

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

(A Thesis)

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## 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*

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By:

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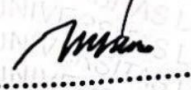
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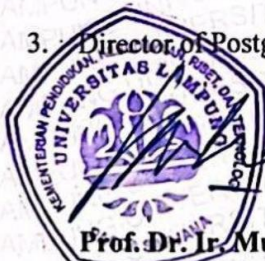
  
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## CURRICULUM VITAE

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**MOTTO**

*“If you are grateful, I will surely give you more blessings”*

**(Ibrahim:7)**

*“Be kind to others and the whole universe will be kind to you”*

**(DPA)**



## **DEDICATION**

By the name of Allah Subhanahu Wa Ta'Ala, this thesis is devoted to all inspiring educators who instilled in me the pleasure of teaching and learning, my dearest family who showers me with love and support, all of my beloved friends who light up my days with laughter, and myself who remains resilient in any circumstances.

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Upon completing this work, the author realized that invaluable assistance received from numerous individuals who wholeheartedly contributed through generous feedback for the completion of this thesis. Therefore, the author extends her sincere gratitude and utmost honor to:

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Ultimately, the author acknowledges that her work remains distant from perfection, recognizing the potential for flaws within this research. As such, any comments, suggestions, or constructive feedback are warmly welcomed to enhance the quality of this study. The author aspires for this research to offer tangible contributions to educational development, benefitting readers and individuals who want to conduct further study in this field.

Bandar Lampung, 1 January 2024

The author,

Dian Pawitri Ayu

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## **I. INTRODUCTION**

This chapter indicates some points as the prior information of the study. It includes background, research questions, objectives of research, uses of research, scope, and definition of terms.

### **1.1 Background**

The development of communication technology nowadays allows people to get connected worldwide. They can easily share their ideas and information using various online platforms in written form. Fundamentally, we can manage this situation to inspire and motivate people through our writings. Graham et. al (2013) argue that writing provides a powerful tool for influencing others as people use writing to share information, tell stories, explore personal identities, and narrate experiences. Therefore, teaching writing turns into the foremost part of English learning by having the aim that learners can maintain their written communication for various purposes. That also becomes the reason why in Indonesia's national curriculum, the learning objectives of English subject for senior high school students focus on the production of English text ranging from descriptive to analytical exposition. It is expected that students are able to write many kinds of texts that are commonly used in day-to-day life.

Moreover, Grabe and Kaplan (2014) share their thought that students must be able to arrange complex sets of information in writing a variety of genres of written discourse. They add that intermediate students are those who have a basic understanding of writing. Thus, at this level, students must learn to both read and write from diverse sources. These students should frequently work on extended projects which need certain kinds of analyses, syntheses, and critical evaluation. It indicates that high priority is placed on informational writing in all genres that students demand a lot of experience in a variety of settings. Miftah (2016) proposes a similar idea that students have to achieve writing proficiency in order for them to get involved in occupational or academic purposes as well as in international life. In this matter, students are urged to be able to produce written works for various purposes and occasions.

In fact, Indonesian students, especially at senior high school level, still find it difficult to produce a piece of writing. It is expressed by Ashrafiany et. al (2020) that most Indonesian students struggle to come up with initial ideas and concepts because they lack background knowledge on the topic. In addition, Toba et. al (2019) also mention that students encounter challenges with content elaboration. They cannot explore and develop the relevant topic and it results in the unknowledgeable and unclear composition of ideas. However, sometimes such kind of obstacles are caused not only by students' internal issues but also by external factors such as the teaching method used by teachers. A recent study from Febriani (2022) reveals that students experienced difficulties when the teacher's strategy and method are not implemented properly. The adoption of ineffective teaching

techniques can decrease students' motivation to study, which has an impact on how effectively students absorb the learning material. It is essential to know that language mastery is a part of communication skills which focuses on someone's ability to use the language. Therefore, the process of teaching and learning English should be different from mathematics and science. Teachers should give students a lot of opportunities to use their knowledge for practicing their language skills.

There are a lot of methods used by teachers in teaching English that make the students able to use the language in a real communication setting, one of them is discussion method. It is mentioned by Abdulbaki et. al (2018) that the use of discussion method can encourage students to convey their thoughts and point of view by contrasting their perspectives with their friends during the discussion. Thus, by using this method students are able to practice their language by communicating with their friends in a meaningful context. In addition, this method can help students to obtain a lot of ideas which can be beneficial for them during the process of writing. The ideas gotten from the discussion can be a good source for them to develop their writing content. According to Karina (2017), the discussion method exposes students to various views and ways that support those perspectives; therefore, it helps students determine their writing content. Erika (2022) also argues that before composing a text, it is highly helpful for students to collaborate in groups to extend their ideas and knowledge. As a result, students can present more elaborated content on their writing.

On the other hand, since the outbreak of Covid-19 pandemic in 2019 both teachers and students use technology more frequently than then continue until today. Even though the current condition has been normal so classrooms and schools are finally open for students and teachers, many teaching and learning processes are still conducted online because of its flexibility. It is claimed by Riwayatiningsih and Sulistyani (2020) that the teaching and learning process has shifted from traditional face-to-face classrooms to online distance learning since the time of the pandemic and it will continue in the post pandemic. It means that teachers and students have gotten used to have online class. Therefore, it is possible for teachers to apply the discussion method in online setting by having asynchronous discussion.

Aras and Ybnu (2022) define asynchronous discussion as a text-based discussion using an online platform. Hence, the discussants do not need to be present simultaneously for participating in the discussion can be carried out anywhere and anytime as long as they have a stable internet connection. Thus, as students have such a long period to comprehend and prepare their arguments, students may convey their ideas with greater confidence. Hrastinski (2000) supports this statement by stating that asynchronous discussion improves students' ability to comprehend information as it does not require an immediate response. Using asynchronous discussion, Jinot (2020) believes that students may connect, create, and critically communicate by emerging knowledge through the community of learners. In addition, Mohammadi et. al (2018) mention that teachers are indeed very eager to go from a teacher-centered to a student-centered learning environment. They believe that asynchronous online discussion forums can

enhance students' participation in learning activities by allowing them to produce more insightful replies and more qualified absorption of discussed topics. After all, students can receive greater knowledge and information through asynchronous discussion as they share their thoughts with each other and have a chance to discuss the learning topic from their point of view.

Nevertheless, there are some flaws in the use of asynchronous discussion in teaching and learning process. First, students may easily lose interest to participate in the discussion as they do not know well the topics given by the teacher. It happens because teacher often takes a role in deciding and designing the materials and the topic that should be discussed by the students. As a result, students find it difficult to express their ideas and produce arguments as they do not have sufficient information to support their views. Clark (2003) says that typically, students' interests are neglected, and consequently, the discussion is not productive. Consequently, students will easily lose track of the main point of the discussion (Tiene, 2000). Therefore, teachers should be able to consider students' needs and interests. Students have to be given opportunity to include something that they like and want to learn in the learning process, for example letting them choose the topic. As a consequence, they will be stimulated to actively participate in the activities. In respect of teaching writing through discussion, Alharthi (2021) mentions that language teachers must create conditions where students may regularly write about topics that interest them while receiving feedback from teachers to help them get better at writing. If the students discuss a topic that matches their interests, they will know well what they are going to put in their writing as they begin with something

that they are concerned about. As a result, they will find it easy to elaborate on the content.

To address the mentioned issues regarding the limitations of asynchronous discussion in language teaching, the implementation of the method should be modified by integrating principles that may solve the limitation. Dogme approach comes with an idea that is in line with the viewpoint above. Dogme was first introduced by Thornbury in 2000 as an attempt to promote students' freedom in proposing materials and learning topics. This approach was developed under the critics of the use of textbooks in foreign language teaching. Generally, Dogme focuses on social communication and authentic interaction since it is considered to be communicative language teaching. Thus, it comes with three principles that promote the effective use of language to communicate. The first principle is conversation driven which emphasizes conversation and communication. This principle highlights several important things including creating a classroom environment that is appropriate to encourage interactive talks among students, encouraging students to participate in group, and focusing on the topics that arise from students. Similarly, the second principle is material light which comes with the idea that student-produced content is preferable to published resources and textbooks. Lastly, the third principle is emergent language. In this principle, teacher has a responsibility to help students in their language development. Thus, there should be a process of reflecting on students' emergent language during the discussion.

In addition, Dogme supporters believe that the learning process should focus on the interaction between teacher and students and among students based on real-life experience by using grammar and vocabulary that students own (Akmalovna, 2022). Thus, teachers' roles are promoting and supporting discussion as well as responding to inquiries from the learners. Moreover, according to Daguiani and Chelli (2020), Dogme promotes instruction that does not rely on published textbooks but instead relies on conversational communication in the classroom, which enables language to emerge from the learners' interests. In addition, they explain that Dogme emphasizes learners' genuine needs and views them as the primary source of teaching. Cuervo (2021) comes with a similar idea by saying that it is a common belief that students will not learn if they are not engaged in what they are doing, hence class materials or learning topics should be prepared by the students themselves. In a pure Dogme class, the teacher works with the students to determine their actual needs and primary interests for each lesson.

It has been stated previously that Dogme encourages student autonomy in determining the learning materials. It is highlighted in the first and the second principles that topics and content derived from students should be considered. Therefore, by allowing students to choose their own discussion topic, they will actively participate in the discussion process since they will discuss a topic in which they have an interest. Besides, they may also generate a large number of ideas and be able to produce unexpectedly critical arguments due to their deep understanding of the topic. It is in accordance with the statement from Daguiani (2022) that Dogme enables teachers to let students pursue their preferred topics, providing solutions for



those challenging teaching and learning situations. It is an innovative approach to teach English that places greater emphasis on the interests of the students which encourages the production of spontaneous language. For that reason, the use of Dogme may also help teachers as they do not need to provide such a complex material since students can choose their own. It can also decrease students' boredom since they learn something that they are interested in.

Additionally, the second problem regarding the use of asynchronous discussion is students' difficulties in conveying their messages which are related to the production of emergent language. It then results to ambiguity since the emergent language expressed by the students seems to be confusing. As the discussion is held online, students can read and respond to their friends' writing, which may lead them to misinterpret their friends' arguments. Ghodrati and Gruba (2011) note that the writing form of online discussions sometimes caused misconceptions. Olesova and Oliveira (2013) add the reason why this thing can be happened by stating that students have trouble expressing their ideas in English so they translate the sentences from their native language into English which then causes 'lost in translation' situation. Therefore, it is expected for teacher as a facilitator to put attention and to accommodate students' emergent language occurred during the discussion process. This emergent language should not be perceived as an error, yet teacher may give clarification and explain the correct form to the students.

According to the third principle of Dogme, the production of emergent language is an element of the learning process that should be accommodated by the teacher.

This is because emergent language is typically the result of a student's inability to describe or express certain objects and terms that should not be considered errors. Xerri (2012) explains that teaching is responsive to the language generated during the lesson, thus students' errors should be viewed as learning opportunities. The teacher can manipulate the emergent language generated by students during the discussion process by employing this concept. This principle points out that teacher has a responsibility to clarify and explain the unpredictable language occurred during the discussion by appreciating students' conversation, repeating the improper utterances, and allowing the students to identify their mistakes. It is in line with the statement from Cuervo (2021) that the role of the teacher is to facilitate the conversation and address any grammar or vocabulary concerns that arise.

Additionally, as asynchronous discussion is conducted online, it is important to find a suitable platform to run this method. A social media namely Twitter can be the best option to apply asynchronous discussion as Twitter has a special feature that let people have a conversation by replying to tweets. The series of replied tweets will be compiled in a thread so people may give comments to every posted tweet in that thread. This feature can be manipulated to be a discussion room. As Ayu et. al (2021) express in their study that thread can be managed to get students to provide comments or opinions to their peers – giving them additional exposure and constructive input for their writing. Therefore, students may respond to their friends' ideas like how a discussion should be performed.

In conclusion, teachers should consider students' involvement in deciding the learning topic as a way to make the learning process become meaningful by giving them the chance to discuss something that they are interested in. Besides, teacher needs to pay attention to the emergent language produced by the students and assist the students to review the language. Dogme ELT supports those ideas by coming up with the notion that the focus of learning a language is to be able to communicate in a contextual setting by accommodating students' interest and language development. That is why it is better to insert the Dogme principles into the steps of asynchronous discussion. This modification might diminish the limitation as the learning process could be manipulated to get the objectives fulfilled. Therefore, it is expected that the modified teaching model comes as the solution to promote better implementation of both Dogme and asynchronous discussion in English teaching.

## **1.2 Research Questions**

This study is intended to prove the effectiveness of modified discussion in asynchronous model. In line with the problems above, the researcher specified the following research questions.

1. Is there any significant improvement of students' writing achievement after being taught using Dogme approach in asynchronous discussion?
2. Which writing aspect improves the most after the students taught using Dogme approach in asynchronous discussion?
3. Is there any significant difference of students' writing achievement between those who are taught through Dogme approach in asynchronous discussion and those who are taught through synchronous discussion method?

### **1.3 The Objectives of the Research**

Referring to the problems and research questions mentioned previously, the purposes of the research are as follow.

1. To find out whether there is significant improvement of students' writing achievement after being taught using Dogme approach in asynchronous discussion.
2. To find out which writing aspect improve the most after the students taught using Dogme approach in asynchronous discussion.
3. To find out whether there is significant difference of students' writing achievement between those who are taught through Dogme approach in asynchronous discussion and those who are taught through synchronous discussion method.

### **1.4 The Uses of the Research**

The research might be beneficial for some purposes both theoretically and practically. The uses of this research are as follows:

1. Theoretically, this research can support the previous studies and the existing theories regarding the use of Dogme approach and discussion method. Moreover, further studies related to this topic might be conducted by future researchers. Hence, the finding of this study can be useful for them as the basis information to do deeper research.
2. Practically, the outcome of this study comes up with a new understanding of the teaching method that can enlighten English teachers, lecturers, and

educators. Thus, they can implement this newly-developed method in their writing class.

### **1.5 The Scope of the Research**

Applying quantitative approach, this research deals with the implementation of modified discussion method and the original one to teach analytical exposition text for eleventh graders. To achieve the goal stated previously, two classes consisting of EFL learners with intermediate levels of proficiency were chosen to be the research samples. The groups were taken purposively because of the consideration that the majority of the class taught by the developed method should have Twitter account. Besides, to successfully perform meaningful discussion, the students are suggested to have sufficient skills in English.

Furthermore, the asynchronous discussion was conducted on an online platform called Twitter while the traditional discussion was done synchronously in a classroom. It means that the concept of each step of the discussion through Twitter was adjusted. The reason behind this was that the students had the discussion in the form of connected tweets or usually known as thread on Twitter. In addition, the three principles of Dogme approach – conversation driven, material light, and emergent language – were applied in asynchronous discussion process as a way to give maximum exposure for the students to decide their own topic and material. They were given a broad opportunity to choose the issue to be discussed which later on became the theme of the analytical exposition text they should produce. It is in line with the preceding background that this research aims to promote students' freedom in leading their learning process. The texts written by the students were

then assessed based on the five writing aspects proposed by Jacobs (1981): content, organization, vocabulary, organization, and mechanics.

## **1.6 Definition of Terms**

### **Writing Achievement**

Writing achievement is the ability attained by a writer in producing a written text, as measured by several aspects such as content clarity, sentence organization including coherence and cohesion, grammar use, and effectiveness in accomplishing the writer's intended aim in composing the writing. A writer's writing achievement can be evaluated through the final product of his writing.

### **Dogme Approach**

Dogme Language Teaching is a innovative learner-centered approach for teaching English (or any other L2) that essentially emphasizes engagement between teachers and students and among the students themselves without focusing on the use of textbook as learning material (Thornbury, 2000).

### **Asynchronous Discussion**

Asynchronous discussion is a way of communicating facilitated by online media that enables conversation to occur even when participants are unable to be online at the same time and allows them to share information at any time between peers and instructors and among peers (Hrastinski, 2008).

The components above including background, research questions, objectives, uses, scope, and definition of terms are considered essential framework of this study.

Further elaboration on the concepts are discussed in the next chapter.

## **II. THEORETICAL FRAMEWORK**

This chapter is provided by some notions which are discussed in a framework. It consists of concept of writing, aspects of writing, teaching writing, concept of asynchronous discussion, modifying asynchronous discussion with Dogme approach, teaching writing through asynchronous discussion, teaching writing through modified asynchronous discussion, procedure of teaching writing through modified asynchronous discussion, Twitter as learning platform, advantages and disadvantages, theoretical assumption, and hypotheses.

### **2.1 Concept of Writing**

Writing is crucial for encouraging language learning. As a productive language skill, writing involves some aspects of language such as words, sentences, and large chunks of writing to communicate (Purnamasari et. al, 2021). As stated by Westwood (2008) that the ability to write in a variety of genres and for a variety of reasons relies greatly on having a sufficient vocabulary, comprehension of syntactical structures, and effective planning, composition, reviewing, and revision processes. Besides, the capacity to come up with ideas and arrange relevant information for constructing a writing sometimes requires creativity and imagination. Therefore, a writer needs to have adequate language competences and formulation of ideas in order to compose a writing.



Furthermore, Yao (1996) addresses that from a cognitive perspective, writing is seen as a knowledge-transforming activity in which writers construct conceptual knowledge structures, produce propositional sequences to explain and justify their understanding, and create coherent textual and linguistic structures to represent their conceptual knowledge. On the other hand, a social perspective perceives writing as a communication act that involves the creation and application of linguistic codes in a communicative environment that is defined by culture. The social perspective places an emphasis on how authors engage in social contact with readers.

Moreover, writing is a crucial means of communication since it comes as a tool to share understanding and interpretation of a particular topic to other people. As defined by Hidayati (2018) that writing is the act of interacting with others through conveying messages and expressing ideas to readers in written form. It involves a process of discovery, organization, and communication of the writer's thoughts to the reader. McMahan et. al (2016) in Toba et. al (2019) argue that the goals of writing as a form of communication include entertaining, informing, and persuading readers. Therefore, the composition of the content in a writing should be in line with the purpose aimed by writers so that the ideas can be delivered effectively. Furthermore, messages should be expressed concisely and comprehensibly for efficient written communication. To make it simpler for the reader to comprehend the content of the text, the composition and structure of the texts should be clearly organized. It is necessary to do so in order to prevent

confusion and various perceptions among readers. Thus, writers can successfully transfer their ideas through writing.

It is clear from the explanation above that writing is a means of expressing thoughts and ideas. In order to preserve the quality of the communication with readers, it is essential to pay close attention to the organization and the substance of the writing. Thus, the readers can easily comprehend the message contained in the text written.

## **2.2 Aspects of Writing**

Creating a good quality writing should be the primary goal of a writer. Hence, in constructing a writing especially essay, it is important to point out several fundamental principles such as idea development, sequence of words and sentences, and the use of proper language. Jacobs et. al (1981) mention that there are five aspects of the writing process that need to be taken into account in order for authors to be successful in their writing. They are mentioned below.

- a. Content is the substance of a writing. It can be identified by paying attention to the topic sentence. Thus, the main concept of the paragraph should be reflected in the topic sentence.
- b. Organization refers to how the content is arranged logically (coherence). It is related to the connection of ideas that should flow naturally within a paragraph.
- c. Vocabulary covers the use of words that are appropriate for the content. It can be recognized by the diction used to provide the reader the intended meaning.

- d. Language use emphasizes the employment of proper grammatical structure and syntactic pattern. It may be recognized by the way a well-formed phrase is constructed.
- e. Mechanics addresses the usage of illustrative language conventions. It may be identified by highlighting the paragraph's usage of capitalization, punctuation, and spelling.

Similarly, Heaton (1990) mentions that there are several aspects that should be considered in producing a written work, those are:

- a. Content refers to the ideas and information that are conveyed. This aspect emphasizes the author's communication skills to convey a message to the reader. Therefore, the writer's ideas must be clear, coherent, and relevant to the context.
- b. Organization refers to how the author structures his or her ideas and information. It addresses the author's capacity to organize and express his or her ideas in a logical and consistent manner. To have a good organization, the writers should consider the use of transitions, topic sentences, and paragraph structure.
- c. Vocabulary refers to the variety and appropriateness of the words employed. This aspect of writing highlights the writer's ability to employ words correctly and effectively in context. The writer necessarily needs to use precise and varied vocabulary in his or her writing.

- d. Grammar refers to the accuracy and complexity of the sentence structures used in a piece of writing. It points out the author's command of correct and appropriate grammar usage.
- e. Mechanics include punctuation, capitalization, and grammar. This aspect of writing focuses on the writer's ability to use correct mechanics to effectively communicate their ideas.

Implementing writing aspects in the teaching and learning process of writing can be beneficial for both students and teacher. By having an awareness of writing aspects, students are motivated to create a well-developed and articulate writing. Thus, their writing skill will be enhanced. Besides, the aforementioned aspects can be the guide for teacher in assessing students' works. On that account, teacher can make objective judgment towards students' writings.

### **2.3 Process of Writing**

Constructing a piece of writing requires a lot of activities that need the capacity to generate ideas to be put into sentences. In light of this, there are a set of procedures that should be followed when composing a written work in order to produce a good quality writing. Pre-writing, writing, revising, proofreading, and publishing are the five steps of the writing process as described by Burdett and Ginn (1990).

1. Pre-writing

Before beginning to write, students handle a number of preparations in pre-writing. By organizing ideas into a list of topics, doing brainstorming, or having an interview, they gather a lot of information and produce ideas. Each topic should be developed in depth based on their observation. To

ensure that their writing is fully elaborated, the students will be urged to gather resources that they notice as much as possible. Additionally, they may collaborate with their pals to share knowledge and viewpoints.

## 2. Writing

After gathering information, the writer begins the primary activity which is composing the draft. The students must now develop their outline into whole sentences and paragraphs. To have coherent and well-organized writing, they might have a brainstorming session to elaborate the concepts by reading their notes from previous step. To ensure that the reader can clearly understand the message, each detail should be related to the others. Therefore, students start with the most essential information and end with the least important.

## 3. Revising

The next stage is revising in which the students must make certain adjustments to their work in order to improve its quality. Revising can be done both by the students themselves and their peers. The students can read their works and ask some questions to make sure that their writings stick to the purpose. They may also ask for some correction from their friends by having peer-correction. In this step, the corrector attempts to evaluate the students' initial draft as there will be several problems by editing and highlighting the faults made by the students.

## 4. Proofreading

Giving students revisions may not always be sufficient to improve their work. That is why they must successfully complete proofreading before

moving on to the next stage. It is crucial to find problems that students have corrected – whether they get it right or not. Additionally, it might be challenging to review every error at once. The text will thus be double-checked through proofreading in order to optimize its quality. Checking the indentation, capitalization, and punctuation are the appropriate steps to do. Hence, it can be said that this phase is the continuation of revising.

#### 5. Publishing

The last stage is publishing. The students share their writing with others so that readers may read their final work when they have successfully completed each stage. In this step, student drafts are made available in order that the ideas or message contained in their writing can be delivered and enjoyed by other people especially their friends.

In addition, Williams (2014) proposes similar steps yet he offers extended process as follows.

#### 1. Pre-Writing

Prior to beginning the first draft of a writing, prewriting activities are carried out. In this stage, students generate ideas, plans, and information. They may have a discussion and create an outline.

#### 2. Planning

Planning involves considering the purpose of writing and how it relates to the information gathered during prewriting. Planning also entails selecting support for the ideas developed during prewriting in order to sketch out a general organizational structure. In this stage, students reflect on the

information generated during prewriting in order to come up with a strategy for achieving the writing's purpose.

### 3. Drafting

In this phase, students generate writing on a computer or on paper that corresponds approximately to the work's initial outline. Drafting takes place over time. Successful authors rarely attempt to compose an entire text in a single sitting or even a single day.

### 4. Pausing

Students may take a few moments to consider how well their final product matches their original plan. This phase typically involves reading their works to evaluate a variety of factors, such as how well the text suits the plan, how well it meets the needs of the audience, and the overall organization.

### 5. Reading

Reading is the moment during pausing when students read what they have written and compare it to their plan. The activities of reading and writing are interrelated. Good writers are also excellent readers, and vice versa. The reading that occurs during the writing process is essential to the reflection process during pausing.

### 6. Revising

Students revise their work after completing their first draft. It involves making adjustments to improve the match between the plan and the writing. Frequently, revising involves requesting feedback from peers on how to enhance the writing.

#### 7. Editing

Editing occurs after the students make revisions. The objective is to give the writing a professional look. In this step, students focus on sentence-level concerns, such as punctuation, sentence length, grammar, subject-verb agreement, and style.

#### 8. Publishing

This step includes sharing the completed work with the target audience. Students may publish their writings in any platforms so it can be read by various people such as their friends, teachers, and etc.

Nevertheless, this research applied Burdett and Ginn's (199) procedure due to its conciseness. By following those stages, students found it easier to compose a writing and were able to produce a satisfactory piece of written work. Therefore, teacher should consider to apply the steps above in the process of teaching writing.

### **2.4 Teaching Writing**

Given that the development of written language requires the effective coordination of several cognitive, linguistic, and psychomotor processes, it is likely the most challenging skill among the others to acquire (Westwood, 2008). In light of this, writing is often seen by students as a challenging task to perform. When students are asked to write anything, they often write whatever comes to their mind without considering the use of writing aspects. As a result, their writing lacks sufficient content, which makes it difficult for readers to understand what they are trying to convey.



Saddler (2006) supports the idea by saying that poor writers often address significant obstacles on three levels. While the upper level struggles to come up with ideas, organize the information, and revise, the lower level often makes errors in structure, spelling, and punctuation. However, teacher must be aware on how to address such issues while teaching writing. The greatest thing for the teacher to do is to provide proper guidance that handles those challenges. The teacher must raise students' understanding of the writing process, which includes coming up with ideas, organizing the content, drafting, and editing, as well as the writing elements of structure, content, vocabulary, language usage, and mechanics.

In addition, Harmer (2004) claims that teacher needs to be extremely supportive when students are writing in class by being available to help students overcome their difficulties during the writing process. The teacher should facilitate students to steadily develop their writing skills as the purpose of teaching writing is to help students create a good piece of writing. Nevertheless, the level of the students must be considered by the teacher. Before moving on to more complicated writing activities like essays and articles, the students are taught deliberately through writing exercises that start with basic material like short messages and summaries. Hence, the process of teaching writing is done step by step that the teacher may evaluate students' writing development.

Moreover, to achieve the goal of teaching writing mentioned above, Nunan et. al (2003) suggest that there are four instructional concepts for writing that may be used in a variety of classroom settings, as follows:

1. Fully understanding the reasons behind students' writing

When a teacher's aims do not align with those of the students or those of the school or institution where the student is enrolled, this causes the most displeasure with writing education. Students should be informed of the learning objectives in a manner that makes sense to them.

2. Giving students several opportunities to write

Writing is an essential ability that requires someone to express their thoughts in the form of text. As a result, the teacher should often ask the students to write. The students will get used to write, which will enhance their writing abilities. Thus, the teacher should provide students with several chances to write by assigning them various forms of writing.

3. Making input valuable and meaningful

Students need writing feedback. Provide clear comments to the students in order to assist them in improving their writing abilities. Giving feedback on a student's work should include the process of editing and revising. To encourage independent inquiry, the teacher might provide a summary of comments that tells students to identify their problems and correct them on their own.

4. Clearly explain to students how their work will be evaluated

Students often believe that the teacher subjectively assesses their writing. This implies that the teacher should know the writing standard and assessment. When evaluating writing, the teacher should take into account to several components and make sure that the students understand every of it.

Additionally, Graves (1972) explains that teacher may do the following steps to help students in the process of writing.

1. Determining the writing concept or principle to be taught.

Teachers must understand the elements of effective writing, such as the use of writing aspects. If teachers have this understanding, teaching composition would be considerably easier.

2. Presenting an example.

Many students who get confused by the teacher's explanation of the writing concept will acquire a comprehension of how to implement the concept when it is illustrated.

3. Highlighting the concept based on the example given.

This requires identifying the specific concept used in the example. If necessary, teachers may emphasize the concept with up to four distinct colored overlays, each representing a different principle to be taught. As a consequence, students are able to recognize the distinct use of one or more concepts in the writing.

4. Providing students with an activity to develop their understanding of the concept.

Importantly, teachers provide students with an activity that is based on the previous highlighting step. In essence, they are provided with an example of the concept's framework and then assigned to develop it entirely.

5. Evaluating how well students have mastered the principle in concern.

To assess students, teachers may present a new passage and then ask about its organization. This type of query requires students to apply their knowledge to a different situation.

In conclusion, teacher should be aware to the difficulties experienced by students in the process of writing and give an assistance to help them overcome their problems. By applying the principle of teaching writing above, teacher may be able to optimize students' writing skill and get them have better performance in writing.

### **2.5 Concept of Asynchronous Discussion**

In the setting of group work, discussion becomes a common and basic thing to do as an effort to take a mutual agreement among members. It is considered an activity which involves written or oral expression of different points of view in a given situation (Cashin, 2011). Discussion has been widely applied as a learning method used by teachers to have their students share their thought and opinion regarding a particular learning topic. It becomes one of the ways to get the students broaden their knowledge as they may exchange some information and views in the process of understanding a learning material.

However, due to the development of technology, discussion can be done asynchronously through an online platform. This setting provides the opportunity for the participants to engage in a non-real-time discussion as they may share their ideas and opinion at any time. That is why asynchronous discussion offers flexibility for the students and teacher to interact on their own schedule with certain

time deadline (Syafrizal et. al 2021). As a consequence, students are more prepared in constructing ideas which results to favorable benefits. Aras and Ybnu (2022) mention that asynchronous discussion enables students to acquire a deeper understanding of the topic being discussed. They also state that students can reread all of the sent responses at any time, thus they have more time to reflect on their friends' ideas and provide an appropriate response to the statements afterward. Moreover, Veranika (2017) comes with similar idea by saying that in asynchronous discussion students have additional moment to thoroughly prepare what they intend to say before contributing to the discussion which can promote their critical thinking skill and more elaborated content. In comparison to when they are asked to share feedback with their peers in a limited amount of time, the students were more likely to consider the feedback in greater detail and with greater clarity when they were given more time and more space to provide feedback (Astrid et. al, 2021).

In addition, asynchronous discussion can also be used to prompt students to respond to particular ideas and promote supportive communication since learners are the active information senders and receivers throughout the discussion process. Jinot (2020) mentions that asynchronous discussion supports effective learning through interactions in online learning environment by giving the students chance to communicate their knowledge. It is motivated by a number of factors, including the students' need for more freedom in presenting their arguments and their desire for more control over the direction of discussion (Dewi and Santosa, 2022). Moreover, Bakar et. al (2013) argue that learners can handle and manage the learning environment in asynchronous discussion. It is believed that allowing students to

carry out responsibility for their own learning may foster and encourage ownership of learning. Consequently, this will promote collaborative learning among group members. Further, Bakar et. al also argue that low-proficiency ESL students will gradually overcome their insecurity and gain their confidence to speak English if they are given the opportunity to use the language in a secured learning environment as in asynchronous discussion. Therefore, students can get the chance to express themselves, defend their points of view, and form their beliefs through sharing, exchanging and advocating of ideas and opinions pleasantly and effectively in asynchronous discussion.

Accordingly, it can be concluded that facilitating students to have an asynchronous discussion, can help them to freely express their ideas and share the information that they have. As a result, they can achieve better understanding of the material and develop greater communication with their peers along with the increase of their self-confidence.

## **2.6 Teaching Writing through Asynchronous Discussion**

Group discussion becomes the most common method in English teaching as it is quite simple to be applied in a classroom. However, the advancement of technology has brought an innovation to have asynchronous discussion in teaching English using various online platforms. A research from Maghdalena et. al (2022) gives an evidence of the effectiveness of asynchronous discussion in writing class. Their study reveals that the e-learning environment in asynchronous discussion is contributed significantly to the students' writing achievement. Asynchronous

discussion leads to successful writing teaching by allowing students to produce more elaborated writing as a result of the collaborative brainstorming sessions. The discussion process exposes students to multiple points of view and the ways for arguing those views which assists the learning of the writing's subject matter (Karina, 2017). Moreover, the students are more likely to be enlightened in generating their writing content as they can easily access the collection of ideas gathered during the discussion and take some important information from it to elaborate their writing. Hence, the students are more likely produce a well-developed content.

In addition, Bratitsis and Kandrodi (2010) find in their study that the utilization of asynchronous discussion influences students' writing skills. The students produce fewer errors as they put more attention to their writings. A recent study from Mohammadi et. al (2018) also indicates that students participated in the asynchronous online discussion forum perform better in writing activity. This new trend has a positive impact on the students' attitudes toward English writing proficiency. In fact, the activity in such environments prompts student self-engagement in the language learning process, resulting in a significant shift from a teacher-centered to a student-centered. It is in line with the statement from Cashin (2011) that students take an active role in their learning which boosts their desire to learn and makes the process more engaging. Thus, for those reasons, teacher is suggested to employ asynchronous discussion in teaching writing. Teacher may apply this method in the main activities during the learning process as it may help students gather ideas and information for their writing during the planning stage.

Cashin then states that a teacher should pay attention to several components when applying discussion method in any kind of setting including asynchronous online discussion, those are:

a. Get to know the students

In deciding the discussion topic teacher needs to know the characteristics of the students including their competency level. Teacher should not give difficult topic for students who have lower ability that they might not deliver their ideas well due to the lack of ideas and terms. Teacher may also ask students about their background and their goals.

b. Set preparation

Compared to a successful lecture, a discussion requires significantly more planning. In a lecture, teacher may what should be covered. On the other hand, in a discussion, a teacher should be prepared to explore any topic that is tangentially relevant to the discussion topic. This means that teacher must know the topic very well and should be ready to answer any questions or concerns that the students might have.

c. Begin the discussion

Teacher can encourage students by having number of ways to start the discussion — with a question, a controversy, or a common experience related to the topic. One of the strategies that can be used is choosing something from students' "real life". Then, teacher also needs to ensure that students have sufficient information to make the discussion productive.



d. Ask questions

Teacher may ask students for clarification or to support their comment and opinion. In this activity, teacher is suggested to use open-ended questions and ask divergent questions (where there can be more than one acceptable answer).

e. Reflect on what took place during the discussion

After the discussion, teacher should analyze the discussion process especially the outcomes that students get. Think about which student(s) did or did not participate in the discussion and which of them contributed most. It also includes some queries such as 'Did any student(s) dominate?', 'What was the quality of the students' comments?', and 'What did the students learn?'. Moreover, teacher can ask students to explain the discussion in brief.

In conclusion, asynchronous discussion can broaden students' knowledge and ideas that they can elaborate their writing content. It also activates attractive student-centered learning and promote students' positive attitudes towards writing. Thus, teacher can implement this method to teach writing by following some features before, during, and after the discussion.

## **2.7 The Concept of Dogme Approach**

The Dogme approach originally gained attention in 2000 due to an article written by a methodologist named Scott Thornbury with the title of "A Dogme for ELT" in which he criticized the overuse of textbook used to teach foreign languages, which

in his view burdens and confuses the learning process. According to Akmalovna (2022), Dogme approach prioritizes real conversation between the teacher and the students and among students. She claims that Dogme approach is communication-based and focuses on activating students' potential through interaction between students and teacher, the active application of personal experience, the use of personal information, and situational language presentation. Added by Daguiani and Chelli (2020) that Dogme advocates teaching that does not rely on published text books but relies on conversational communication in the classroom which helps language to emerge from the learners' interest. They also explain that Dogme focuses on learners' actual needs and considers them as the primary reference of teaching. In other words, students can internalize and produce language successfully if it is spontaneous and relevant to them.

Furthermore, Thornbury and Meddings (2009) states that Dogme propose three core principles as foundation in applying this approach, those are:

1. Conversation Driven

Language teaching and learning should emphasize conversation and communication, which can lead to a variety of interaction pattern. Accordingly, it can be said that Dogme highlights the importance of dialogue and communication within every lesson and believes that students can practice their language if they are asked to talk about themselves; as a result, it opposes the transfer of knowledge, in contrast to traditional educational models. According to this principle, teaching with Dogme ELT implies that: 1) create a classroom environment that is appropriate to

encourage interactive talks among students; 2) the topics should come from people in the classroom; 3) the benefits of the talks or conversations should be taken incidentally, whether to highlight the forms or to light up the topics being discussed; 4) scaffolding is necessary to bridge the talks in the target language; and 5) students should participate as a group (Yanti, 2018).

## 2. Material Light

Student-produced content is preferable to published resources and textbooks that frequently reflect cultural biases, which put a greater emphasis on grammar than on communication objectives. This suggests that teachers are requested to change their dependency on textbooks in the Dogme ELT and are encouraged to prioritize adopting a materials-light approach more. Thornbury (2005) suggests that the learning content should likely to engage learners and to trigger learning processes by providing space for the learner's voice, accepting that the learner's knowledge, experience, concerns, and desires are valid content in the classroom. Dogme is not anti-technology, but it does reject technology that prevents true communication-based and learner-centered strategy.

## 3. Emergent Language

In this principle, language is not transmitted yet it gives learners the best conditions or opportunity to use the language when it naturally arises in their conversation. This is considered an opportunity for learners to engage in the process of reflecting on and developing their language rather than as

a weakness or error made by them. Besides, students create vocabulary that is not necessarily taught to them. Thus, one of the responsibilities of the teacher is to aid in the development of language. Teacher may promote the development of communicative competence by rewarding students for productive discussions, reinforcing the exchanges, and considering and assessing the class interactions.

In short, the Dogme approach challenges traditional methods by prioritizing real conversations and rejecting heavy reliance on textbooks. The key principles of this approach highlight the importance of creating engaging and learner-centered settings. by placing emphasis on conversation, prioritizing material generated by students, and allowing language to emerge naturally. Considering the implementation of the principles in the classroom can provide the students an interactive learning process and a meaningful experience.

### **2.8 Modifying Asynchronous Discussion with Dogme Approach**

Discussion method has been widely used in English teaching and learning since a long time ago because of its benefits. This method promotes the active engagement and involvement of learners in the classroom through the exchange of ideas and opinions between the teacher and the learners or among the learners themselves. Abdulbaki et. al (2018) mention that by contrasting and comparing their perspectives with those of their peers during the discussion, students have the opportunity to express their opinion, argue their points of view, and shape their ideas. It is in line with the argument stated by Al Jawad and Abosnan (2020) that

although there will be disagreement among students, discussion method will prompt them to speak up more to defend their viewpoints and encourage them to talk.

Moreover, in the context of English teaching and learning, discussion method is particularly valuable as it enables learners to practice their language skills in authentic and meaningful contexts. In terms of writing skills, the use of discussion method can be beneficial to help students acquire a lot of information to produce a piece of written work such as an essay and a text since they need to elaborate their writing content. The various ideas in different point of view gotten during the discussion can be a great source for them in constructing a writing. It is stated by Karina (2017) that discussion method exposes students to different perspectives and ways to reinforce those viewpoints; thus, it assists students to discover writing content and teaches them how to acquire new information. Erika (2022) adds similar idea by saying that before composing a text, it is highly beneficial for students to work in groups of three to four to expand their ideas and knowledge.

However, the implementation of discussion method in a traditional classroom has several drawbacks that in some cases it cannot accommodate students with low self-confidence due to their personality and cognitive level. Those students usually face difficulties in conveying their ideas and spend a quite some time to construct their argument. It is expressed by Safarnejad and Montashery (2020) that responses from shy students are difficult to obtain, particularly when they are unable to articulate their thoughts clearly. As a consequence, it consumes a lot of time while the duration for conducting learning process is limited, as explained by Cashin (2011)

that discussion is not an effective method because it is time consuming and requires additional preparation and class time.

On the other hand, in accordance with the development of technology and the post condition after Covid-19, teacher and students get used to utilize online platform and media to do teaching and learning process. Hence, in line with the primary problem above, teacher may have asynchronous discussion through online platform. Aras and Ybnu (2022) believes that having asynchronous online discussions with students helps to reduce their psychological issues and boosts their self-esteem. The students have more time to comprehend and evaluate the material before submitting their comments. In comparison to face-to-face discussion, this enables the students to express their views with greater confidence. Hrastinski (2008) agrees by stating that communicate asynchronously may increases students' ability to process information that immediate answer is not expected.

Nevertheless, coming with beneficial advantage does not make this method becomes perfect. Several drawbacks may occur in the application of discussion method especially in online learning. First, teacher usually offers some topics to be discussed by the students that most of the time students do not have sufficient information or background related to the topic given. This is proved by the statement from Clark (2003) that students' interests are usually abandoned so the discussion does not give excellent result. Added by Tiene (2000) that students can more easily lose track of what the focus of the discussion. Therefore, the students tend to be lazy in taking a part in the discussion.

Besides, the emergent language produced by students usually lead to ambiguity. As the discussion is conducted in an online platform where the students can only get the information through their friends' writing, students may come with their own perspectives in figuring out their friends' arguments that might different than the actual meaning and this thing can then mess up the discussion. It is highlighted by Ghodrati and Gruba (2011) that occasionally, the textual format of the online discussion led to misunderstandings. This phenomenon happens because students have problems articulating their thoughts as they formulate a sentence in their native language and then translate it into English, resulting in a "lost in translation" situation (Olesova and Oliveira, 2013).

Consequently, those issues make the teachers rarely use asynchronous discussion method that they find it less effective to accommodate students' interest and emergent language. Besides, in applying online learning, it is quite challenging for teachers to prepare a variety of digital learning media that can be used in online classroom. As a result, teachers employ their old teaching technique using textbook or printed material which sometimes its usage does not help the students to develop the communicative performance. They just ask the students to do the exercises in the book then submit their answer through an application. It is expressed by Thornbury and Meddings (2009) that ELT classrooms have experienced an invasion of materials in the form of copious photocopies, workbooks, tape-scripts, flashcards, and other resources which accommodate less meaningful communication practice. Despite the fact that some published materials include tasks for students to perform in pairs or groups, many of these assignments are for controlled practice or imply unauthentic situation (Nguyen and Phu, 2020).

Hence, Dogme approach can be solution to handle the problems above. It has been mentioned earlier that the principles of Dogme promotes the production of language through communication and conversation and students' produced topic. Thus, it should be considered by teachers to give students chance to use the language and freedom in deciding the materials in the learning process. By letting the students to choose their own discussion topic, students will actively engage to the discussion process as they talk about something that they are interested. They may also come up with a lot of ideas and be able to produce unexpected critical arguments as they may have great understanding of the topic. It is in line with the statement from Daguiani (2022) that Dogme ELT enable teachers to allow students to carry on their preferred topics, which offers solutions to these sorts of challenging teaching situations. It is a unique way of teaching English that places greater emphasis on the interests and needs of the students as well as on interaction practice, which promotes the production of spontaneous language.

Moreover, the notion of Dogme highlights that the production of emergent language is a part of learning process that should be accommodated by teacher. It is because emergent language usually occurs due to the inability of students to describe or express certain things and terms which should not be perceived as errors. It is mentioned by Xerri (2012) that teaching is responsive to the language generated during the lesson and students' errors are seen as an opportunity for learning to take place. By adopting this concept, teacher can manipulate the emergent language produced by students during the discussion process. The teacher may encourage the development of students' communicative competence by rewarding students for effective conversations, repeating utterances, and reviewing the group emergent



language that occurs. This principle also suggest that the unpredictable language arouse during the discussion should be broken down and explained by the teacher to let the students identify the proper way to use the language. As mentioned by Cuervo (2021) that teachers' role is to facilitate the conversation and provide answers to grammar and vocabulary questions as they arise. Finally, students will be able to use the target language properly and develop their language competence which can lead to a meaningful learning.

To conclude, Dogme can overcome the issues occurred in the implementation of discussion method. Including the Dogme principles in the steps of discussion offers more effective utilization of the method. It is expected that the modification will help the students to achieve better communicative competence especially in written communication. In addition, the learning process will be more enjoyable and meaningful as it recognizes students' interest.

## **2.9 Twitter as Learning Platform**

There are many different types of online settings that may be used to run teaching and learning activities. A social networking site like Twitter can become an option. As a microblogging platform that enables users to exchange any kind of content, this platform can be manipulated as a learning media. According to Carpenter and Krutka (2014), teachers can utilize Twitter as a microblogging platform used for educational purposes. Dunlap and Lowenthal (2009) agree by saying there are instructional advantages of using Twitter, including maintain relationships, promote educational activities, write concisely for an audience, respond to

problems quickly, and link students and teachers. Moreover, by using Twitter as a learning tool, teacher may easily implement writing process. By having the facility provided on Twitter, students construct and publish their writing in the form of connected tweets. Students can also have peer-correction as this feature gives students the chance to respond to and comment on the work of their classmates. Some researchers have done studies on the use of Twitter, particularly in teaching writing, which support the claim.

The first intriguing study on teaching writing using Twitter was conducted by Ahmed (2015), who examined how Twitter affected EFL writers' ideas and material as well as their organization, voice, and style. Students in the experimental group were taught through Twitter while those in the control group continued the learning process using the conventional technique of teaching writing. As a consequence, students in the experimental group performed more diligently in their task involvement than the students in the control group, indicating that Twitter could be utilized to improve students' writing skills. The study also shown that using Twitter as a writing media could enhance ideas and content, organization, voice, and style.

The other discovery related to this study was done by Romadhon et. al (2020). This study emphasize how adopting Twitter as a media can help students write outstanding short stories. The study, aimed out to analyze the writing process on Twitter, revealed that students were more engaged in their learning. Their interest in writing also increased as they could experience a new form of learning and share

their work with other people in a large spectrum. Additionally, after receiving lesson through Twitter, students' writing test scores improved 14 points between the pretest and posttest.

The last study in the same area is from Ayu et. al (2021) as they investigated the use of Twitter as a platform to conduct learning process and publish narrative writing. Their study proves that the feature on Twitter, namely thread, can be manipulated as the media to teach and learn writing. Besides, students were interested to actively participate in the learning process. The use of this social media could stimulate their creativity especially in elaborating ideas put in their writings.

On that account, this research utilized Twitter as a platform to run asynchronous discussion. Students may share their arguments and respond to their friends' idea through connected tweets or thread. By utilizing this feature, students' opinion was on one long line which can be easily seen and read by all students. Thus, the discussion was well-organized even though it was done online.

#### **2.10 Procedures of Teaching Writing through Original Discussion Method and Modified Asynchronous Discussion**

There is no exact model to teach writing using through discussion method. The teacher who wants to implement the method on their teaching and learning activity can modify and arrange their own lesson plan based on the available model. However, Gall and Gillett (1980) mentions the basic steps of discussion method in general which consist of opening a discussion, keeping the discussion focused, analyzing different point of view, and evaluating the effectiveness of the discussion.

In the traditional discussion, a moderator is chosen to lead the discussion process and the rest of the members will be participants. Therefore, teacher can adapt those stages in the implementation of this method, especially to teach writing. The writing process can be done after the students having discussion. It is because during the discussion, students may collect some resources and ideas that can help them in planning stage. However, as the modified method adapt the principle of Dogme approach, thus there are several differences between it and the regular method. The following table provides the contrasts.

**Table 2.1 The Difference between Procedures of Teaching Writing through Traditional Discussion and through Modified Discussion**

No	Steps in Traditional Discussion	Steps in Modified Discussion	Stage of Writing
1.	Teacher presents the problem, issue, or case to be discussed.	Students are asked to mention some of the discussion topics in general. ( <i>material light</i> )	Planning
2.	Students are divided into groups. Each group consists of 5-6 students.	After that, students who share similar topic will be in the same group. Each group consists of 5-6 students.	Planning
3.	-	Then, from their ideas that they have decided in the first step, students are asked to determine one topic that they are going to discuss. They have to make it more specific. ( <i>material light</i> )	Planning
4.	Students choose one student to be the moderator.	Students choose one student to be the discussion leader. The rest of the students will be the members.	Planning
5.	The moderator opens the discussion by stating the discussion issues provided	The leader will post some information related to the topic to begin the discussion. ( <i>conversation driven</i> )	Planning

	by the teacher and let the members to give responses.		
6.	Students may respond to their friends' argument. However, they can state their ideas after the moderator allow them to deliver their idea. It is intended to make the discussion focused and effective.	Students should respond to the case posted by the leader. They give arguments related to the topic. They may also give responses towards their friends' opinion based on their perspectives. In this step, the students are exposed to various point of view. Then, each student is encouraged to at least send three responses and arguments on Twitter. <i>(conversation driven)</i>	Planning
7.	-	During the discussion, teachers may ask some questions to activate students' ideas. The teacher should also be able to indicate the emergent language that might occurred. <i>(emergent language)</i>	Planning
8.	At the end of the discussion, the moderator concludes the arguments uttered by the members. In this step, the teacher may also give feedbacks to the students.	At the end of the discussion, the leader sums up the discussion.	Planning
9.	-	In the next meeting, teacher review their discussion and give some feedbacks. In this stage, the teacher discusses the emergent language produced by the students. The teacher can write and show the utterances. Then, the teacher reformulates the students' language production into a more target-like form. The teacher may breakdown the pattern or the structure of the sentences.	Planning

		After that, the students should use the emergent items in a new context. ( <i>emergent language</i> )	
10.	Students write an analytical exposition text.	Students write an analytical exposition text.	Drafting
11.	Students do peer correction.	Students do peer correction.	Revising
12.	Teacher gives some feedback towards students' writing	Teacher gives some feedback towards students' writing	Revising
13.	Students revise their writing and make the second draft.	Students revise their writing and make the second draft.	Proofreading
14.	Students publish their works.	Students publish their works.	Publishing.

It is clearly stated that in asynchronous discussion, the discussion process took place in Twitter and employ Dogme principles. Hence, before starting the discussion, the students were asked to decide the topic to be discussed by them. They were asked to mention several issues that they were concerned. Those who shared similar answers were in the same groups. Then they had to determine a specific topic. Then, the role of moderator was changed to be a leader. In the discussion, the leader should provide the background of the discussed issue that he/she posted a context of the topic in the Twitter. After that, the whole members sent their arguments by replying the leader's post. They may also give responses to their friend's answer and ask questions to clarify their friend's ideas. At the end of the discussion, the leader should review the main points of the discussion and give a brief conclusion. In addition, during the discussion, teacher should be aware to the emergent language that might be produced by the students and take some notes of it. Then, after the discussion ends, the emergent language should be discussed as the part of feedback and evaluation session.

In short, there are several basic contrasts between the traditional discussion method and the modified one. First and foremost, there was not a moderator in the online forum yet a leader began the discussion by providing some relevant information related to the topic. Then, in the traditional discussion, the students should discuss the issue given by teacher while in asynchronous discussion using Dogme approach, students may choose their own topic based on their interest. After that the emergent language became one of the concerns in the discussion process that teacher should pay attention to it and should provide feedbacks for the students. It is assumed that inserting the Dogme principle in the modified discussion can maximize the implementation of the method and the approach that can enhance students' writing performance.

### **2.11 Advantages and Disadvantages of Modified Asynchronous Discussion**

There is no such a perfect method to be applied in in teaching English as a foreign language that each method comes with its advantages and disadvantages. Thus, it is essential to understand the value and the limitation of the implementation of the modified asynchronous discussion. The advantages and disadvantages of implementing asynchronous discussion using Dogme approach are described below:

#### **Advantages**

1. Students can write quite long writing and offer extensive information as they can make a thread by posting more than one tweet in series.
2. Students can upload their writing anytime and anywhere. There is no limitation for them to do the task directly at the moment.

3. By posting their arguments in a thread, students can respond to their friends' idea while teacher can also give comments and answer students' question if it is needed.
4. As other people can see students' writing, they will do their best in writing their ideas. They will be more careful and well prepared in order to make sure that their writing is appropriate to be posted.
5. Students' interests are raised in the discussion. Thus, they will actively participate and have their own pace in the discussion session.
6. Students' critical thinking skill will be developed as they have to provide a well-elaborated information to support their argument. They also have to responses the discussed issues by sending their opinion and judgment which can activate their analytical skill.

### **Disadvantages**

1. As the students need to open this social media on their phone, so it will be difficult if there is a student who does not bring smartphone to the classroom. However, he/she can use laptop instead.
2. It will take time to post their arguments especially when the internet connection does not run well. However, as they can do it at any time, they can upload the post whenever the connection is available.
3. Teacher needs to make sure that every student are familiar with the platform used to have online discussion.
4. There will be a possibility for the students to copy other's people opinion as they can access information from the internet. Therefore, teacher needs to



encourage the students to respond the argument using their own idea without getting a lot of biases from the resources that they find. Besides, teacher should be aware to the plagiarism made by students.

5. Novice teachers might find it difficult to as they need to have an adequate resource context. It means that teacher should have a background knowledge of the discussed topic in order to provide students with constructive responses towards the discussion.

After all, it is hoped that the researcher would be able to maximize the strong points and diminish the drawbacks of using the modified discussion method by being aware of both of the factors above. Besides, teacher who wants to implement this method will be able to anticipate the probable problems that may occur during the learning process. As a result, all of the learning activities can be carried out well.

## **2.12 Theoretical Assumption**

In the light of the development of technology, asynchronous discussion comes to enable students for generating and developing learning materials in form of a topic and problem discussed in an online platform. The learning process run through asynchronous discussion can prepare the students to plan writing ideas before asking them to produce the complete text or essay such as analytical exposition. However, there are several flaws in the implementation of asynchronous discussion such as students are not interested to the discussion. It is because they do not have ideas about the topic discussed which is sometimes too difficult for them. Besides, the emergent language produced by the students sometimes are ambiguous as they

do not know whether they use correct language component, especially grammar and vocabulary.

Those issues can be tackled down by executing Dogme principles in asynchronous discussion method. It has been mentioned earlier that Dogme approach can be beneficial to respond the main concern of creating students-centered learning and involving students' interests in the learning activities. This approach also perceives the emergent language produced by the students as something valuable that should be noticed and discussed during the learning process. As a result, the students may find it easy to elaborate their writing content. It happens because they have a lot of ideas to be put on their writing as they discuss interesting topics that they like and know well. Besides, it is also assumed that their writing may contain less grammatical errors since the teacher concerns the emergent language and errors found during the discussion. Thus, the principles of Dogme approach are suggested to be applied by the teacher in order to support an effective and favorable learning atmosphere as students are given opportunities to bring their own topics and reflect their errors.

In addition, comparing to the use of traditional discussion method, students may find it more comfortable to express their ideas in asynchronous discussion as they have more time to think and compose their argument before responding to their friends. As a result, they may come with more developed and organized replies. Moreover, as the discussions are recorded in an online platform and accessible to be reread by the students, they may have a chance to reflect the arguments after the

discussion has ended which can help them to compile and select the ideas during the planning process. Hence, the students are more likely produce a well-developed writing content. Besides, teacher can find it easier to track and follow students' discussion especially in identifying the emergent language that should be reviewed afterwards.

Therefore, inserting Dogme approach in asynchronous discussion may not only solve the problems occurred but also can facilitate students with an interesting learning process to develop their writing skill.

### **2.13 Hypotheses**

In quantitative research, hypotheses must be developed based on the issue identified in the first chapter. According to the concern mentioned in the previous chapter, this research offers three hypotheses as follow:

1. There is significant improvement of students' writing achievement after being taught using Dogme approach in asynchronous discussion.
2. Content is the aspect that improves the most after the students taught using Dogme approach in asynchronous discussion
3. There is significant difference of students' writing achievement between those who are taught through Dogme approach in asynchronous discussion and those who are taught through synchronous discussion method.

Therefore, the theories that have been discussed in this chapter are concept of writing, aspects of writing, teaching writing, concept of discussion method, modifying asynchronous discussion with Dogme approach, teaching writing

through discussion, teaching writing through modified asynchronous discussion, procedure of teaching writing through modified asynchronous discussion, Twitter as learning platform, advantages and disadvantages, theoretical assumption, and hypotheses.

### **III. METHODS**

The most fundamental part of conducting research is determining the method. Thus, this chapter comes up with the research design, setting, subject of research, data collecting technique, research procedures, research instrument, reliability and validity of the instruments, rubric scoring system, data analysis, data treatment, and hypotheses testing.

#### **3.1 Design**

Using a quantitative approach, this research employed quasi-experimental to see the significant difference of students' writing performance after being taught through asynchronous discussion by implementing Dogme principle. The data obtained from the experimental class were used to answer the first and the second research questions which were analyzed using *Repeated Measure T-test* in SPSS. On the other hand, *Independent Group T-test* was used to analyze the data for the third research question, as this study aimed to compare the results of the control group and the experimental group after receiving treatment. Thus, the two classes learned using different methods in which the control group did a regular discussion while the experimental group had asynchronous discussion that has been modified with Dogme approach.

Furthermore, to gather the data, the researcher administered two kinds of test namely pretest and posttest. In the first meeting, the students were asked to do a pretest. After that, the students received treatment for around five meetings. Then, the students were given a posttest at the end of the treatment. The design is illustrated as follows:

G1: T1 X T2
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G2: T1 O T2
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Where:

G1 : Group 1

G2 : Group 2

T1 : Pretest

X : Treatment (Modified Asynchronous Discussion)

O : Treatment (Synchronous Discussion)

T2 : Posttest

### 3.2 Variables

Setiyadi (2018) mentions that a variable is a noun that stands for variation within a class of objects, such as gender, achievement, motivation, behavior, or environment. There are two kinds of variables namely independent variable (X), dependent variable (Y). In this research, the variables are described as follows:

1. The independent variable is the use of modified asynchronous discussion and original discussion methods that are investigated in this study.
2. The dependent variable is students' writing performance since it is measured to see its difference.

### **3.3. Setting**

The research was conducted at Al-Kautsar Senior High School which is located in Rajabasa, Bandar Lampung. It is one of well-known private schools in Lampung that has been established for around 30 years. Moreover, the researcher collected the data from the eleventh students in Al-Kautsar Senior High School in August 2023.

### **3.4 Population and Sample**

The population of this research was eleventh-grade students at Al-Kautsar Senior High School. However, two classes which consist of 32 people with an age range from 16 to 17 years old were involved to be the participants of this research. Moreover, as the classes were taken purposively, thus the students belonging to both groups were considered to be at intermediate level with the aim that they could participate in the learning process well.

### **3.5 Sampling Technique**

A sampling technique namely intact group sampling was used to decide the experimental and control class. It is a non-probability sampling technique used when the group population is already formed that the researcher cannot separate or adjust. Thus, the entire group is used to represent the population. However, since the discussion was conducted through Twitter, the researcher chose a class of XI 2 at Al-Kautsar Senior High School Bandar Lampung as the experimental group since most of the students have Twitter accounts. On the other hand, the control group is XI 5 as they share similar characteristics to the experimental group.

### 3.6 Data Collecting Technique

The research data was collected using instruments for the purpose of this study. Students were required to take tests in the form of writing assignments to determine their writing scores, which were then used to evaluate their writing improvement. The tests should be handed out at the beginning and the last meeting that then were analyzed to know the significant difference of students' writing before and after being taught using discussion method. The scores from the two classes were compared in order to determine which one had the most improvement in order to address the research problem. Likewise, students' writings were examined using authentic assessment based on the aspects of writing proposed by Jacobs et. al (1981) which consist of content, vocabulary, grammar, language use, and mechanics.

#### 1. Pretest

Prior to the students receiving treatment, a pretest was given in the first meeting to both classes. Thus, the students from the two groups should complete a writing test before having a discussion. They were asked to create a written work based on the topic that has been determined by the teacher. This sort of test was used to assess students' current writing knowledge and skills. The test also aimed to determine if students' writing abilities improved from the pretest to the posttest by following the treatment. However, the teacher must provide the students with brief explanations and guidelines for their writing.



## 2. Treatment

After conducting the pretest, the students in the experimental class received the treatment using modified asynchronous discussion method through Twitter. On the other hand, the students belonging to the control class were taught through synchronous discussion. The students from both classes should attend the learning process several times. The target of having the treatment was for the students to be able to produce analytical exposition text.

## 3. Posttest

After conducting the treatment using discussion method, another writing test was given to the students in the form of a writing task. Similar to the pretest, this test should be done by the students in experimental and control groups. It was intended to know how far students improve after receiving the treatment from the teacher in a certain period of time. The topic used for this test was same as the one argued during the discussion session. It means that the students were allowed to elaborate their writing content from the arguments produced during the discussion. The students' posttests were then examined by the teacher based on the aspects of writing. In addition, feedback and discussions were also provided after the students submitted their writing to the teacher.

In short, the data were obtained from two kinds of test namely pretest and posttest. The two tests were administered to the experimental and control groups. The test instruction for both classes was the same without any modification.

### **3.7 Research Procedures**

In conducting a study, the researcher needs to arrange and follow some steps so that the research can be done well and sequentially. Hence, the procedures of this research are as follows:

#### **1. Determining Problems**

The problem was identified by the researcher's observation of the learning process at Al-Kautsar Senior High School Bandar Lampung. The author found that the English teachers there always used textbook and Power Point as the teaching media. The learning process was mostly teacher-centered so the teacher explained the whole material. After that, the students were directed to do the task in their textbook which basically asked them to answer questions. Thus, the learning process became less meaningful as the students rarely performed their productive skills. This case then became the background for the researcher to conduct this study which employed asynchronous discussion using Dogme approach.

#### **2. Selecting Population and Sample**

The population of this research was eleventh-grade students in Al-Kautsar Senior High School Bandar Lampung. The researcher chose two classes which consist of approximately 30 students to be experimental and control groups.

#### **3. Determining Materials**

The material was based on senior high school syllabus which focuses on making analytical exposition text. However, as the students had a discussion then there were some topics discussed during the learning process. Moreover, in the implementation of modified asynchronous discussion, the teacher did not

need to provide any material as it was created by students in which the discussion topic was determined by them. Besides, the teacher reviewed and discussed their emergent language which was considered learning material.

#### 4. Administering Pretest

A pretest was administered to the students at the first meeting. The purpose of this test was to know the students' prior knowledge and ability in writing before receiving the treatment from the teacher. The students were asked to make writing based on the topic and instruction given by the teacher.

#### 5. Conducting Treatment

The treatment was run after the students got their pretest. There were five meetings for giving the treatment which was conducted both online and offline. The control group students did a discussion in the classroom while the experimental group had asynchronous discussion through Twitter. The discussion was conducted at least twice which was followed by other activities such as reviewing the discussion result and giving feedback. After conducting a discussion, the students from both groups were asked to create writing based on the given topic that should be submitted to the teacher. Moreover, the teachers assessed students' work based on the aspects of writing and gave some input to each student during the learning process.

#### 6. Administering Posttest

After receiving treatment, the students took another test to evaluate their writing performance. This second exam was a writing task that must be submitted after following the learning process and having group discussion.

The test was similar to the first test taken by the students yet they wrote on different topics based on the issues discussed during the discussion process.

#### 7. Analyzing the Result

All tests were assessed according to Jacobs' writing criteria. Then, the scores were compared to see students' progress from the first test to the second test. However, there were two raters who examined all of the students' works from two tests. The first rater was the author herself and the second one was English teacher at school. The students' scores then were analyzed using statistical software.

Those are the steps followed by the researcher in doing the research. It is important to note that the procedures should be done in consecutive order to get the result of the research well.

### **3.8 Instruments**

This study employed two kinds of test namely pretest and posttest to obtain the data. Pretest was administered to the students at the first meeting before they received treatment using both discussion methods. Then, at the end of the lesson, the students were required to have posttest. Both the pretest and posttest were in the form of writing tests that were done by control dan experimental groups. Their writings then were assessed by the two raters and the scores were analyzed in order to answer the research question.

### **3.9 Reliability and Validity of Instruments**

The validity and reliability of the instruments adopted in a study must be verified by the researcher. As mentioned by Setiyadi (2018) that the justification of whether an instrument used is valid and reliable becomes the key factor to take into account while constructing an instrument. It can be said that the requirements for a good test are determined by an instrument's validity and reliability. Hence, those two components cannot be separated regarding the measurement of the instrument. As a result, the researcher was eager to find out whether or not the tests used as the research instruments were suitable.

#### ***3.9.1 Validity of Writing Test***

Muijs (2004) expresses that validity is certainly the single most significant consideration in the design of any measurement instrument used in educational research. It means that the validity of an instrument has to show how well that instrument measures what is supposed to be measured (Setiyadi, 2018). Therefore, the two types of validity below provide an evidence to achieve the validity of the test:

##### *a. Content Validity*

According to Brown (2000), content validity includes any validity strategies that focus on the content of the test. To demonstrate content validity, the researcher investigated the degree to which a test is a representative sample of the content of whatever objectives or specifications the test was originally designed to measure. To investigate the degree of match, the researcher enlisted the data from the syllabus to make judgments about the degree to which the test items matched the test objectives or specifications of

analytical exposition text. In this research, the researcher examined the test based on the learning objectives stated on the syllabus made by the teacher in order to compose the material and activity. Moreover, the tests given to the students were made based on the indicators on the syllabus.

*b. Construct Validity*

As Brown (2000) cited from Brown (1996) said that the general concept of validity is traditionally defined as the degree to which a test measures what it claims to be measuring. The construct validity of a test should be demonstrated by an accumulation of evidence. It means that the test items or tasks should be written based on the theory of what is being tested (Nurweni, 2018). She also states that the theory of language skills which involves language aspects is used by the teacher as a bases to develop a task to assess students' language ability. In this research, the researcher designed the test based on the theory of writing. Besides, the aspects of writing were also applied during the teaching and learning process. The researcher used the scoring system arranged based on the theory from Jacob's (1981) which has been proved for examining writing tasks. Furthermore, both of the instruments have been checked by English teacher at Al-Kautsar Senior High School Bandar Lampung.

In addition, the content and construct validity of the instruments were checked by English teachers at school. The evaluators used a checklist table to make sure that all of the tests fulfill the two types of validity. The result of the validity check is presented in the following table.

**Table 3.1. Validity of the Tests**

Test	Construct			Content		
	Rater 1	Rater 2	Rater 3	Rater 1	Rater 2	Rater 3
<b>Pretest</b>	100%	100%	100%	100%	100%	100%
<b>Posttest</b>	100%	100%	100%	100%	100%	100%
<b>Average</b>	100%			100%		

It is obviously displayed in the table above that the overall percentage of construct validity is 100%. In other words, the three raters agree that the instruments for conducting pretest and posttest have fulfilled construct validity. Similarly, having the average score of 100%, the tests have met the criteria of content validity based on the results from the raters. Thus, it can be said that the pretest and posttest made by the researcher are valid.

### ***3.9.2 Reliability of Writing Test***

Since the instruments used in this research are writing tests, the researcher employs *inter-rater reliability* to examine the consistency of the test. It implies that the tests were evaluated independently by two raters. Therefore, in this study, the researcher cooperated with a writing teacher at school to evaluate students' writing using the aspects put forward by Jacobs et. al (1981). Thus, the reliability was acquired from the students' scores given by the two raters after being compared. Moreover, the scores from the raters were added and divided into two to get the final score used in data analysis. The researcher also utilized *Rank Spearman Correlation* to examine the correlation between two raters. Therefore, a statistical procedure was applied to determine the instrument's reliability score. The equation is stated as follows:

$$p = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$

Note:

$p$  : coefficient of rank order

$d$  : difference of rank correlation

$N$  : number of students

1-6 : constant number

(Hatch and Farhady, 1982: 206)

After finding the coefficient between raters, the researcher analyzed the coefficient of reliability with the standard of reliability below:

- a. A very low reliability (range from 0.00 to 0.19)
- b. A low reliability (range from 0.20 to 0.39)
- c. An average reliability (range from 0.40 to 0.59)
- d. A high reliability (range from 0.60 to 0.79)
- e. A very high reliability (range from 0.80 to 0.100)

(Arikunto, 1998)

Based on the standard of reliability above, it could be concluded that the writing tests should be considered reliable if the tests reach the range of 0.60 to 0.79 (high reliability). Furthermore, the reliability of pretest and posttest in this research is presented below:



**Table 3.2. Reliability of Pretest**

Correlations				
			Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.914**
		Sig. (2-tailed)	.	.000
		N	32	32
	Rater 2	Correlation Coefficient	.914**	1.000
		Sig. (2-tailed)	.000	.
		N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the table above, it is clearly seen that the reliability of pretest is 0.914. Hence, it can be concluded that the pretest used to know students' prior ability is considered to have very high reliability. On the other hand, the reliability of posttest is pictured in the following table.

**Table 3.3. Reliability of Posttest**

Correlations				
			Rater 1	Rater 2
Spearman's rho	Rater 1	Correlation Coefficient	1.000	.841**
		Sig. (2-tailed)	.	.000
		N	32	32
	Rater 2	Correlation Coefficient	.841**	1.000
		Sig. (2-tailed)	.000	.
		N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the second table, the reliability of posttest is scored 0.841. According to the specification of Arikunto (1998), if the value of the test is 0.80 to 0.100 it means that the test has a very high reliability level.

To sum up, the result shows that both tests have high reliability by getting a score of 0.914 for pretest and 0.841 for posttest. This indicates that all of the tests have a good consistency of assessment results.

### 3.10 Rubric Scoring System

The students' writings were assessed by two raters, they were the researcher and an English teacher from Al-Kautsar Senior High School in Bandar Lampung. The raters utilized a scoring rubric created by Jacobs et. al (1981) to get the final scores of students' works. This scoring system was chosen because it provided a comprehensive framework for assessing five writing aspects such as content, organization, vocabulary, language use, and mechanics. The complete description of the assessment rubric is available in the appendix.

### 3.11 Data Analysis

In order to get the result of this research, the data were analyzed by using some steps below.

1. Scoring all of the tests using inter-rater. The scores from the raters were added and divided into two to get the final score
2. Tabulating the result of pretest and posttest.
3. Obtaining the mean of both tests by calculating the result using this formula:

$$Md = \frac{\sum d}{N}$$

Md : mean (average score)

$\sum d$  : total students' score

N : number of students

(Hatch and Farhady, 1982)

4. Getting the improvement of students' scores in order to find whether there is significant difference of students writing before and after being taught through the methods. To find the data, the researcher used the formula below:

$$I = M2 - M1$$

I : the improvement of students' writing achievement

M1 : the average score of pretest

M2 : the average score of posttest

5. Contrasting the result from experimental and control groups.
6. Answering the research question by concluding the result of the analysis.
7. Composing a discussion regarding the result.

### 3.12 Data Treatment

There are three basic assumptions that should be fulfilled in using both *Repeated Measure T-test* to analyze the data from the same group and *Independent Group T-test* to examine the data from two different groups (Setiyadi, 2018), those are:

1. The data are an interval.
2. The data are taken from random sample in population (non-absolute).
3. The data are distributed normally.

Thus, it is essential to find out the normality and the homogeneity of the test before having further analysis of the result.

### 3.12.1 Normality Test

The main goal of normality test is to know whether the data are normally distributed or not. In order to determine the value, the researcher utilized the *Saphiro Wilk* to analyze the data. Below is the formula:

H0 : The distribution of the data is normal

H1 : The distribution of the data is not normal.

The level of the significance used is 0.05. H0 is accepted if the result of the normality test is higher than 0.05 (sign > 0.05). Moreover, the results of the normality test are shown in the table below:

**Table 3.4. Test of Normality (Experimental Group)**

Tests of Normality							
	Test	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Pretest	.094	32	.200*	.950	32	.146
	Posttest	.098	32	.200*	.974	32	.627
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Table 3.4 provides evidence that both of the data from the experimental group are distributed normally. The value of the normality test in the pretest is 0.146 while the value of normality test in posttest is 0.627. In addition, the normality result of the data gathered from the control group can be seen below.

**Table 3.5. Test of Normality (Control Group)**

Tests of Normality							
	Test	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Result	Pretest	.130	32	.183	.954	32	.193
	Posttest	.109	32	.200*	.969	32	.467
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

It is seen from the table above that the normality value of the pretest is 0.193. Meanwhile, the value of the posttest is slightly higher with the number of 0.467. It can be assumed that H<sub>0</sub> is accepted as the data from both groups are higher than 0.05.

### 3.12.2 Homogeneity Test

A homogeneity test must also be conducted prior to the data being processed. This test is run to see the similarity of the distribution between the two classes. The hypotheses are:

H<sub>0</sub>: The data is taken from two samples in the same variances (homogeneous).

H<sub>1</sub>: The data is not taken from two samples in the same variances (homogeneous).

The null hypothesis (H<sub>0</sub>) is accepted if the significant level of the test is higher than 0.05. The result of the homogeneity test in this research is presented in the following table.

**Table 3.6. Test of Homogeneity**

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.038	1	62	.847
	Based on Median	.032	1	62	.860
	Based on Median and with adjusted df	.032	1	61.057	.860
	Based on trimmed mean	.037	1	62	.847

The result of homogeneity test in the table above shows the significance number of 0.847 which is higher than 0.05. It can be inferred that the null hypothesis is accepted.

### 3.13 Hypotheses Testing

The formula for testing the hypotheses of this research is:

$$H_1 = \text{Sig.} < 0.05$$

1.  $H_1$ : There is significant improvement of students' writing achievement after being taught using Dogme approach in asynchronous discussion.
2.  $H_3$ : There is significant difference of students' writing achievement between those who are taught through Dogme approach in asynchronous discussion and those who are taught through synchronous discussion method.

The first hypothesis was tested by utilizing *Repeated Measure T-test*. On the contrary, the third hypothesis was analyzed by using *Independent Group T-test*. Therefore, the students' scores from both experimental and control groups were

inputted and processed in a statistic software namely *Statistical Package for Social Science* (SPSS).

In short, this chapter covers the methodology of the research which is concerned with research design, setting, subject of research, data collecting technique, research procedures, research instrument, reliability and validity of instrument, rubric scoring system, data analysis, data treatment, and hypotheses testing.

## **V. CONCLUSION AND SUGGESTION**

This final chapter focuses on the discussion of two points. First, the conclusion of the research findings. Second, suggestions for English teachers who want to implement the modified method in teaching writing and other researchers who want to conduct investigation in the same area.

### **5.1 Conclusions**

First, it can be concluded that the conventional teaching learning using textbooks turns out to be less effective than the modified method using Dogme. Thus, Dogme approach is very possible to be applied in English teaching by integrating its principles into particular steps of a teaching method. Modifying a method using the approach may give a positive effect to the students' language production, as evidenced in this research. Students were able to provide in-depth elaboration on their writings and to use proper structures in their writing compositions.

Secondly, identifying the drawbacks of a method and finding a solution to it are crucial for teachers. This ensures that the employed method leads to better results in students' improvement during learning process. This researcher has provided an evidence that the experimental group taught through the modified method showed



more significant gain in scores compared to the control group that followed the learning process using traditional method. This was attributed to the freedom and flexibility granted to the experimental group in choosing discussion topics and participating in the discussion.

## **5.2 Suggestions**

Following the conclusion, several suggestions are addressed to English teachers and further researchers as elaborated in the subsections below.

### *5.2.1 English Teachers*

Considering the positive outcomes of using the modified asynchronous discussion in enhancing students' writing achievement, English teachers are encouraged to implement the method in teaching writing. The discussion can facilitate the students to gather more ideas, beneficial for the elaboration of their writing content. In addition, teachers' guidance in correcting errors related to students' production of emergent language is very needed to help the students be able to compose well-structured sentences in their writings. Moreover, given the opportunity to select their own topics, students may choose topics that teachers may not be familiar with. In such instances, teachers can instruct students to explore the topics by engaging in discussions with their peers. Additionally, it is suggested for teachers to establish a scope to ensure that the discussion remains focused within a defined area of subject. Lastly, teachers need to closely monitor students' discussions, ensuring active participation from all students. Thus, the application of the modified method can assist the students to perform better during the learning process.

### *5.2.2 Further Researchers*

Firstly, the samples of the study were limited to senior high school students with intermediate English skills. Therefore, it is recommended for further researchers to examine the implementation of asynchronous discussion using Dogme approach to improve writing achievement of students in higher level, for example undergraduates. It is expected that future research can provide additional support to the current study and contribution to this subject area, affirming that the use of this method can enhance writing abilities, particularly for students who already possess a sufficient ability in English.

Secondly, the study solely relied on quantitative data analysis, confined to quantitative research. Thus, it is suggested for further researchers to consider conducting similar study using qualitative approach to enhance the comprehensiveness of the study. It is hoped that the result can provide valuable insights into the underlying factors, motivations, and experiences that quantitative data may not fully elucidate.

After all, those are the conclusions of this study after investigating the use of modified asynchronous discussion. Other researchers may consider the suggestion above in conducting further studies related to the topic. The findings of this research also offer implications that can be implemented by teachers in English language teaching.

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