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Investigating the Student's Writing Ability by Using Dictogloss Technique at MTs Al-Jami'yatul Washliyah 40 Tinokkah

Indra Jayanti Damanik [1], Safti Witria Ramadani [2], Benarita Purba [3], Guijiao Zou [4], Li Jie [5], Cai Jixiong [6]

[1] *Universitas Simalungun, Indonesia*
[2] *Universitas Simalungun, Indonesia*
[3] *Universitas Simalungun, Indonesia*
[4] *Public Universities and Colleges, Taiwan*
[5] *The University of Tokyo, Japan*
[6] *Universidad Central de Venezuela, Venezuela*

Corresponding Author: Indra Jayanti Damanik, E-mail; indrajayantidamanikin@gmail.com

Article Information:	ABSTRACT
	The aim of this research is to find out the using dictogloss technique improve the students' writing ability of descriptive text at second grade of MTs Al-jam'iyathul washliyah 40 Tinokkah. The researcher used quantitative approch with pre-experimental research design. Population of this research was eight grade with three classes which consists of 108 students and the sample of research was 72 students in two classes. The technique of collecting data was pre-test and post-test. The technique of analysis data by using SPSS (26.0). The result of this research was obtained tcount= 9.863 > ttable= 1.689 at the significance level α=0.05 and degrees of freedom (df) = 35, HO is rejected and Hα is accepted and implies that the students taught by using dictogloss technique achieve a better score in descriptive text. It means that there are significantly on student writing ability by using dictogloss technique in English subject about descriptive text in eight grade of MTs Al-jam'iyatul Washliyah 40 Tinokkah. Overall, the researcher provides a great starting point for discussion on the use dictogloss technique to write down the sentences, discuss them in groups, and learn new vocabulary. The students helped students to double-check their work and correct. **Keywords**: *Dictogloss Technique, Descriptive Text, Writing Ability*

INTRODUCTION

In learning English, students are expected to be able to master all language skill of English: Listening, speaking, reading and writing. It is based on language the goal of teaching English (Matsumoto, 2021). To be able to use English well, writing is one of the language skills that is considered hard to master by students. English is taught as a foreign language in Indonesia.

Writing is one of the four skills that are very important to learn. Writing as a process to get products is influenced by some elements, such as vocabulary, grammar, organization, and spelling. In the second year of Junior High School (Teng & Zhang, 2021). The basic competency that should be achieved in writing English is that the students have the ability to develop and produce simple function text in descriptive text, narrative text, recount text, etc (Finn, 2019). According to Wingersky (as cited in Hidayati, 2018, p. 23), writing is a process of communicating with others in which the writer sends his ideas and thoughts in written form to the readers (Graham dkk., 2022). In this case, the writer should produce a sequence of sentences aand aclear statement to make the readers understand the mmeaning ofwhat the writer wants to say.

Teaching is guiding and facilitating learning for students to gain knowledge or to instruct them on how to obtain the language that they want to learn or master. In the process of teaching, there are some basic elements (X. Chen & Greenwood, 2021): students and teacher. Students are components of the system of education that will educate them to become qualified human beings as states in the national educational goal (Culham, 2019). But the success of the students in the learning process is influenced by the teaching method and the students motivation. Where as a teacher is the professional person who has the main duty to teach, guide, motivate, train, measure, and evaluate the students in an education role. A good teacher should know the best way to set up the classroom to facilitate and help the students difficulties in the teaching and learning process.

Based on the researcher's observation at MTs Al-Jam'iyatul Washliyah 40 Tinokkah. The first it was found that the students often made mistakes in arranging the sentences and phrases in English or got difficulties in grammar, vocabulary, spelling. Second, the students were often difficult in developing their idea into writing. Third, students sometimes got difficulties in word choice (Bokhan dkk., 2019). Fourth, students are often confused in building a good cohesiveness of writing and punctuation as found as the mostly error made by them. From the teacher's information in that school, it was reported that most of students still had problems in writing ability. Many students got under the KKM and they had difficulties to comprehend the English text. To overcome this problem, the researcher will be applying Dictogloss technique in writing ability (Altalhi dkk., 2021). Dictogloss is a class dictation activity in which students listen to the parts read by the teacher and reconstruct them in small groups using their own words. After teachers dictate a text, students are asked to write as many words as possible based on what they have heard before (Wajnryb in Nunan 1991). Therefore, the constructed text is not a replication of the original one since students use

their notes, share their ideas with their group mates, and utilize their own background knowledge to create a text Student must work independent learners due to improvement of their communicative competence (Gillespie Rouse dkk., 2021). Furthermore, the teacher's role change from giving information to facilitating student's learning.

There are some previous research that have been done by researchers which relevant with this study. Dictogloss is not a new technique in teaching and learning sector. There are some people who have implemented dictogloss technique in teaching writing or other skill as their research. Here the researcher will mention 5 of them included the results (De Oliveira, 2020). The first, research was conducted by Dian Mega Putri, et. al., (2020) with the title —The Use of Dictogloss Technique to Improve Students' Writing Ability on the literature analysis. This research focused on Nunan's theory with his 4 steps of dictogloss, which are preparation, dictation, reconstruction, analysis and correction. The data were collected using investigation technique of discourses from textbooks, articles, journals, papers and other relevant data sources. This research was re-analyzed the relationship between all data and raw data previously obtained in data collection technique (De Lima dkk., 2023). The second researcher was conducted by Devi Eka Ariyuni, et. al., (2021) from SMPN 5 Palu, with the title —The Use Of Dictogloss Technique To Improve Student's Writing Skill. The researcher applied pre-experimental research design (Nicholes & Reimer, 2020). The third research was conducted by Axel Valentino Sugondo et. al.,(2021) of SMP Mutiara Singaraja. In this study, Classroom Action Research is used. It is conducted to see the improvement of students' writing ability of descriptive text using dictogloss in the learning process.The fourth research was conducted by Annisa Shofa Tsuraya, et. al., (2020) from MA Modern Tarbiyah Takalar (Dickinson dkk., 2019). This research employed a quasi experimental research design. The fifth research was conducted by Moh. Choirul Huda, et. al., (2019) from MA Sunan Giri Gondang. This study is aimed at upgrading the students' writing skill by employing Dictogloss technique as the teaching technique in writing class. The design of this research is a classroom action research consisting 4 steps, such as planning, acting, observing, and reflecting.

Based those previous research above (Hinkel, 2020), the researcher can be conclude the. There are some similarities and differences between this research and those research. So, the researcher believes that the dictoglosss technique can be regarded as an effective way to improve student's ability in writing at MTs Al-Jam'iyatul Washliyah 40 Tinokkah.

RESEARCH METHODOLOGY
The Research Design

In this research the researcher use quantitative research, there were many research methods that can be applied in researching into writing ability (Proctor dkk., 2020). Experiment research methods can be interpreted as research methods used to look for the effect of certain treatments on other in controlled condition (Sugiono, 2015, p. 107). There are several forms of experimental research design that can be used in an

experiment (Kim, 2020). Experimental research design that can be used in a study, namely: pre-experiental Design, True Experimental Design, Factoril Design and Quasi-Experimental Design (Sugiono, 2015, 108-109).

In this research,the researcher used pre-experimental methods. There will be one group students being tread uses one group pre-test and post-test. The first is control group and the second is experimental group. The control group not received the treatment, and the experimental group is giving the treatment by the researcher. The treatments class uses by diclogloss technique while the control class uses by using conventional way as usually do by the teacher (Language And Reading Research Conso dkk., 2019). The location of this research took a place at MTs Al-Jam'iyatul Washliyah 40 Tinokkah, Nagori II, kecamatan Sipispis, kabupaten Serdang Bedagai, Sumatra Utara. The school is chosen as the field of this research therefore the researcher knows the condition of this school and the students

The population is an entire, people, subject or events, which all have at least one characteristic in common and must be defined specially and ambiguously population is generalization of object or subject that have certain characteristics and quality of their set by investigation to be learned and then drawn conclusion (Sugiyono, 2017: 117). In this research, the population were English teacher and the students of second grade of MTs Al-Jam'iyatul Washliyah 40 Tinokah 2022/2023 academic year. There are three classes of second-grade at MTs Al-Jam'iyatu Washliyah 40 Tinokah. The sample is a portion of the population that represents the same characteristics and characteristics so that it truly represents the population (Apanasionok dkk., 2019). In this research, the researcher use cluster sampling is a probability sampling methods in which devide a population into cluster, such as districts or schools and then randomly select some of these cluster as the sample (Quandt, 2020). The total population consisted of 108 students.

Research instrument is a toll used to measure observation natural or social phenomena (Sugiono, 2012). In this research, the researcher use writing test is use a tool to gather information of the students. The test include pre-test and post-test. Gay state the group that receives the new treatment is call the experimental class and the groups that the receive a different treatment or is tread as usual is call control class. In this study, the data collection procedure used only one experimental class without any comparison or control classes (McCullough dkk., 2020). The pre-test conducted in the first meeting in order to measure students writing ability before treatment. The treatment was carried out for the post test experimental and post-test control (Coman dkk., 2020). After the researcher gave the treatment, the researcher gave a post test to find out whether there was a significant effect on student scores after being given treatment using the Dictogloss technique (Namaziandost dkk., 2019). In the pre-test and post-test assessment. Researchers calculated the frequency and normality of testing using SPSS version 26.0. The steps we have to do in the SPSS 26.0 program are frequency, statistic table, test of normality, test of homogeneity, testing hypothesis.

RESULT AND DISCUSSION

The research finding of this research indicated that there was improvement on the students writing ability which was taught by test writing ability (Boers, 2021). The used of SPSS version 26.00 has helped the research to gain the logical and acuration result. To know the effectiveness of dictogloss technique which was used as the method in this research, it had implemented in the experimental class after the class has given the pre-test (Becherer dkk., 2020). The pre-test had given to the control class to in a similar time with the experimental class (He dkk., 2019). Then, to make sure that dictogloss technique had any influence to the experimental class, the researcher gave the treatment by using dictogloss technique to experimental class three times.

The students score pre-test in control class are 2373, the data is valid 100% with the Means (X) from pre-test of control class is 65.92 and median score is 67.00 with N (the total students in control class) is 36 students (W. Chen dkk., 2019). The minimum 50 and the high score/ maximum is 78, with Standard Deviation 6.513. The test is normal Asymp sig 0,030 > 0,05. The students score in post-test control class 2633, the Mean (X) from post-test of control class is 73.14 and Median is 75.00 with N (the total students in control class) is 36 students (Bai dkk., 2021). The minimum is 60 and the high score maximum is 80 with Standard Deviation 4.072. The post-test scores of control class is distributed not normally because sig in post-test lower than α 0,030>0,05.

Meanwhile, the students score pre-test experimental class is 2187, Mean (X) from pre-test of experimental class is 60,75 and the Median score is 60,00 with N (the total students in experimental class) is 36 students (Iskrenova-Tchoukova dkk., 2010). The minimum score is 54 and the maximum score is 75 with the Standard Deviation 4,674. pre-test scores of experimental class is distributed normally because sig in pre-test lower than α (0,200>0,05) (Feroze dkk., 2020). The total students score post-test experimental clas is 2894, the Mean (X) from post-test of experimental class is 80.39 and Median score is 80.00 with N (the total students in experimental class) is 36 students (Ma dkk., 2019). The minimum score is 75 and the maximum score is 85 with Standard Deviation 2.760. post-test scores of experimen class is distributed normally because sig in pre-test lower than α (0,200>0,05).

From the researcher findings above, the researcher found that the test is valid and the mark of the students in experimental class is better than students in control class. From the explanation, it's clearly see that were significantly different, brief it shows that the score of experimental class on student's writing ability by using dictoglosss technique can be achieved.

Test of Homogeneity of Post-test in Experimental Class and Control Class

Post-test Experimental Class

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	946.125	1	946.125	78.205	.000
Within Groups	846.861	70	12.098		
Total	1792.986	71			

Furthermore, the researcher found that the total of sum of squares between groups and within the groups is 1792,986 and the df in between groups is 1 and the df within groups is 70. In addition, the mean square between groups is 946,125 and the mean square within groups is 12.098. Based on the table fcount = 78,205 > ftable= 3,98 at significance level α=0,05. with degrees of freedom (df)= 71 degrees of freedom (df) can be get from the total of sample less of variable of the research in control group and experimental group. So 36-1= 35 for experimental group and 36-1=35 for control group. Based on the table above, it means that Ha is proven to have a significant effect on students writing ability.

Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Post-test Experimental - Post-test Control	7.250	4.410	.735	5.758	8.742	9.863	35	.000

Based on the hypothesis, the researcher found that tcount= 9,863 > ttable= 1.689 at the significance level α=0,05 and degrees of freedom (df) = 35, HO is rejected and Ha is accepted and implies that the students taught by using dictogloss technique achieve a better score in descriptive text. It means that there are significantly difference on student writing ability by using dictogloss technique and without using dictogloss technique in English subject about descriptive text in eight grade of MTs Al-jam'iyatul Washliyah 40 Tinokkah.

Through the questionnaire, the researcher found that many of students felt that the dictogloss technique help them in creating a descriptive texts, because in this technique the teacher writers the descriptive for them.

In addition, 31 students strongly agree of the students mentioned that dictogloss technique can motivated to write in english, 16 students strongly agree of the students mention that dictogloss technique can help them to write folklore in English while, 8 students strongly agree of the students can make students able to write descriptive text, 26 students strongly agree of the students are understandable, 20 students strongly

agree of the students can get and develop the keywords from the story, 9 students strong agree of the students can get and develop the keywords into a story, 6 students strongly agree of the students can help to understand the generic structure and 35 students strongly agree of the students fell fun by using dictogloss technique. So, based on the data of questionnaire above, it can be concluded that using dictogloss strategy improve their achievement in writing ability.

It can happen because during the treatments in the experimental class, the researcher used a technique called dictogloss. The dictogloss technique involves dictating sentence for a students to write down. To help students understand better, the researcher provided a descriptive text with vocabulary related to animals such as "cat," and dictated three times. During the first dictation, the researcher read the words aloud and students were asked to write down what they heard. Afterwards, the students discussed what had been dictated in groups and identified any unfamiliar vocabulary. The researcher then taught them how to correctly write the new vocabulary. During the second dictation, the researcher read aloud the words and the students were instructed to listen carefully, without write down the text. The purpose of this was to encourage the students to double-check the words they had written after the first dictation. During the last dictation, the researcher read the words aloud and the students were allowed to correct the wrongly written words from the previous.

Overall, the researcher provides a great starting point for discussion on the used dictogloss technique to write down the sentences, discuss them in groups, and learn new vocabulary. The students helped students to double-check their work and correct. It means that there are significantly on student's writing ability by using dictogloss technique.

CONCLUSION

After analizing the data of the research, the reseacher get the result of the analysis. The research question in chapter one, was answered, it can be seen from the t-test computation, it show that that tcount= 9.863 > ttable= 1.689 at the significance level α=0.05 and degrees of freedom (df) = 35, HO is rejected and Hα is accepted and implies that the students taught by using dictogloss technique achieve a better score in descriptive text. It means that there are significantly difference on student writing ability by using dictogloss technique and without using dictogloss technique in English subject about descriptive text in eight grade of MTs Al-jam'iyatul Washliyah 40 Tinokkah. The teaching writing ability by using dictogloss technique was preceived positively in questionnaire. It was proven by the result of the analysis, the students had excellent category. The research categorized positively in teaching writing descriptive text by using dictogloss technique. Overall, the researcher provides a great starting point for discussion on the use dictogloss technique to write down the sentences, discuss them in groups, and learn new vocabulary. Helped the students to double-check their work and correct.

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