

**THE APPLICATION OF DICTOGLOSS TECHNIQUE TO IMPROVE
THE EIGHTH GRADE STUDENTS' WRITING SKILL
IN SMP NEGERI 31 MEDAN**

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ABSTRACT

Writing is the most important human invention which provides a relatively permanent record of information, opinions, benefits, feelings, arguments, explanations, and theories. Many students are still confused how to write a text because they do not know the rules and they can not express their ideas into written form. One of the techniques to improve students' writing skill is Dictogloss Technique. The method that is used in this research is Classroom Action Research (CAR). The subject of this research are 35 students of class VIII-4 of SMP Negeri 31 Medan in the academic year of 2018/2019. Tests, observation sheets, field notes, and questionnaire were used as the instruments for collecting the data. The result of this study showed increasing score of students' writing descriptive text. The result of the test showed that the students' mean score in pre-test is 60 with 0% students got score ≥ 75 , in formative test the mean score is 76.71 with 60% students got score ≥ 75 and in post-test the mean score is 80.85 with 94% students got score ≥ 75 . It showed that the percentage improvement of the students' mean score from pre-test to post-test was 94%. The response of students after being taught by using Dictogloss Technique are good. The students enjoyed the process of teaching and learning. It is suggested that teachers use Dictogloss Technique in teaching writing skill to improve students' skill in writing descriptive text.

Keywords: dictogloss technique, writing descriptive text, classroom action research

I. INTRODUCTION

English is a foreign language in Indonesia which is taught from Elementary School up to the University. In English subject, there are four skills which are learned by students. Those are Listening, Speaking, Reading and Writing. Writing and reading should be learned in school whereas speaking is not necessary as far as it is daily spoken in the community environment. Many people can speak a language but cannot write or read. In learning language there are two skills that are included in productive skills, those are speaking and writing. It is commonly believed that writing, especially in the foreign language is not an easy skill to be mastered. There are some reasons that make writing more difficult to be mastered than speaking. First, writing needs to follow rules of grammar much more strictly than speaking. Second, writing is more restricted and generally follows a standardized form of grammar, structure, organization, and vocabulary. Third, most writing is planned and can be changed through editing and revision before an audience reads it, whereas speaking is often spontaneous and unplanned.

Brown (2001: 337) states that writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language after listening, speaking, and reading. It means that before the students have to write, they should be able to listen, to speak, and to read. For example, when students are asked by their teachers to write something related to certain topic, they may collect information from a radio, a television, magazines, internet, and directly communicating with experts of related topic. After they get sufficient information, they can start writing. When collecting the information, they are using listening, speaking, and reading skills. Therefore, nobody can master writing skill easily and directly. Writing is actually not a natural skill.

Students need to have a good writing skill because when learning writing they have to write English in grammatically correct form. In fact, many students feel difficult to arrange their ideas in writing English. Actually, they have ideas but it is hard for them to deliver it into the text or they have a lot of ideas but they cannot present them in a good writing.

Based on the preliminary observation done by the writer towards teaching in class VIII-4 of SMP Negeri 31 Medan, it was difficult for students to write English text correctly. When the writer observed them doing an exercise, they could not make a logical sequencing, development in organization which made the ideas confusing and disconnected. They did not master either the use of agreement, tense, articles, pronouns and preposition that made the meaning of the text obscured. For example the writer found a sentence such as: 'John have book', 'Sarah go to supermarket yesterday', 'Harry born July 13 2002'. Besides, they also had little knowledge of English vocabulary, idiom, and word form, thus they could not develop the text with limited vocabulary.

With these problems above, the writer wants to give an alternative solution to overcome the students' difficulty in writing by using Dictogloss Technique. Dictogloss is one of the teaching techniques that can be used to teach writing. Wajnryb (2005: 5-6) states "Dictogloss is a task-based procedure helping students to use their grammar resources to reconstruct a text and become aware of their shortcomings and needs. It can be a fairly short, controlled activity or a more extended discovery activity". That implies Dictogloss Technique is an excellent way of practicing grammar and vocabulary as learners work on a combination of meaning and form, which makes grammar learning more purposeful and meaningful. Dictogloss Technique has some stages that facilitate the students to improve their writing ability. The reconstruction stage of Dictogloss facilitates the students to be able to reconstruct a dictated-text by using their own words. Then the correction-analysis stage provides feedbacks that facilitate them to correct their mistakes in the writing aspects, namely content, organization, vocabulary, grammar, and mechanics.

There are some previous researches concerning the application of Dictogloss Technique to improve student's writing. The first research was conducted by Putra (2014) entitled "The Application of Dictogloss Technique to Improve Students' Achievement in Writing Analytical Exposition". He found that the students score improved. It can be seen from the score orientation test, cycle I test and cycle II test. In the orientation test, the mean of the students score was 50,6. In the cycle I test was 59,4. And the mean of the last test was 67,2. The second research was conducted by Praditya (2016) entitled "Improving Student's Writing

Skill through Dictogloss Technique for The Eighth Grade Students of SMP Negeri 7 Surakarta”. He concludes that Dictogloss Technique can improve the students’ writing skill at the eighth grade students of SMP Negeri 7 Surakarta. The result of the research showed that the mean score of pre-test was 59.3 in Post Test 66.8, and improved to 73.2 in Post Test 2.

Based on the background of the study, the writer is interested in conducting a research entitled “The Application of Dictogloss Technique to Improve Students’ Writing Skill to the Eighth Grade Students of SMP Negeri 31 Medan in the Academic Year 2018/2019.

II. LITERATURE REVIEW

2.1 The Nature of Writing

There are many definitions of writing proposed by different experts. Carroll (2002: 57) states “Writing is the most important human invention which provides a relatively permanent record of information, opinions, benefits, feelings, arguments, explanations, and theories”. This definition implies that in writing, the writer can share his messages with the same generation or with future generation.

Writing is not only writing a sentence but it is an activity of producing a text in a context. Weigle (2004: 19) states that writing as an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience. From the definition, it means that it is important to view writing not only as the product of an individual but also as a social act because writing is an activity that is socially and culturally shaped as well as individually and socially purposed.

According to Brown (2001: 337), writing is a two-step process. The first step is to figure out the meaning or figure out what the writer wants to say. It means the writer should make a plan or an outline before writing. Second, the writer puts the outline into a text. Based on the statement above, it implies that the current emphasis on writing must be seen in the perspective of a balance between process and product.

2.2 The Types of Writing

There are many different types of writing, all with different aims and meanings. According to Jeffrey (2016:44) there are four types of writing:

1. Expository

Expository writing is one of the most common types of writing. When an author writes in an expository style, all he is trying to do is explaining a concept, imparting information from himself to a wider audience. Expository writing does not include the author’s opinions, but focuses on accepted facts about a topic, including statistics or other evidence.

2. Descriptive

Descriptive writing is often found in fiction. When an author writes in a descriptive style, he is painting a picture in words of a person, place, or thing for their audience. The author might employ metaphor or other literary devices in order to describe the author’s impressions through their five senses (what they hear, see, smell, taste, or touch).

3. Persuasive

Persuasive writing is the main style of writing used in academic papers. When an author writes in a persuasive style, he is trying to convince the audience of a position

or belief. Persuasive writing contains the author's opinions and biases, as well as justifications and reasons given by the author as evidence of the correctness of his position.

4. Narrative

Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, he is not just trying to impart information, he is trying to construct and communicate a story, complete with characters, conflict, and settings.

From the four types of writing above, the writer uses descriptive writing to conduct her research.

2.3 Process of Writing

According to Harmer (2004:4), the writing process is the stage taken in order to produce something in its final written form. The writer not only needs to know the process of writing, but also needs to apply these processes to the works. It will help the writer organize his idea logically.

According to Palmer (2001:8), there are six common processes of in writing: prewriting, drafting, sharing, revising, editing and publishing. The explanations about six common processes of the writing process are as follows:

1) Pre-writing

Pre-writing is the time to gather information, to experiment with the ideas, and to plot a course. It is time for students to get ready to write. Pre-writing is the process before a single word at the same time a writer decides to write about something where the aim is to generate ideas, thought, and images and to plan for writing. This stage is useful for the students in helping them deeply and personally involved in the process of writing.

2) Drafting

During this stage, the students translate their thoughts and ideas into sentences and paragraph. It should be done with a particular purpose and audience in mind.

3) Sharing

This stage gives the response with questions and comments for the writer. Its purpose is to help the writer clarify the piece for its intended audience.

4) Revising

During the process of revision, the writer expands ideas, clarifies meanings, and reorganizes information.

5) Editing

During the editing phase, the writer focuses on the conventions of language. Spelling, punctuation, syntax, and structure are analyzed and corrected. The students should have access to dictionaries, thesauruses, style sheets and another reference material at this stage.

6) Publishing

Publishing the students writing can take a variety of forms; individual books, class books, newsletter, literacy, magazines, and bulletin board displays.

2.4 Text

Text is a book or other written or printed work, regarded in terms of its content rather than its physical form. According to Halliday and Hasan (2009: 27),

a text is a work of literature can be read. Text also refers to the original information content of a particular piece of writing.

2.4.1 Descriptive Text

One of the writing genres is descriptive which functions to describe a particular person, place or thing (Gerot and Wignell, 1944: 192). According to Oshima and Hogue (1997:50), descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/ or sounds. In addition, a good description is like a “word picture”; the reader can imagine the object, place, or person in his or her mind.

Table 2.4. The Example of Descriptive Text

<p>My Lovely Cat</p> <p>I have a cat in my house, its name is Moci. It is an adorable cat because it is so cute. Its body is fat and it has black and white fur. I really love to cuddle it because its fur feels soft. Every morning my mother gives a fish to it. Sometimes, it usually scratches out my arm when I play with it. It is an active animal. It likes to run around the house. It likes to chase everyone in my house. When it feels tired or sleepy, it usually sleeps on the sofa in the living room or sometime under the table. Moci often goes out to find for food at night. And sometimes it brings a mouse on his mouth. Then it eats the mouse in the back of my house for himself.</p>

2.4.2 The Generic Structure of Descriptive Text

Furthermore, Oshima and Hogue (1997: 50), state that there are some generic structures that have to be considered to write a descriptive text. The generic structures are:

- a. Introduction is the part of paragraph that introduces the character
- b. Description is the part of paragraph that describes the character

This indicates that a descriptive text has two elements; an element to identify phenomenon (identification) and another one (description) to portray parts, qualities, or characteristic.

2.4.3 The Language Features of Descriptive Text

There are some language features that is used in descriptive text. The language features are:

1. use of particular nouns
2. use of detailed noun groups to provide information about the subject
3. use of a variety of types of adjectives
4. use of relating verbs to provide information about the subject, e.g. become, go, stay, grow, etc.
5. use of thinking and feeling verbs to express the writer’s personal view about the subject or to give an insight into the subject’s thoughts and feelings, e.g. think, feel, suppose, etc.
6. use of action verbs to describe the subject’s behavior, e.g. write, feel, walk, etc.
7. use of adverbials to provide more information about this behavior, e.g. happily, with anger, etc.

8. use of similes, metaphors and other types of figurative language, particularly in literary descriptions, e.g. hard like stone, three doors burnt, etc.
9. use of Simple Present Tense, tense indicating habitual activity.

2.5 Teaching Writing

There is no doubt that writing is the most difficult skill for language learners to master. Teachers should know and understand the appropriate approach that can be used in teaching writing so that the learners are able to produce a good writing. At the beginning of a lesson, the teacher should make sure that the students know about the purpose of the activity in the lesson. He should give a clear explanation about what the students will learn, so they will get an advantage in the teaching and learning process. Harmer (2004: 31) argues that writing should encourage students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problems which put the writing into their minds.

The essence of teaching writing is guiding and facilitating students to work. According to Brown (2007: 8), teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning. It implies that teaching cannot be separated from learning. When teachers teach writing to students, they do not only teach how to develop ideas in writing, but they also need to put a serious attention of how to write.

2.6 Dictogloss Technique

Anderson and Anderson (2003: 46) state that the word Dictogloss comes from two words, i.e. 'dictation' and 'glossary'. Dictation is an activity of a person who reads a passage aloud and the audience writes what is said (dictated). A glossary is a list of words with their meanings written beside them. From the definition, the writer thinks that Dictogloss is combination between dictation and glossary to create and reconstruct a text. Meanwhile, Wajnryb (2005: 5-6) defines Dictogloss as a task-based procedure helping students to use their grammar resources to reconstruct a text and become aware of their shortcomings and needs. It can be a fairly short, controlled activity or a more extended discovery activity. The writer implies that Dictogloss is an excellent way of practicing grammar and vocabulary as learners work on a combination of meaning and form, which makes grammar learning more purposeful and meaningful. Furthermore, Jacobs and Small (2003: 1) describe that Dictogloss is an integrated skill technique for language learning in which students work together to create a reconstructed version of a text read to them by their teacher. This definition implies that in Dictogloss there are several skills combined in one technique.

From the explanation above, it can be concluded that Dictogloss is a technique for language learning in which students work together to reconstruct a dictated-text. They reconstruct the dictated-text by using their own words or in other words they do not write exactly what the teacher read.

2.7 The Application of Dictogloss Technique

Wajnryb (2005: 7) state that a new way to do dictation, known as Dictogloss. It is different from traditional dictation that only imitates what the

teacher said. In Dictogloss Technique, the students are obliged to create their own parallel text. They make their own sentences based on the original text. Furthermore, there are some basic stages of Dictogloss Technique (Wajnryb, 2005: 7) as follows:

1. Preparation

In this stage, the teacher prepares the text for the learners. Then, the teacher ensures that learners know what they are expected to do at each stage of the technique.

2. Dictation

Dictation stage is when the learners hear the text and take notes. The text is normally read twice at natural speed making short pauses between the sentences. The first time, students do not take any notes. The second time, they note down key words to help them remember the content and reconstruct the text.

3. Reconstruction

As soon as the dictation is finished, the learners proceed to pool their notes and work on their version of the text. The teacher's role during reconstruction is to monitor the activity. In this stage, the students should maintain as much information as possible from the original text. However, they are not allowed to copy all words in the original text.

4. Analysis and Correction

The stage is when learners analyze and correct their texts. This is done with the help of the teacher by comparing their version of the texts to the original. Ideally, the original text should not be seen by learners until after their own versions have been analyzed.

To sum up, the Dictogloss Technique has four stages they are preparation, dictation, reconstruction and analysis-correction stages. In the preparation stage, the teacher should prepare the text. Then in the dictation stage, the dictated-text read more than once. The next stage is the reconstruction stage in which the students work in group to reconstruct the dictated-text by using their own words. Finally, the last stage is the analysis-correction stage in which discussion and feedbacks occurred.

2.8 The Strengths of Dictogloss Technique

According to Vasiljevic (2010: 46), Dictogloss Technique offers various potential advantages over other models of teaching text types. First, the Dictogloss Technique is an effective way of combining individual and group activities. Students listen and take notes individually and then work together to reconstruct the text. The reconstruction task gives students a focus and a clear objective, which is a pre-condition for effective group work. Students are actively involved in the learning process and there are multiple opportunities for peer learning and peer teaching. Second, the reconstruction stage helps students try out their hypotheses and subsequently identify their strengths and weaknesses. A reconstruction task encourages students to consider the input more closely. The positive group interaction and interdependence can have an impact on student attitudes towards working together to reach a common goal. Students gain insights into their linguistic shortcomings and also develop strategies for solving the problems they encounter. Another advantage of the Dictogloss Technique is that the reconstruction tasks can raise students' awareness of rhetorical patterns in the target language. Reconstruction tasks facilitate students' ability to understand and manipulate

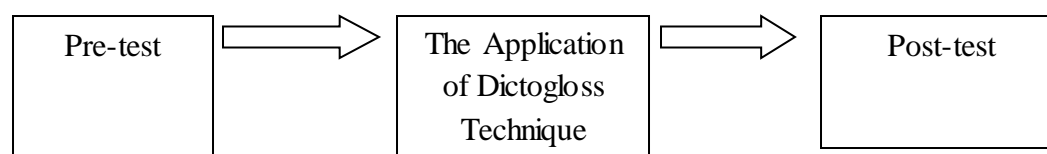
patterns of textual organization and make the students more sensitive to mechanic and other cohesive ties in the language they are learning to acquire.

III. RESEARCH DESIGN

This study is categorized into Classroom Action Research (henceforth, CAR). According to Kemmis & McTagart (2010: 47), action research is concerned equally with changing individuals, on the one hand, and on the other hand, the culture of the groups, institutions and societies to which they belong. The culture of a group can be defined in terms of the characteristic substance and forms of the language and discourses, activities and practice, and social relationships and organization which constitute the interactions of the group.

Based on the statements above it can be stated that action research aims to improve students' learning and the outcomes of teaching learning process. It is an approach to improve teaching practice. To collect the data in the research and to make result of the study valid, the writer used field notes, observation, questionnaire and tests. In conducting this action research, the writer worked together with the English teacher in finding the problems related to the students' writing skill, planning the solution, implementing the action, evaluating and reflecting the effectiveness of the action.

One Group Test Design



IV. DATA ANALYSIS

4.1 The Data Analysis

The data in this study were collected by qualitative and quantitative data. The qualitative data were taken from observation sheet, field notes, and questionnaire. The quantitative data were taken from the students' writing score which collected through pre-test, formative test and post-test in both of cycle. Every cycle was conducted in four three meetings. Pre-test was done in the first meeting, formative test at the end of cycle I in the last meeting. The second cycle was also conducted in three meetings. Post-test was done on the last meeting after the second cycle.

4.2 The Quantitative Data

The quantitative data was taken from the test result of students, namely pre-test before treatment, formative test after cycle one, and post-test after the end of cycle two. The complete result of the students' score in every test can be seen from the table and the histogram of score interval and the frequency.

After the first cycle conducted the improvement of mean score of formative test is 76.71. Then, there is improvement in second cycle namely in post-test that is 80.85. It showed that the second cycle was better than first cycle. It can be also seen from the students' percentage who got score ≥ 75 . In the pre-test, there is 0% of students who got score ≥ 75 . After the first cycle was conducted, there are 60% of students who got score ≥ 75 in formative test. And then, there are 94% of students

who got score ≥ 75 in post-test. In addition, the median score in pre-test is 65, in formative test is 77.5, in post-test is 80.85. From the data showed there was improvement score in each cycle.

4.3 The Qualitative Data

The qualitative data were taken from observation sheet, field notes, and questionnaire and were presented below.

4.3.1 Observation Sheet

Observation sheet was focused on the situation of teaching learning process including the students' activities, behavior and interaction in the classroom. Observation sheet 1 is filled by the writer meanwhile observation sheet 2 is filled by the English teacher as the observer to give evaluation to the writer and all of the students' activity during teaching learning process. The complete data can be seen as follows:

Table 1. Observation Sheet 1

Stage	Application of Dictogloss Technique	Cycle I	Cycle II
Preparation	1. The teacher prepares the text for the students 2. The teacher ensures that learners know what they are expected to do at each stage of the technique.	√	√
Dictation	1. In the first dictation, the students do not take any notes. 2. In the second dictation, students note down key words to help them remember the content and reconstruct the text	√	√
Reconstruction	The students are able to reconstruct their text by using the keywords	√	√
Analysis and Correction	The teacher and students discuss together about students' writing text.	√	√

Table 2. Observation Sheet 2

	Description	Yes	No
Teacher	1. The teacher comes to the class on time 2. The teacher greets the students 3. The teacher prepares teaching material 4. The teacher explains the material clearly	√ √ √ √	

	5. The teacher uses media and learning resources 6. The teacher monitors the progress of students' learning process 7. The teacher reviews and concludes the material	√ √ √	
Students	1. The students pay attention to the teacher's explanation 2. The students ask the teacher if there is something unclear about the lesson 3. The students feel interested in teaching learning process 4. The students do exercise seriously	√ √ √ √	
Situation	1. The classroom is comfortable (clean, calm and organized) 2. The classroom is not noisy 3. The classroom has teaching aids (whiteboard, marker and projector)	√ √ √	

4.3.2 Field Notes

In this study, the writer also used field notes as the instrument of collecting the data during the teaching and learning process. The writer observed the activity of the students during the application of Dictogloss Technique to improve students writing descriptive text.

4.3.3 Questionnaire

The questionnaire was conducted after both of cycle done. From the questionnaire the writer found out students' response which were taught the application of Dictogloss Technique whether it was appropriate with improvement of students' skill in writing descriptive text or not. The students were asked to give answer in the category of *Sangat Setuju*, *Setuju*, *Cukup Setuju*, *Tidak Setuju*, *Sangat Tidak Setuju*. The students' response can be seen as follows:

Table 3. questionnaire was conducted

No	Statements	SA		A		QA		D		SDe	
		Sum of Students	%	Sum of Students	%	Sum of Students	%	Sum of Students	%	Sum of Students	%
1	Saya senang terhadap pelajaran menulis (<i>writing</i>).	17	49	10	29	3	8	5	14	0	0
2	Belajar menulis dengan menggunakan teknik <i>Dictogloss</i> membantu saya dalam mengembangkan tulisan saya.	25	72	5	14	5	14	0	0	0	0
3	Kegiatan dalam teknik <i>Dictogloss</i> bisa saya pahami dan ikuti.	20	57	10	28	4	12	1	3	0	0
4	Saya bisa mencatat <i>keywords</i> dari cerita melalui teknik <i>Dictogloss</i> .	28	35	3	9	2	6	2	6	0	0
5	Saya bisa mengembangkan <i>keywords</i> menjadi sebuah cerita menggunakan teknik <i>Dictogloss</i> .	26	74	5	14	2	6	2	6	0	0
6	Teknik <i>Dictogloss</i> membantu saya memahami struktur teks deskripsi.	29	82	3	9	3	9	0	0	0	0
7	<i>Dictogloss</i> memotivasi saya untuk menulis dalam Bahasa Inggris.	22	63	6	17	4	11	3	9	0	0
8	Teknik <i>Dictogloss</i> membuat saya bisa menulis teks deskripsi dalam bahasa Inggris.	22	63	7	20	3	9	3	9	0	0
9	Kegiatan-kegiatan selama penggunaan teknik <i>Dictogloss</i> menyenangkan.	31	89	4	11	0	0	0	0	0	0
10	Teknik <i>Dictogloss</i> perlu dilakukan dalam setiap pelajaran menulis menggunakan bahasa Inggris.	30	86	4	11	1	3	0	0	0	0
	Total		67		18		9		6		0

it can be seen that students' reaction, the analysis of each item could be described as follows.

The first item stated the students like writing. The result of the questionnaire showed there are 17 (49%) students strongly agree with this statement, 10 (29%) students agree, 3 (8%) students quite agree, 5 (14%) students disagree. While there is no students who are strongly disagree to the first statement. It meant that basically most of them like writing. The second item stated that *Dictogloss* Technique can help students to reconstruct their writing. There are 25 (72%) students strongly agree with this statement, 5 (14%) students agree, 5 (14%) students quite agree. While there is no students who are disagree and strongly disagree with this statement. The third item stated that students can follow the stages in *Dictogloss* Technique. There are 20 (57%) students strongly agree, 10 (28%) students agree, 4 (12%) students quite agree, 1 (3%) students disagree. While there is no students who are strongly disagree with this statement. It showed that most of them can follow the stages in *Dictogloss* Technique. The fourth item stated that students can note down the keywords from the text that is dictated by the teacher. There are 28 (80%) students strongly agree, 3 (9%) students agree, 2 (6%) students quite agree, 2 (6%) students disagree and there is no students who are strongly disagree with this statement. The fifth item stated that students can develop the keywords to a text by using *Dictogloss* Technique. There are 26 (74%) students strongly agree, 5

(14%) students agree, 2 (6%) students quite agree, 2 (6%) students disagree. While there is no students who are strongly disagree with this statement. The sixth item stated that Dictogloss Technique help students to understand about the generic structure of descriptive text. There are 29 (82%) students strongly agree, 3 (9%) students agree, 3 (9%) students quite agree and there is no students who are disagree and strongly disagree with this statement. The seventh item stated that Dictogloss Technique motivate students in writing English text. There are 22 (63%) students strongly agree, 6 (17%) students agree, 4 (11%) students quite agree, 3 (9%) students disagree and there is no students who are strongly disagree with this statement. The eighth item stated that Dictogloss Technique make students are able to write descriptive text. There are 22 (63%) students strongly agree, 7 (20%) students agree, 3 (9%) students quite agree, 3 (9%) students disagree and there is no students who are strongly disagree with this statement. The ninth item stated that students are interested in following the activity in the Dictogloss Technique. There are 31 (89%) students strongly agree, 4 (11%) students agree. While there is no students who are quite agree, disagree and strongly disagree with this statement. The last item stated that Dictogloss Technique should be done in the teaching learning English. There are 30 (86%) students strongly agree, 4 (11%) students agree, 1 (3%) student quite agree and there is no students who are disagree and strongly disagree with this statement.

Table 4. The Percentage of Questionnaire

Statements	Percentage
Strongly Agree	67%
Agree	19%
Quite Agree	9%
Disagree	6%
Strongly Disagree	0%

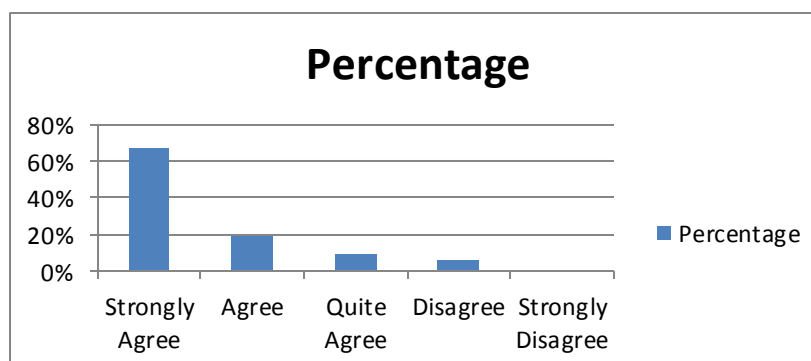


Figure 1. The Histogram of Percentage Questionnaire

Based on the questionnaire analysis above, the writer concluded that most of the students of SMP Negeri 31 Medan at the eighth grade class VIII-4 like English subject also writing a text, even though some students was disagree like writing and but the application of Dictogloss Technique helped them to improve their skill in writing descriptive text.

4.4 Discussion

Dictogloss Technique was applied to improve students writing skill in writing descriptive text to VIII-4 at SMP Negeri 31 Medan. As the collaborator, the English teacher and the writer collaboratively discussed the result of the study. They conclude that application of Dictogloss Technique could be the effective way to help students in writing the descriptive text. It was shown in histogram 4.4, in which the mean score of each test improved. The mean score of pre-test is 60, formative test is 76.71, and post test is 80.85. Those scores showed that the second cycle was better than first cycle.

The improvement can be also seen from percentage of students who got score ≥ 75 . In pre-test, there was 0% (no one student) who got score ≥ 75 , in formative test, there are 60% students who got score ≥ 75 . However, there were 94% students got score ≥ 75 . Besides that, the improvement can be seen in the observation sheet, field notes, and questionnaire. Most of the students were more active and enthusiastic during the process of teaching and learning that started from the first to second cycle when the technique was applied.

In conclusion, Dictogloss Technique is suitable technique to improve students' skill in writing descriptive text because this technique gave students a chance to reconstruct their own sentences based on the text that the writer dictated and it make them tried to express their idea with gave them a freedom to express their opinion. In this study, students were focused on generic structure, language features of descriptive text. Therefore, they could understand more about descriptive text and made their writing skill in descriptive text improved.

V. CONCLUSION

After conducting the whole steps of this Classroom Action Research at SMP Negeri 31 Medan, the writer makes some conclusions as follows:

1. Dictogloss Technique can improve students writing skill. It was found out that the students' achievement of writing descriptive text improved from pre-test to post-test after Dictogloss Technique was applied. The students; total mean score is 60, formative test is 76.71, and post test is 80.85. Meanwhile, the students' score percentage who passed Mastery Minimum Criteria (Kriteria Ketuntasan Minimal, KKM) from pre-test is 0% students, formative test is 60% students and post-test is 94% students. It showed that the percentage improvement of the students' mean score from pre-test to post-test is 34.75%.
2. The process of teaching students to improve their writing skill through the application of Dictogloss Technique has an effective result. The students felt more enjoyable learning English subject. Based on the questionnaire, the students' responses to the application of Dictogloss technique were 67% students strongly agree, 18% students agree, 9% students quite agree, 6% students disagree and 0% students strongly disagree. From the result, it can be concluded that even though there are some students who are disinterested in this technique, their writing skill showed improvement.

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