level of the investigate variable are higher ( > ) than 0.05, it means that the distribution of the data is normal. On the other hand, if the result shows less than 0.05, it means the distribution of the data is not normal.

#### b. Homogeneity test

After knowing the result of normality test, the next step is conducting the homogeneity test. Homogeneity test has to be done in order to know whether the data are homogeneous or not. In

this study, the researcher will use SPSS version 22 in conducting the homogeneity test. The formula used in this study is One-Way ANOVA. If the values of the significant level of the investigate variable are higher ( $>$ ) than 0.05, it means that the distribution of the data is normal and homogeneous (Moedjito, 2016, p.121).

c. Testing Hypothesis

Before testing the proposed hypothesis, the researcher takes the students score of the pre test and post test. After conducting the test of normality and homogeneity, the present researcher analyze the hypothesis testing which is aimed at knowing whether the alternative hypothesis is accepted or not. In this study, the present researcher use Paired Sample T-Test of SPSS version 22. The SPSS statistic show the result of the procedure that indicated whether the alternative hypothesis is accepted or rejected (Moedjito, 2016, p.132)

## Result and Discussion

### 1. Descriptive Statistics

a. Pre test

After collecting and calculating the data, the present researcher found that the highest score of pre-test was 64 and the lowest score was 41 with the mean score was 54.72 and standard deviation was 8.263.

b. Post test

The result of data calculation in the post-test showed that the highest score of post-test was 82 and the lowest score was 57 with the mean score was 72.52 and standard deviation was 8.631.

Referring to the result in the pre-test and the post-test, it could be seen that the mean score and standard deviation of students' post-test were higher than the mean score and standard deviation of students' pre-test. It indicated that there was difference between students' writing after and before doing the treatment by using structure dyadic methods assisted tutorial media. The detail description about the result of descriptive statistics was shown in Table 5.

**Table 2** Descriptive Statistics of Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest	25	41	64	54.72	8.263	85.450
Posttest	25	57	82	72.52	8.631	92.213
Valid N	25					

### 2. Statistics Required for Testing Hypothesis

a. Normality Testing

The researcher conducted the normality test before calculating the t-test. It purposed to know whether the data from pre test and post test have been normally distributed or not. Moreover, Based on the result of normality testing, the values in pre-test and post test were higher than the values of the significance  $p=0,05$ . The value of Shapiro-Wilkin the pre-test was .080, while the value of significance in the post-test was .517. It showed that the data were normal.

**Table 3** The Result of Normality on Pre-test and Post-test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.151	25	.130	.823	25	.080
Posttest	.127	25	.210*	.860	25	.17

## b. Homogeneity

After doing the normality test, the homogeneity test was also required in order to test the similarity of the sample in the pre test and post test. To calculate homogeneity test, the researcher used One-Way ANOVA. Furthermore, the data were homogenous if the value of the significance level was higher than  $p=0,05$ . Based on the data calculation of One –Way ANOVA, it was found that the value of significance level was .841. It meant that the distribution of data were homogenous

**Table 4** *The Result of Homogeneity of Variances Pretest and Posttest*

Levene Statistic	df1	df2	Sig.
.012	1	48	.841

## 3. Hypothesis Testing

Hypothesis testing was conducted to know whether the alternative hypothesis ( $H_a$ ) was accepted or rejected. To analyze whether there was significant difference in mean score between pre-test and post-test, the present researcher used a paired samples t-test to find the answer of the hypothesis. After calculating a paired samples t-test, the present researcher found that there was a significant difference in the mean score between the pre-test and post-test where  $t (df=24)=-14.571$  at  $p=0.000$ . it meant that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected.

The result of the study discovered that structure dyadic methods assisted tutorial media was effective in guiding students to write procedure text at the eleventh grade of MA UNWANUL FALAH Paok Lombok in the school year 2021-2022

## A. Discussion

In this description of the data which was taken from 25 students as samples, the present researcher collected and calculated the data from pre test and post that given to the students. The present researcher found that structure dyadic methods assisted tutorial media was effective in guiding students to write procedure text at the eleventh grade of MA UNWANUL FALAH Paoklombok in the school year 2021-2022. It could be seen from the result of descriptive statistics in which the mean score and the standard deviation of the post-test were higher than the mean score and standard deviation of the pre-test.

Further more, after submitting the data to Paired Sample T-test, the present researcher found that there was significant different in the main score between the pre-test and the post-test. The value of the significance 2 tailed was lower than  $p=0,05$ . It indicated that the null hypothesis was rejected and the alternative hypothesis was accepted. Thus, it could be concluded that the use of Structure Dyadic Methods assisted tutorial media was significantly effective in guiding students to write procedure text at the eleventh grade of MA UNWANUL FALAH Paoklombok in the school year 2021-2022

From the data analysis of the research; it can be assumed that Structure Dyadic Methods assisted tutorial media can give significant effect on students' writing of procedure texts because the score of students' writing after being taught by Structure Dyadic Methods assisted tutorial media is higher than before the writer gave the treatment. The Structure Dyadic Methods assisted tutorial media can help students to practice their writing of procedure texts. Moreover, this research supported the previous research which conducted by Sumarni at the second graders of SMPN 8 Darussalam that tutorial video is one of effective media 44 which, successfully make positive effect on students' writing of procedure texts. Additionally, it helps students to be able to organize ideas, choose right words, produce grammatically correct sentences, and give full pay attention during the lesson.

Not only learning the process of making something, the students also learn about grammar as well as enrich their vocabularies which can make them easier to find an idea in producing sentences. It is in line with the statement from Narima (2019), "Structure Dyadic Methods unconsciously help the students in an automatic way. The students got the input so well from the speakers who are mostly native in English." That was why the use of Structure Dyadic Methods in this study was very accurate

It can be summed up that using structure dyadic methods assisted tutorial media gives significant effect on students' writing of procedure texts especially for the eleventh grade of MA UNWANUL FALAH



Paoklombok in the school year 2021-2022.

### Conclusion

According to the findings in the previous chapter, it is concluded that structure dyadic methods assisted tutorial media has a significant effect on students' writing of procedure texts at the eleventh grade of MA Unwanul Falah Paoklombok. It could be seen from the value of the post-test which was higher than the value of the pre-test. The mean score and standard deviation on the post test were 72.52 and 8.631. While on the pre-test, the mean score and standard deviation were 54.72 and 8.263. It means that the mean score and standard deviation was significant. It was concluded that the result of the students' writing after treatment were better than before.

Furthermore, the result of hypothesis testing using Paired Sample T-test showed that the sig.2 tailed was lower than 0.05. It proved that the null hypothesis was rejected and the alternative hypothesis was accepted. It meant structure dyadic methods assisted tutorial media was very effective in guiding students to write procedure text.

Finally, the analysis of the result of the research, have significance differences between the students' scores in the pre test and post, it is meant that there is significant effect of structure dyadic methods assisted tutorial media in writing procedure text.

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