

ABSTRACT

DOGME APPROACH IN ASYNCHRONOUS DISCUSSION TO ENHANCE EFL LEARNERS' WRITING ACHIEVEMENT

By

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This study investigates the effectiveness of Dogme approach in asynchronous discussion to enhance English as a Foreign Language students' writing achievement. Additionally, the research examines the significant difference in students' improvement between those who participated in asynchronous discussion and those who engaged in synchronous discussion. A quasi-experimental design was employed within quantitative research framework, involving two classes of high school students, each consisting of 32 subjects. The experimental group participated in a learning process applying asynchronous discussion using Dogme principles, while the control group was taught through traditional synchronous discussion. The data were collected through writing tests given to the students before and after receiving the treatment. The students' writings were then assessed based on five aspects of writing to derive their scores. Subsequently, the obtained data were analyzed by comparing the mean score of each group and running Repeated Measure t-test to address the first question and Independent t-test for the second question. The results demonstrated a significant enhancement in students' writing achievement after being taught through the asynchronous discussion method. This was evident from the increase in the mean score, with the posttest scoring higher than the pretest (82.1 > 69.8). Notably, the highest increase was observed in the aspect of content. Furthermore, it was revealed that the experimental group exhibited a higher improvement, with N-gain scores of 12.3 compared to 7.2 in the control group. This difference was attributed to the experimental group's freedom in choosing discussion topics and consideration of their emergent language during the learning process. As the result, they were able to elaborate their writing content better after having a discussion. On the other hand, the topic used by the control group was decided by the teacher and they did not have chance to review their emergent language. Thus, this study affirms feasibility of implementing the Dogme approach in English learning by incorporating its principles into particular steps of a teaching method.

Keywords: *asynchronous discussion, Dogme approach, writing achievement*