MODIFIED DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL AT SMA ALKAUTSAR BANDAR LAMPUNG

(A Script)

By

Lutfi Ratni Dewi

**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2019**

ABSTRACT

MODIFIED DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL AT OF SMA AL-KAUTSAR BANDAR LAMPUNG

By

Lutfi Ratni Dewi

The aims of this research were to investigate whether there is an improvement of the students' writing skill after being taught through modified dictogloss technique and find out the highest score of the students writing skill after they were taught through modified dictogloss technique. This research was a quantitative research which used one group pretest-posttest design. The subjects of this research were 33 students of X MIA 3 SMA Al-Kautsar Bandar Lampung. The data were obtained from the pretest and the posttest. The data were analyzed by using Statistical Program for Social Science (SPSS) 24.0 program.

The first result of this research showed that the significant value was 0.00, which meant, it was lower than 0.05 (0.00<0.05). It indicates that, the H_1 is accepted so that there is an improvement in the students' writing skill after being taught through modified dictogloss technique. The second result of this research showed that content aspect got the highest score among others (16.07 to 21.27) which meant the score improved 5.19 or 34%. Statistically, it was also proved that the significant value was 0.00, which meant, it was lower than 0.05 (0.00<0.05). It indicates that, the H_0 is rejected or H_1 is accepted, so that the groups have not equal mean. Thus, if the result is unequal, it is needed a *multiple comparison test* which calculated by using Tukey HSD to reveal that there are mean differences among those aspects of writing. The result showed that there were significant differences between content and other aspects. This suggests that modified dictogloss technique facilitates the students to improve their ability in writing skill especially in the term of content aspect.

Keywords: *writing skill, modified dictogloss technique*

MODIFIED DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL AT SMA ALKAUTSAR BANDAR LAMPUNG

By
Lutfi Ratni Dewi

A Script

Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree

In

The Language and Arts Department of
Teacher Training and Education Faculty

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2019

Research Title : **MODIFIED DICTOGLOSS TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL AT SMA AL-KAUTSAR BANDAR LAMPUNG**
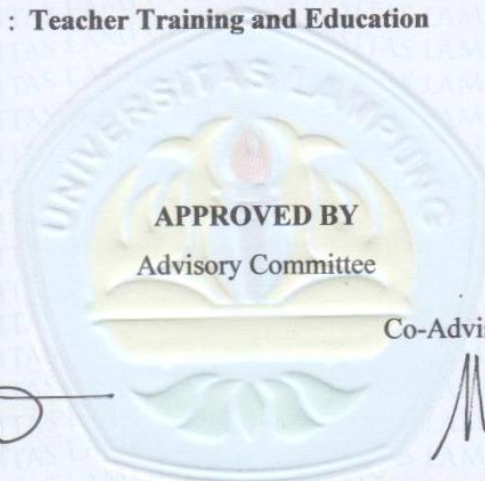
Student's Name : *Lutfi Ratni Dewi*

Student's Number : **1513042020**

Department : **Language and Arts Education**

Study Program : **English Education**

Faculty : **Teacher Training and Education**

APPROVED BY

Advisory Committee

Advisor

Co-Advisor

Dr. Flora, M.Pd.
NIP 19600713 198603 2 001

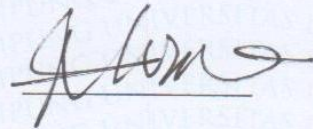**Dr. Ari Nurweni, M.A.**
NIP 19630302 198703 2 001

The Chairperson of
The Department of Language and Arts Education

Dr. Nurlaksana Eko Rusminto, M.Pd.
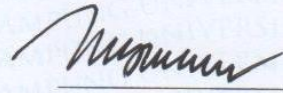NIP 19640106 198803 1 001

ADMITTED BY

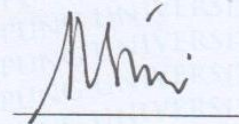1. Examination Committee

   Chairperson : **Dr. Flora, M.Pd.**

   Examiner : **Dr. Muhammad Sukirlan, M.A.**
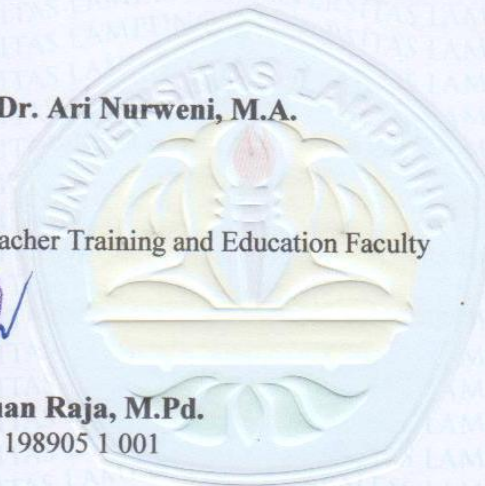
   Secretary : **Dr. Ari Nurweni, M.A.**

2. The Dean of Teacher Training and Education Faculty

   Prof. Dr. Patuan Raja, M.Pd.
   NIP 19620804 198905 1 001

Graduated on : **April 24th, 2019**

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama   : Lutfi Ratni Dewi

NPM   : 1513042020

Program Studi   : Pendidikan Bahasa Inggris

Jurusan   : Pendidikan Bahasa dan Seni

Fakultas   : Keguruan dan Ilmu Pendidikan

Judul Skripsi   : Modified Dictogloss Technique to Improve Students'
                  Writing Skill at SMA Al-Kautsar Bandar Lampung

Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 7 Mei 2019
Penulis,

Lutfi Ratni Dewi

CURRICULUM VITAE

Lutfi Ratni Dewi was born in Bandar Lampung on February 27th, 1997 as the youngest daughter of couple Suratman and Nugraheni. She has three older sisters, Mayang Sari Agustina, Refiana Dwi Larasari and Yunida Putri Rahmani.

TKIT Fitrah Insani was her place for seeking pleasure in her early-stage-learning. She continued to SDN 1 Langkapura in 2003. She completed the study 6 years later in 2009. Then, she enrolled in Junior High School 14 Bandar Lampung and she finished her junior high school in 2012. She continued her study to SMA Al-Kautsar Bandar Lampung. During her study, she joined Al-Kautsar English Club and Rohani Islam (ROHIS) in the senior high school. She graduated in 2015. In the same year, she successfully passed SNMPTN program and was accepted as a student of English Education Study Program of the University of Lampung.

During her time in the University of Lampung, she was actively involved in UKM-U Radio Kampus Universitas Lampung (RAKANILA). From July to August 2018, she did KKN in Sekampung, Lampung Timur and she conducted PPL at MA Ma'Arif NU 5 Sekampung. To complete her study, she undertook a research related to students' writing ability through Modified Dictogloss Technique at SMA Al-Kautsar Bandar Lampung in January 2019.

MOTTO

Allah never changes the condition of the people unless they strive to change themselves (Ar-Ra'd:11)

Once you stop learning, you start dying (Albert Einstein)

As long as you have Allah, you have no reason to lose hope and give up. (Writer)

DEDICATION

By the name of Allah SWT, this script is proudly dedicated to:

My Beloved Parents who keep on praying for my success and life.
My older sisters who teach me to believe in hardwork.
My beloved friends in English Department 2015.

Thankyou for being my guardian during my education.

ACKNOWLEDGEMENT

Alhamdulillah, praise is only for Allah SWT, The Almighty God who has given blessing and mercies to the writer in finishing her script with health and determination. This script, entitled "Modified Dictogloss Technique to Improve Students' Writing Skill at SMA Al-Kautsar Bandar Lampung", is presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University as partial fulfillment of the requirements for S-1 degree. Among many individuals who gave generous suggestions for improving this script, first of all the writer would like to express her sincere gratitude and respect to:

1. Dr. Flora, M.Pd., as her first advisor, for her patience, invaluable evaluations, encouragement, support, and who has been willing to spend her time to assist me in accomplishing this script.

2. Dr. Ari Nurweni, M.A., as her second advisor, for her ideas, guidance and carefulness in correcting the writer's research.

3. Dr. Muhammad Sukirlan, M.A., as her examiner, for his uncountable suggestions, patience, supports, encouragement, motivation, and contribution during the seminar until this script is finished.

4. Hj. Liszia Devi Mutiara or Mis Devi, as *Mama Keduaku*. Thank you for her positive vibes, time, supports, prayers, and anything that I cannot mention one by one. I love you more than you know.

15. My *Radio Kampus Unila* members, seniors, alumni and teams. Thank you for giving me such a great atmosphere during my college life. Thank you for the opportunities to challenge myself and the "family" supports.

16. All the students of X MIA 3 SMA Al-Kautsar Bandar Lampung academic year 2018/2019, thank you for your help to be very cooperative students.

Finally, the writer believes that her writing is still far from perfection. There might be weaknesses in this research. Thus, comments, critics, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, April 2019
The writer,

Lutfi Ratni Dewi

TABLE OF CONTENTS

IV. RESULTS AND DISCUSSIONS

LIST OF TABLES

LIST OF THE APPENDICES

I. INTRODUCTION

This chapter is concerned with the background of the current study which deals with several points i.e., background of the research, research questions, objectives of the research, uses of the research, scope of the research and definition of terms.

1.1. Background of the Research

Writing is one of the productive skills that students of senior high school need to master since writing skill has significant contribution in improving students' communicative competence. The process of writing itself refers to the act when we gather the ideas and make it until the text can be presented to the reader. According to Chaffee (1999:10), writing represents our thoughts, feelings, and experiences; and there is a purpose in every act of writing. Having a good writing skill helps students achieve their purposes in the future; apply for jobs, write academic writings, and formal letters. In addition, in our lives, we sometimes need to make official texts, for the purposes of communication or other business. Such cases; writing skill is the best supportive tool for us. It plays an important role in our lives.

Students should be taught of how to make a good composition since it is needed whether for their assignment or in the future for their working world. Dealing with writing for EFL students, writing is regarded as a language skill that is not easy for the students to be achieved. It is in line with Idrus (2003:3) who states that

although English has been learnt for many years, we still find that senior high school graduates cannot understand and use English well both in spoken and written form.

Many students complain that they have ideas that are going to be writen but they do not know how to put them into a paragraph coherently. They cannot link several sentences into one coherent idea. It is suppin line with Wahyudin (2012:2) who says that the students know what they are going to write but they do not know how to put them into words. It can be inferred that when their teacher asked the students to make a composition, many students complain that they have the idea what is going to write but they do not know how to put them into a paragraph coherently.

However, Nunan (1985: 91) states that writing is clearly complex. This knowledge will be useful for the students and important for them to express what they actually want to express. Another reason why writing is regarded difficult is due to the fact that a writer needs to have enough language and general intellectual skills to generate an organize ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs and essays so that the students considered writing was difficult especially in producing a written text (Simpson in Supiani, 2011: 13)

Based on the researcher's experience in Teaching Practice (*PPL*) at MA Ma'Arif NU 5 Sekampung, it was found that the students got difficulties in producing the ideas before they did writing. The first problem why the students tried to avoid writing because it needed a long process to create a good writing and it was too

complicated. It is a close agreement with Pierangelo and Giuliani (2006:245) who state that the students in educational system feel that writing process takes a long time, so they are common to dislike or avoid writing activity. Moreover, writing process tends to make students easily get bored and confused because they did not have the ideas that they were going to write. Therefore, the teacher is needed to maintain students' motivation in order to keep the students' interest in writing. The teacher's role in writing class is to motivate the students, to create the right condition for generating ideas, and to encourage them to practice more to get the benefit (Harmer, 2004). The other problem is the students finds difficulties in organizing their ideas. In this case, the teacher needs to teach students how to manage their ideas and write them orderly, so the students will produce a good writing. According to Knapp and Watkins (2005), it is important for the teacher and the students to have basic understanding of how English operates and functions as writing and the ways in which writing is different from speech. Besides two problems above, lack of vocabulary is also a problem for students to write, particularly for beginner writer. It is often that the students cannot create a good writing because they do not know appropriate vocabulary for their writing. Vocabulary make the students frustrated, the teacher should help the students by giving vocabulary preparation as their guided writing. Guided writing is an instructional writing context that mainly guides the students in writing process through modeling, support, and practice (Tyner, 2004).

According to the teacher, in teaching learning process especially when they were studying about writing text, the teacher used DWA (Direct Writing Activity). This technique was commonly used by most teachers. The teacher asked the students to

read the whole paragraph, after that they were asked to consult their dictionary for difficult words. Then, they were asked to create their own text based on the selected topic so there were no special techniques to attract the students to write.

In fact, choosing or changing the technique is not easy for the teachers because they have to make sure that it is an appropriate one for their students. It is one of the reasons for some teachers to keep continuing the old technique which is not really an attractive one. The common technique for all teachers since years ago is a teacher-centered method. The traditional classroom often looks like a one-person show with a largely uninvolved learner. Traditional classes are usually dominated by direct and unilateral instruction. Students are expected to blindly accept the information they are given without questioning the instructor. The teacher seeks to transfer thoughts and meanings to the passive student leaving little room for student-initiated questions, independent thought or interaction between students. This teacher-centered method of teaching also assumes that all students have the same level of background knowledge in the subject matter and are able to absorb the material at the same pace.

To overcome the problems mentioned above, the teacher should find such an effective technique to create teaching and learning activities which involve a process of interaction between the teacher and the students. In this era the source of the knowledge is not only from the teachers but also their partners in a class, internet, books and others. Indirectly, the traditional technique makes the students always depend on their teachers and do not think creatively and critically in a learning process.Most of students in senior high school tend to be curious about

something. It is in line with Yore (2001) which states this tends to overlook the critical thinking and unifying concepts essential to true science literacy and appreciation.

For this reason, the technique which involve a process of interaction between the teacher and the students is used in this research. This technique is called Dictogloss.

In point of fact, dictogloss is a learning technique with creative activities. It is a classroom activity where the teacher reads a short text and the students just listen. Then, the teacher reads again and the students write key words of the text in their paper. After that, the teacher divides the students into several groups. Every group comes forward rotationally to perform their result discussion by using their own words (producing the language of their version). The most exciting group will get reward. To put it another way, as pointed out by Wajnryb (1990:5-6), dictogloss is designed to draw the students' attention to language form, it promotes negotiation of meaning as well as negotiation of form. In this case, the students can discuss the material with their friends either in pair, group or other activities during the process of teaching learning activity.

To earn the best result, the researcher changed the teacher's dictation into the audio or recorded story to avoid mistakes in prunounciation. Besides, the use of recorded story could help the students get the speaker's point easier than they had to listen to the teacher's dictation. It was happened because the voice of the teacher's dictation may not be louder than the audio since the recorded story also uses speaker. According to the English teacher, the use of media in teaching

learning process is needed to attract the students' attention and to make teaching learning activities be more interesting. It is accordance with Hamalik (1986) who pointed out that the use of teaching media in teaching and learning can generate new desires and interests, encourage motivation and stimulation in learning activities, and even bring a psychological influences on the students.

Based on the explanation above, it can be inferred that the researcher changed the teacher's dictation into the recorded story since the use of the recorded story could attract students' attention in teaching learning activity so that the students were directly involved in the learning process. It made what they had acquired would be saved in their long-term memory. As a result, the researcher changed the name of *"Dictogloss Technique"* become *"Modified Dictogloss Technique"*.

Besides choosing the proper technique, the researcher chooses the proper materials which related to the curriculum (the students' need). Based on the curriculum that is used in SMA Al-Kautsar, one of the the topics that should be taught for some students is recount text. According to Knapp (2005: 224), recount text is a text which tells an incident in the past. The story of recount text retells events or experiences in the past with chronological order. Therefore this research chose recount text as the material in teaching writing since it is close relation with the students' life.

Hopefully this research could be used as reference for the English teacher especially who taught writing in choosing a proper technique which could make students interesting in the teaching learning process. Besides, the researcher also hoped that the teacher could apply this technique appropriately and also found out

the strengths and weaknesses of modified dictogloss technique so the learning process in the class could be more effective and efficient for the students and teacher.

Referring to the explanation above, this research applied modified dictogloss as a technique in teaching writing on the recount text of SMA Al-Kautsar Bandar Lampung. The focus of this research were to find out whether the students' ability in recount text improved after they were taught by using modified dictogloss technique and find out the aspect of writing which contributed the highest score after the Modified Dictogloss Technique was applied in the writing recount text at the first grade of SMA Al-Kautsar Bandar Lampung.

1.2. Research Questions

In line with the background stated previously, the problems are:

1. Is there any improvement of the students' writing in the recount text after the students were taught by using modified dictogloss technique?

2. Which aspect improves the highest score in the students' writing of recount text after the students were taught by using modified dictogloss technique?

1.3. Objectives of the Research

By relating to the research question, the objectives of the research are:

1. To investigate the improvement of the students' writing in the recount text after the students were taught by using modified dictogloss technique.

2. To find out the aspect of writing that improves the highest score in the students' writing of recount text after the students were taught by using modified dictogloss technique.

1.4. Uses of the Research

In relation to the research questions and objectives, the finding of the research may be beneficial not only theoritically, but also practically. The uses of the research are:

1. Theoretically, this research is expected to give contribution to the English teacher or other researches who are interested with this toechnique and also to verify the theories dealing with theories about modified dictogloss technique in teaching writing recount text for the students.

2. Practically, the result of this research can be used as reference or information for English teacher to decide the proper technique in teaching recount text for the students.

1.5. Scope

This research was conducted at SMA Al-Kautsar Bandar Lampung. The researcher chose SMA Al-Kautsar Bandar Lampung because the researcher had done pre-observation at that school. This research was a quantitive research which focused on finding out the result of the implementation of modified dictogloss technique in improving students' writing skill at X MIA 3. This research who focused on writing recount text based on the curriculum that is used in the school. In the recount text, the researcher chose the category of something being taught that was historical event. The improvement of the students' writing skill was measured by a set of pretest and posttest in written form. Moreover, the students

were asked to write a recount text which concerned on the five aspects of writing; content, vocabulary, organization, language use, mechanics.

1.6. Definition of Terms

1. **Writing Skill**

   Writing is an ability in which we express our ideas, feelings and experiences (Chaffee, 1999:10).

2. **Improve**

   Improve is the process of making something better (Oxford dictionary).

3. **Modified Dictogloss Techniques**

   Dictogloss is a classroom dictation activity where learners are required to reconstruct a short text by listening and noting down key words, which are then used as a base for reconstruction (Wajnrybn, 1990: 5).

   In this case, the researcher changed teacher's dictation into the recorded story, namely *"Modified Dictogloss Technique"* since the use of media (recorded story) in teaching and learning can generate new desires and interests, encourage motivation and stimulation in learning activities, and even bring a psychological influences on the students so the students could get the material easier (Hamalik: 1986).

This chapter had already discussed the background of the problem, research questions, the objectives of the research, the uses of the research, scope of the research, and the definition of terms. The next chapter will cover the literature review of this research.

II. LITERATURE REVIEW

This chapter reviews theories that support this research. It consists of previous studies, concept of writing, aspects of writing, teaching of writing, recount text, dictogloss technique, advantages and disadvantages of modified dictogloss technique, theoretical assumption and hypothesis.

2.1. Previous Studies

This subchapter discusses previous studies that investigated the effect of *Modified Dictogloss Technique* because the researcher wanted to see what had been gotten by the previous studies. There are some previous studies that had investigated dictogloss technique especially in writing skill.

The first research was conducted by Putra (2014) who focused on the application of dictogloss technique to improve students' achievement in writing analytical exposition. In the research, he conducted dictogloss technique through classroom action research. The subject of this research was Grade XI Senior High School PAB 4 Sampali which consisted of 25 students. It was found that teaching of writing analytical exposition text by applying dictogloss technique could improve students' writing achievement.

The second research was conducted by Panjaitan (2015) who tried to conduct the research in the ninth grade students of SMP Swasta Brigjend Katamso Medan. The researcher used two different classes, one class as experimental group and another

class as control group. In the treatment, the experimental group was taught by using dictogloss technique, the control group was not taught using dictogloss technique. The finding showed that dictogloss technique had a significant effect on students' achievement in writing a report text.

The third research was conducted by Fasya (2015) who tried to conduct his research in the first grade of SMPN 1 Mungkid Magelang. The finding showed that dictogloss technique had a significant effect on students' achievement in writing a narrative text.

The forth research was conducted by Fikri (2015) who tried to find out the research in the first grade of SMA PGRI 56 Ciputat Kota Tangerang. The finding showed that dictogloss technique had a significant effect on students' achievement in writing a descriptive text.

The fifth research was conducted by Lismawati (2017) who tried to conduct this research in the second grade of of Mas Al-Washliyah Pasar V Pinang Baris. The finding showed that dictogloss technique had significant effect on students' achievement in writing hortatory text.

Table 2.1 Summary of the Result of Relevant Studies

Researcher	Focus on the Study	Educational Level	Result
Putra (2014)	The application of dictogloss technique to improve students' achievement in writing analytical exposition.	Second grade of Senior High School PAB 4 Sampali	teaching of writing analytical exposition text by applying dictogloss technique could improve students' writing achievement.
Panjaitan (2015)	The effect of dictogloss technique on students' achievement in writing report text.	Third grade students of SMP Swasta Brigjend Katamso Medan.	finding showed that dictogloss technique had a significant effect on students' achievement in writing a report text.

Fasya (2015)	Improving the grade VII students' writing skill of narrative text through dictogloss technique at SMPN 1 Mungkid Magelang.	First grade of SMPN 1 Mungkid Magelang.	dictogloss technique had a significant effect on students' achievement in writing a report text.
Fikri (2015)	The effectiveness of dictogloss technique on students' writing of descriptive text.	First grade SMA PGRI 56 Ciputat Kota Tangerang.	dictogloss technique had a significant effect on students' achievement in writing a descriptive text.
Lismawati (2017)	Improving students achievement in writing hortatory exposition texts through dictogloss technique at the eleventh grade of Mas Al-Washliyah Pasar Pinang V Pinang Baris	Second grade of Mas Al-Washliyah Pasar Pinang V Pinang Baris	dictogloss technique had a significant effect on students'achievement in writing hortatory text.

From those previous studies, the researcher was curious in conducting a research on the same topic *"Dictogloss Technique to Improve Students' Writing Skill"* but this research changed teacher's dictation into the recorded story so it is called *"Modified Dictogloss Technique".*

Based on the result of those studies, it could be inferred that dictogloss technique was good to be implemented in teaching writing, especially in helping the students' to improve their writing achievement. The differences between those studies and this research were that this research changed teacher's dictation into the recorded story named *"Modified Dictogloss Technique"* and this research did not only focus on finding out students' writing achievement but also finding out the highest score that the students got after they were taught through *Modified Dictogloss Technique.*

2.2. Concept of Writing

Writing is among the most important skills that foreign language students need to master. It is the last stage in learning language after listening, reading and speaking. In other words, writing is one of the productive skills that students of senior high school need to master since writing skill has significant contribution in improving a communicative competence of learning the language. According to Raimes (1983), writing is described to be the skill in which we express the ideas, feelings and thoughts arranged in words, sentences, and paragraph using eyes, brain and hand. It is in line with Chaffee (1999:10) who says that writing is an activity that represents our thoughts, feelings and experiences. He says that when someone is writing, he or she creates an understandable bunch of words so that the reader will get what writer's means.

Moreover, writing is also both a mental activity and physical activity. Nunan (2003: 88) states that the nature of writing can be defined as both mental and physical activities that are aimed to express and impress. Writing is a mental activity because the writer has to be able to commit the idea and it is a physical activity because the writer has to be able to express and organize the idea into a readable text. Brown (2001: 335) also states that written products are the result of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions coherently into a written text, how to revise the text for clearer meaning and how to edit the text for appropriate grammar and how to produce a final product. It can be assumed that writing contains both physical activities where students are

expected to know how to arrange the words and mental activity where the students have to be able to invent and express the ideas.

Boardman (2002) states that writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is a form of thinking using the written word. Based on the definitions above, the researcher concludes that writing is a way to produce language that comes from what is in our mind. Then, it is written on a paper or a computer screen.

By writing, people can express their ideas clearly so that the reader will not get confused by reading it. It is line with Crimmon (1983: 3) who states that writing is the skill of arranging words to form sentences and paragraph in the larger units so those ideas, facts and impression may be communicated to others. In this time, we as a modern people must have interaction with other people from anywhere but the time and place are not supported. In giving a solution to that case, people usully deliver their message to other people using indirect communication (writing skill).

Based on the theories of writing above, it can be concluded that writing is an activity of inventing ideas and feeling, organizing it, and expressing them with the right words into a good piece of writing.

2.3. Aspects of Writing

In order to write well, there are several aspects which should be considered by the students. There are some elements which should be given to the students in order to produce a good written product.

Harris (1979: 68) proposes four aspects of writing namely content (the substance of writing), form (the organization of content), grammar (the employment of grammatical form and syntactic pattern), and style (the choices of structure and lexical items to give a particular tone or flavor to the writing).

Another expert, Heaton (1997: 138) states that writing skills are complex and difficult to be taught, requiring mastery not only grammatical and rhetorical devices but also the conceptual and judgement element. The following analysis attempt to group the many and varied skill necessary for writing good process into four main ideas:

1. Grammatical Skill

   Grammatical skill is the ability to write correct sentences.

2. Stylistic Skill

   Stylistic skill is the ability to manipulate sentences and use the language effectively.

3. Mechanical Skill

   Mechanical skill is the ability to correct those conventions peculiar to written language such as punctuation spelling.

4. Judgment Skill

   Judgment skill is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and order relevant information.

Another explanation comes from Jacobs (1981:90) who mentions that there are five aspects of writing that should be the guidelines when the students want to write something, they are:

1. Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as a unit in developing a subject. Content paragraph does the work of conveying ideas rather than fulfilling a special function of transition, restatement, and emphasis.

2. Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentence and ideas.

3. Vocabulary refers to the selection of words that are suitable for the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can.

4. Language Use refers to the use of a correct grammatical form of a syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanics refers to the use of graphic conventional of the language, i.e., the steps arranging letter, words, sentences, paragraphs by using knowledge of the structure and some others related to one another.

Based on statements above, it can be concluded that generally, writing includes several aspects. In this research, the researcher prefers to use the aspects based on Jacobs (1981:90) because it is the easiest explanation about the aspects of writing to be understood by the researcher and it also provides a well-defined standard for

students' in making their text so they can produce the better text if they learn and understand first about those aspects.

2.4. Teaching of Writing

Generally, teaching is not only transferring knowledge to the student, but also guiding the students in order that they are able to succeed. The process of teaching has three main components, the components are teacher competency, students who accept the knowledge, and the last is material or knowledge itself, which is taught. Moreover, Raimes (1983) mentions that teaching writing reinforces learning in a unique way. Teaching writing is important in students' language learning. Besides, Brown (1980) also states that teaching is showing or helping someone to learn how to do something providing with knowledge, causing to know or to understand. Teacher takes part as the person who provides guidance that helps them to learn the skills or knowledge.

The process of teaching English writing will be success if it is supported by qualified of the teacher, relevant materials, method, technique and facilitation. In relation to teaching writing, Harmer (1984: 40) points out that there is a certain particular consideration that needs to be taken into accounts, such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the element of writing including grammar, sentence organization, vocabulary, and mechanic quoted by Idrus (2003). It can be concluded that teaching writing should guide the students not only to write a sentence but also to organize their ideas into written form. Then, the teacher must give the appropriate guidance in which the

students are able to express their ideas in written form properly. In practicing their writing, the students have to follow the steps to make their writing more effective. In addition, Mappe (2000) states that there are different views on the stages that the writers go through in producing a piece of writing, but typically through model identifies four stages: pre-writing, drafting, revising, and editing. The description of each stage is shown as follows:

1. Pre-writing

In this stage, the students involved some activities. A typical pre-writing activity in the process approach would be for the students to brainstorm on the topic that would be taught by the researcher. A typical of pre-writing in the process approach would be for learners to brainstorm on the topic being provided. By this way, students will get motivated to write because they feel that they have something matter to say.

2. Drafting

In this stage, the students select among ideas during pre-writing. The result of brainstorming session provides a plan of description of topic. The content might be without considering the grammatical aspect first.

3) Revising

In this stage, the students review a draft to check content and organization based on the feedback from the students itself and the teacher or peers. Revision is a process in which writers do not only polish their style, but also develop their ideas. In this stage, the teacher helps the students through the revision to shape and reshape the text into a final form, and it is focused more on audience, mood, voice, length, clarity, completeness, and consciousness.

4. Editing

In this stage, the students check their final text for some mistakes they have made base on the feedback given, such as spelling, punctuation, grammar, and all presentation. After the students passed checking and editing, they were allowed to publish their writing to readers.

Briefly, there are four steps of teaching writing, i.e., : pre-writing, drafting, revising and editing (Mappe:2000). Teaching writing involves these steps in order to help the students in making their text. Therefore, the teacher can conduct the same steps or activities in the teaching learning process.

2.5. Concept of Recount Text

Recount text is used to tell the experience in the past, obviously recount text uses past form. Recount text with complete generic structure will be constructed by structuring orientation, events and reorientation. According to Knapp (2005: 224), recount is a text to tell "what happened". The purpose is to describe past experiences by retelling events in chronological order. In other words, recount text is written to retell events with purpose of either informing or entertaining their audiences or readers. It is also to give audiences or readers a description of what occurred and when it occurred.

Meanwhile, Anderson et al (1997) states that recount text is a text which retells events or experiences in the past. The purpose of recount text is to provide a description and when it occured with sequence of events. There are some features of a recount. Anderson (1997:29) describes the generic structure of a recount text.

A recount text has three main sections. The first is orientation. It consist of what, where and when the stories are happened. The second is sequence of events. It retells the events in the order in which they happened, and the last is orientation. It consists of conclusion. Language features that are used in recount text adapted from Derewianka (1990: 145) are:

1. Simple past tense is used in most recounts, but present tense may be used to create immediacy. For example in diary or journal, future tense is sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future, for example, "Taufik Hidayat will no doubt win Thomas Cup this year".

2. Subject-specific terms (larvae, topography) are used to record facts and events accurately. They also add authenticity and credibility to the tone of the writing.

3. Specific descriptive words (adjectives) help the audience visualize or imagine events. For example, "The butterfly spread out its limp, wet wings to dry". In a factual recount or accident report, adjective provide necessary detail for an accurate recount.

4. A range of conjunctions (because, although, while) is used to link clauses within sentences.

5. Time connectives (firstly, secondly, next, finally) are used to link separate events or paragraphs into a cohesive whole text.

6. Passive voice is used, particularly in factual recounts, to give objectivity to the text. For example, "The land was worked by the peasants from sunrise to sunset."

7. Adverbs (yesterday, outside) and adverbial phrases. For example, "In 1991, in the top of hotel", are used to indicate specific times and places.

8. Specific participants (nouns and pronouns, such as the president of Indonesia, Joko Widodo, gives his speech in television today).

In this research, the researcher focuses on four language features; simple past tense, conjunctions, time connectives and adverbs. The researcher chooses language features out of eight because simple past tense, conjunction, time connectives and adverbs are the simplest language features which are used in writing historical recount text.

It can be concluded that recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the readers. There is no complication among the participants and that differentiates from narrative text. Generally, the generic structure of recount text consists of three stages. The first is orientation. The second is event and the last is reorientation. So, to make a complete story of recount text, those stages must be integrated as a whole.

2.6. Dictogloss Technique

Dictogloss is a classroom dictation activity where the students are required to reconstruct a short text by listening and noting down keywords, which are then used as a base for reconstruction. It is accordance with Jacobs (2003: 1) who states that dictogloss is an integrated skills technique for language learning in which the students work together to create a reconstructed version of a text read to them by the teacher. Moreover, Wajnrybn (1990: 5) says that dictogloss is a relatively recent

procedure in language teaching. It borrows a little from traditional dictation (hence part of its name) but in fact is quite differen from dictation in both procedure and objectives.

This technique provides opportunities for the students to be more confident with their writing as there is vocabulary preparation for the students as beginner learners to ease them in writing (Purwaningsih: 2014). The steps of using dictogloss during teaching and learning process are described as follows:

1. **Preparation**

At this stage, teacher prepares the material which is going to be taught. The teacher introduces the topic and lists some vocabulary for the students. Moreover, the students are divided into pairs or small groups and given brainstorming before coming to the next steps

2. **Dictation**

At this stage, the teacher reads the text twice in normal speed and asked the students to listen. On the first dictation, the teacher reminds the students to listen only and not to write anything. While on the second dictation, the teacher asks the students to prepare notebook and write down some words which will be keywords for the next step; that is reconstruction.

3. **Reconstruction**

At this stage, the teacher asks the students to reconstruct the text based on their keywords in pairs or groups. Those keywords are used as their guided writing to produce a text which has the same idea as the original text. In conclusion, the

principle of guided writing strategy is to provide instructional materials or relevant media to help students write.

4. Analysis and correction

At this stage, the teacher asks the students to analyze and correct their text result. It is also done with the teacher's help by comparing their version to the other groups or pair result, and the last comparing with the original one to see the differences. To earn the best result for the students' writing achievement, the researcher changes the teacher's dictation into the audio. In this research, the researcher named it "*Modified Dictogloss Technique*".

2.6.1. Modified Dictogloss Technique

Modified dictogloss technique is a classroom activity where the students are asked to listen someone's story from the audio and they have to listen. After that, the teacher repeat the audio, and the students were asked to write keywords or activities based on the audio that they have heard. After that, the teacher divides the students into several small groups to discuss about the text based on the audio by using their own words.

It can be logically assumed that modified dictogloss is the development of dictation technique. The differences between the old dictogloss and this modified one is the teacher's dictation is changed to the audio. Here, the differences between the old dictogloss technique and the modified one:

Table 2.2. The differences between the procedures of using dictogloss technique and modified dictogloss technique

Steps	Dictogloss Technique	Modified Dictogloss Technique
Preparation	The teacher introduced and led the students into the topic of the text.	The teacher introduced and led the students into the topic of the text.
Dictation	The students listen to the teacher's dictation.	The students' listen to the audio given by the teacher.
Reconstruction	Work in group discussion to reconstruct the new text based on the notes.	Work in group discussion to reconstruct the new text based on the notes.
Analysis and Correction	The students do peer correction guided by the teacher.	The students do peer correction guided by the teacher.

2.7. Advantages and Disadvantages of Modified Dictogloss Technique

Technique is an important thing in teaching and learning since it can be used to improve the students' ideas and comprehension. In addition, all techniques have advantages and disadvantages. Below are the advantages and disadvantages of modified dictogloss technique:

2.7.1. The Advantages of Modified Dictogloss Technique

There are some advantages of modified dictogloss technique. Those advantages are:

1. It does not make the students confused to write because they already have the ideas about what they are going to write.

2. It increases understanding. Modified dictogloss technique improves the comprehension and produce a note with complete ideas.

3. It is fun because modified dictogloss technique does not limit the imagination and creativity.

The disadvantages of Modified Dictogloss technique are:

1. It needs a lot of time in organization.

2. It needs many times in finding the keywords while students were listening to the audio.

In teaching learning activities, every single technique always has the advantages and disadvantages. It comes naturally, but modified dictogloss shows that it has more advantages than the disadvantages. However, the researcher tries to reach the advantages of modified dictogloss technique.

2.8. Theoretical Assumption

On the basis of theoretical review, it can be seen that modified dictogloss technique can help the students writing ability because this technique taught the students step by step started from listening (students listened to the audio), speaking (students shared their ideas in group), and reading (students red other groups' work). Besides, this technique also treated the students how to make a good writing by triggering the ideas first, learning the vocabularies by making the notes, putting the words in chronological order, and discussing grammar and mechanics in group which guided by teacher. From those explanations, it could be concluded that *Modified Dictogloss Technique* guides the students step by step to help them write a recount text.

As the result, the researcher found that there was an improvement in students writing recount text ability after the students were taught by using modified dictogloss technique. Then, the researcher also found that content was the aspect of writing that got the highest score among others.

2.9. Hypothesis

Based on the theoretical assumption above, the researcher formulates hypothesis as follows:

1. There is an improvement of the students' writing skillafter they were taught through modified dictogloss technique.

2. Content is the aspect that improves the highest score after the students were taught through modified dictogloss technique.

Those all above are what this chapter covers, such as, previous study, writing, aspects of writing, teaching writing, recount text, dictogloss technique, advantages and disadvantages of using modified dictogloss technique, theoretical assumption, and hypothesis.

III. METHODS

The design of this research is organized in a manner that allows composition between the pretest and the posttest result. In this research, the researcher discusses about design, variable, population and sample, instrument, scoring criteria, validity and reliability, data collecting procedure, data analysis, and hypothesis testing.

3.1. Design

This research was a quantitative study intended to investigate the students' writing improvement after the students were taught by using modified dictogloss technique and find out the aspect of writing that improved the highest score after the implementation of modified dictogloss technique. In doing the research, the data had taken by conducting the pretest (T1) and the posttest (T2) on the sample by using the following formula.

$$\boxed{\textbf{T1 X T2}}$$

T1 refers to the pretest

X refers to the treatment by using Modified Dictogloss Technique

T2 refers to the posttest

(Setiyadi 2006:132)

3.2. Variables of The Research

Regarding to Fraenkel (2012:77), variable is a concept – a noun that stands for variation within a class of objects. There are two kinds of variables named independent variable and dependent variable. More operationally, the independent variable (X) is investigated and the dependent variable (Y) is measured to see the effect of the independent variable as a teaching technique. This research consists of the following variables:

a. Modified Dictogloss Technique as the independent variable (X)

b. Students' writing ability as the dependent variable (Y)

3.3. Population and Sample

The population of this research was the first grade students in the second semester of SMA Al-Kautsar Bandar Lampung in the academic year of 2018/2019. In this case, the researcher focused on the regular class since the bilingual and plus class had different ability in English. In regular class, there were eight classes. The sample that was X MIA 3 because that class was recommended by the teacher at that school since the class was having lower writing ability than the other classes.

3.4. Instrument

The instrument is an important thing in an experiment in which the reliability of the instrument will automatically affect the reliability of the obtained. Kerlinger (1965:481) states: "an instrument plays an important role in a study in the sense that the reliability a data obtained." A test is used as an instrument to collect data in this study. In this study, the researcher used the essay test as an instrument to collect

data. There were pretest and post test. In the first meeting, the researcher did the pretest and for the last meeting after the treatment was posttest. After doing the pretest and the posttest, the researcher gave scores to the students based on Jacobs (1981:90).

3.5. Scoring Criteria

In evaluating the students' writing scores, the researcher analyzed the result of the students' writing test to make sure that the treatment gave an impact to the students' ability. There were five aspects which are evaluated by the researcher: content, organization, vocabulary, language use, and mechanics.

The criteria of writing scores are devised from Jacobs (1981:90) as follows:

Table 3.1. The Scoring Criteria

Aspects of writing	Score	Criteria
	30-27	**Excellent to very good:** knowledgeable, substantive, through development of thesis, relevant to assigned topic
Content	26-22	**Good to average:** some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21-17	**Fair to poor:** limited knowledge of subject, little substance, inadequate development to topic
	16-13	**Very poor:** does not show knowledge of subject, nonsubstantive, not pertinent or not enough to evaluate
Organization	20-18	**Excellent to very good:** fluent expression, ideas clearly stated or supported, succinct, well-organized, logical sequence, cohesive
	17-14	**Good to average:** somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	**Fair to poor:** non-fluent, ideas confused or disconnected, lacks logical sequencing and development
	9-7	**Very poor:** does not communicate, no organization or not Enough to evaluate

Vocabulary	20-18	**Excellent to very good:** sophisticated range, effective word or idiom choice and usage, word from mastery, appropriate register
	17-14	**Good to average:** adequate range, occasional errors of word or idiom form, choice, usage but meaning not obscured
	13-10	**Fair to poor:** limited range; frequent error of word or Idiom form, choice ,usage, meaning confused or obscured
	9-7	**Very poor:** essentially translation; little knowledge of English vocabulary, idioms, word for not enough to evaluate
Language use	25-22	**Excellent to very good:** effective complex construction; Few errors of agreement, tense, number, word order or function, articles, pronouns, prepositions.
	21-18	**Good to average :**effective but simple construction ;minor Problem in complex construction; several errors of agreement, tense ,number, word order or function ,articles, pronouns, prepositions but meanings obscured
	17-11	**Fair to poor:** major problem in simple or complex constructions; frequents errors of negation, agreement, tense, number, word order or function articles, pronouns, prepositions, and or fragments run-ons, deletions ;meaning confused or obscured
	10-5	**Very poor:** virtually no mastery of sentence construction Rules ,dominated by errors, does not communicate or not Enough to evaluate
Mechanics	5	**Excellent to very good:** demonstrates mastery of conventions; few errors of spelling, punctuation, capitalization, paragraphing
	4	**Good to average:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3	**Fair to poor:** frequent errors of spelling, punctuation, capitalization, paragraphing; poor handwriting; meaning confused or obscured
	2	**Very poor:** no mastery of conventions; dominated by errors of spelling, punctuation, capitalization, paragraphing; handwriting illegible or not to evaluate
Total score		

Based on on the criteria above, the researcher evaluated the aspects of the students'
writing recount text based on content, organization, vocabulary, language use, and
mechanic. The range of the score is 0 – 100.

3.6. Validity and Reliability

In fulfilling the criteria of a good test, validity and reliability of the test should be
considered. They are as follows:

Validity

Validity is the extent to which it measures what it is supposed to measure. Hatch
and Farhady (1982: 50) also explain that validity refers to the extent to which an
Instrument really measures the objective to be mastered and suitable with the
criteria. A test must aim to provide a true measure of a particular skill which it is
intended to measure. Thus, to know whether the test has good validity, the
researcher looks from the content and construct validity.

Content Validity

Hatch and Farhady (1982: 251) states that content validity is the extent to
which the test measures a representative sample of the subject matter
content. It concerns whether the tests are good reflections of the materials
that need to be tested. To know whether the test has good content validity,
the researcher arranged the materials based on the objective of teaching in
syllabus for the second grade of senior high school students. Besides, the
instructions of the test had been discussed with the English teacher of SMA
Al-Kautsar Bandar Lampung.

Construct validity

To find construct validity of the test, the researcher formulated the test by the concept of writing ability. In this case, the focus of the test included the content, organization, vocabulary, language use, and mechanics of writing recount text by Jacobs (1981:90). In this research, the researcher asked the students to write a recount text to measure the students' writing ability. The technique of scoring is based on five aspects. They are content, organization, vocabulary, language use, and mechanics.

Reliability

Hatch and Farhady (1982:243) establish that the reliability of a test can be defined as the extent to which a test produces consistent result when it administers under similar conditions. A test will be considered reliable if the tests have a consistent result. In order to ensure the reliability of scores and to avoid the subjectivity of the research, there is inter-rater reliability. Inter-rater reliability is used when score on the test is independently estimated by two or more judges or raters. In this case, the first rater was the researcher and the second was the English teacher of SMA Al-Kautsar Bandar Lampung. The researcher made sure that both raters used the same criteria for scoring the students' writing test. To measure how reliable the scoring was, this study used *Rank – order Correlation* with the formula:

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

Notes :

p   : Coefficient of rank order

d   : Difference of rank correlation

N   : Number of students

1-6   : Constant number

(Hatch and Farhady, 1982: 206)

According to Arikunto (2006), the criteria of reliability are derived as follows:

0.8 – 1.0   : very high reliability

0.6 – 0.79   : high reliability

0.4 – 0.59   : medium reliability

0.2 – 0.39   : low reliability

0 – 0.19   : very low reliability

Based on the standard of reliability above, it can be concluded that the writing tests will be considered reliable if the tests reach the range of (0.6 - 1.0). The reliability of this research could be seen on the explanation below:

1) **Result of Reliability of the Score of the Pretest**

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

$$= 1 - \frac{6 (647)}{33(33^2 - 1)}$$

$$= 1 - \frac{3882}{33(1089 - 1)}$$

$$= 1 - \frac{3882}{35904}$$

$$= 1 - 0.108121657$$

$$= 0.89 \ (\text{Very High Reliability})$$

2) **Result of Reliability of the Score of the Posttest**

$$p = 1 - \frac{6 \sum d^2}{N(N^2 - 1)}$$
$$= 1 - \frac{6\,(233)}{33(33^2 - 1)}$$
$$= 1 - \frac{1398}{33(1089 - 1)}$$
$$= 1 - \frac{1398}{35904}$$
$$= 1 - 0.038937165$$

$$= 0.96 \ \ (\text{Very High Reliability})$$

3.7. Data Collecting Procedure

In collecting data, the researcher follows the following steps:

1) Determining Population and Sample

The researcher chose SMA Al-Kautsar Bandar Lampung as the population and sample of this research. The researcher took one class as the sample of the research that was X MIA 3.

2) Planning

After determining the population and sample, the researcher identified the problem based on the researcher's experience as the English teacher in the classroom. After finding out the problem, the researcher analyzed the problems that were important to be given the treatment. Then the researcher made a lesson plan based on the formulation of the problem by using modified dictogloss technique.

3) Conducting the Pretest

The pretest was conducted before the students were taught by using modified dictogloss technique. It was used to determine the students' writing ability. In this

case, the students were asked to choose the topics that were given by the teacher; *Bandung as Sea of Fire, Proclamation of Indonesia Independence and The Invention of Telephone.* The time was 90 minutes for this test.

4) Giving Treatments (Modified Dictogloss Technique)

The treatments of Modified Dictogloss Technique were conducted in the class for three meetings in which 2x45 minutes are distributed for each meeting. The activities of modified dictogloss technique which were done by the researcher could be seen in the lesson plan.

5) Conducting the Posttest

After the researcher conducted the treatment, the posttest was conducted to find out the progress of the students writing ability after they were taught by using modified dictogloss technique. This test was similar to the pretest, the difference is only the topic. The time was 90 minutes for this test.

6) Analyzing Data

After scoring the pretest and the posttest, the researcher analyzed the data by using SPSS version 24.0 software program. In this step of the research procedures, the researcher gave score based on the five aspects of writing. The five aspects were content, organization, vocabulary, language use, and mechanics. In scoring, the researcher used two raters in order to avoid the subjectivity of the research. The first rater was the researcher and the second rater was the English teacher of SMA Al-Kautsar Bandar Lampung. After scoring, both raters concluded the result of the tests by using SPSS (Statistical Program for Social Sciences).

From the explanations above, there were six steps of collecting the data. They were, determining the population and sample, planning, conducting pretest, giving treatments, conducting posttest, and analyzing the result.

3.8. Data Analysis

The result of the students' writing ability was evaluated based on the five aspects:content, language use, organization, vocabulary, and mechanic. The result of the students' work in the pretest and the posttest were compared to see the improvement of students' writing skill after they were taught by using modified dictogloss technique. To analyze the data, the researcher computed the data through the following steps:

1. Scoring pretest and posttest.

2. Calculating the total scores of students' pretest and posttest.

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

Md   = mean

$\sum$ = total score of the students

N   = number of students

3. Drawing conclusion from the tabulation result of the students' pretest and posttest, that was statistically analyzed by using *Repeated Measure T-Test* to examine whether there was an improvement of the students writing skill after the students were taught through *Modified Dictogloss Technique* and *ANOVA* in order to examine the improvement of each aspect was significant or not.

4. The result of students' recount text writing ability was evaluated based on content, organization, language use, vocabulary, and mechanics.

3.9. Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis in this research are accepted or not. There are two hypothesis in this research, the first hypothesis is tested statistically and the second hypothesis is not tested statistically. The hypothesis testing was stated as follows:

1. Modified dictogloss technique could improve the students' ability in all aspects of writing.

H_1: There is an improvement in students' writing recounttext using modified dictogloss technique in the terms of content, organization, vocabulary, grammar, and mechanic.

The criteria of conclusions is H_1 will be accepted if significant value is lower than 0.05 (P-value < 0.05).

2. Modified dictogloss technique could improve students' ability in writing recount text, especially in content aspect.

Briefly, this chapter has discussed about design, variable, population and sample, instrument, scoring criteria, validity and reliability, data collecting procedure, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to try to use modified dictogloss technique as a technique in teaching writing and for those who want to conduct similar research.

5.1. Conclusions

After conducting the research at the first grade of SMA Al-Kautsar Bandar Lampung, the researcher analyzed the data to draw the conclusion. In relation to the results of the study, it is concluded that:

1. The implementation of modified dictogloss technique was an effective to improve the students' writing skill. Based on the result, there was an improvement of the students' writing after they were taught by using modified dictogloss technique. It could be seen from the students' mean score of the pretest and the posttest which improved from 59 to 73.22 with the gain 14.2. It could be concluded that the students' writing skill improved and it also improved in all aspects of writing, namely: content, organization, vocabulary, language use, and mechanics.

2. The content got the highest score than other aspects. It was because the students already had the ideas before writing which made the students only need to elaborate their ideas into sentences then arranged the sentences into paragraphs.

3. The implementation of modified dictogloss could improve students' ability in recount text writing. It is because the use of modified dictogloss could

generate students' ideas into chronological order. Modified dictogloss combines between audio and the stories. By using an audio or listening will help the students to illustrate it in a story. In addition, modified dictogloss could make the students interested in the teaching learning process. It is because the students were actively involved to the learning process. Thus, the students loved it. It implies that modified dictogloss improved the students' enthusiasm in the teaching and learning process of writing.

5.2 Suggestions

Considering the finding of the research, researcher would like to recommend some suggestions as follows:

5.2.1 Suggestion for English Teachers

1. Considering the advantages of modified dictogloss, the researcher suggests that English teachers of the class apply modified dictogloss as an alternative way in teaching writing especially recount text. Modified dictogloss not only helps the students to improve students' writing in recount text but also increases the teachers' performance and the students' participation in the classroom.

2. The mechanics aspect got the lowest achievement among other aspects of writing. For this reason, the teacher should apply effective strategies for improving this aspect, for example when the students wrote the sentences on the white board the teacher gave correction the writing more deeply whether the students made mistake or not. Then, the teacher could give correction to the students' writing by giving the feedback.

5.2.2 Suggestions for Further Research

1. This research applied modified dictogloss technique to improve the students' writing skill in recount text. Therefore, the researcher suggests further researchers to find out the effect of modified dictogloss technique in other skills, e.g. listening, speaking and reading.

2. Further researchers also can try to find out other types of texts besides report text, for example: analytical exposition text, narrative text and procedure text.

3. This research only involved one class, which is an experimental class, as the sample, the other researchers are recommended to use a quasi experiment which consists of control and experimental class as the samples.

4. This research was conducted by modified dictogloss technique in senior high school. Thus, the further researcher can conduct this technique for different levels of students such as junior high school students, or even university students.

Those are the conclusions of this research after applying modified dictogloss technique, also the suggestions for both English teachers and further researchers in using modified dictogloss technique.

REFERENCES

Anderson, A., & Anderson, K. (1997). *Text types in English* 2nd. South Yara: Macmillan Education Australia PTY LTD.

Arikunto, S. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta.

Brown, H. D. (1980). *Teaching by principles.* Longman: San Fransisco State University.

Boardman, C. A. (2002). *Writing to communicate: paragraph and essay* (2nd ed.). New York: Longman, Inc.

Chaffee, J. (1999). *Critical thinking: thoughtful writing a rhetoric with readings.* New York: Houghton Mifflin Company.

Crimmon. (1983). *Writing with purposes.* New Jersey: Houghton Mifflin Company.

Derewianka, B. (1990). *Exploring how text work*: Sydney: Primary English Teaching Association.

Fasya, M. D. (2015). Improving the grade VII students's writing skill of narrative text through dictogloss technique at SMPN 1 Mungkid, Magelang. A thesis. Yogyakarta: Faculty of Languages and Arts. States University of Yogyakarta.

Fikri, A.C. (2015). The effectiveness of dictogloss technique on students' writing of descriptive text. A thesis. Tangerang Selatan: Faculty of Languages and Arts. States UIN.

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education (8th ed).* New York, NY: McGraw-Hill.

Grace, E. & Sudarwati,T.M. (2016). *Pathway to English:* Penerbit Erlangga.

Hamalik, O. (1986). *Metode Belajar dan Kesulitan-Kesulitan Belajar.* Bandung: Tarsito.

Harmer, J. (1984). *How to teach writing: effective sentences, paragraph, and essay.* New York: Longman.

Harmer, J. (2004). *How to teach writing*. New York: Longman

Harris, P. (1979). *Testing English as A Second Language.* New York: Tata Mc Grow-Hill Publisher Co. Ltd.

Hatch, E. & Farhady, H. (1982). *Research design and statistic for applied linguistic*. Massachusetts: Newbury House Publisher Inc.

Heaton, J. B. (1988). *Writing English language tests.* London: Longman Group UK.

Heaton, J. B. (1997). *Writing English language Tests.* London: Longman Group Ltd.

Idrus, N. (2003). Improving students writing ability through pictures. Lampung: Universitas Lampung.

Jacobs, H. S. (1981). *Testing esl composition: a practical approach.* Massachusetts: Newbury House Publisher, Inc.

Jacobs, G. (2003). *Combining dictogloss and cooperative learning to promote language learning. The reading matrix, 3*(1). Retrieved April 2003 from https://scholar.google.co.id/scholar =

Kerlinger, N. (1965). *Foundation of Behavioral Research.* New York: New York University.

Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: technologies for teaching and assessing writing.* Sydney NSW 2052 AUSTRALIA: University of New South Wales Press.

Lismawati. (2017). Improving students achievement in writing hortatory exposition texts through dictogloss technique at the eleventh grade of Mas Al-Washliyah Pasar Pinang V Pinang Baris. A thesis. North Sumatra: Faculty of Languages and Arts. States Islamic Universisty North Sumatra.

Mappe, S. (2000). *A comparative study of the teaching of writing to indonesian university students under two instructional modes.* Singapore: Dissertation. SEAMEO Regional Language Centre.

Nunan, D. (1985). *Language Course Design: Trends and Issue.* Adelaide: NCRC.

Nunan, D. (2003). *Practical English language teaching.* New York: McGraw Hill.

Panjaitan, C. S. (2015). The efffect of dictogloss technique on students' achievement in writing report text. A Thesis. Medan: Faculty of Languages and Arts. States University of Medan.

Pierangelo, R. & Giuliani, G. (2006). *Assessment in special education: a practical approach (2nd edition).* Boston: Allyn and Bacon.

Purwaningsih, Lilis (2014). The implementation of dictogloss to teach writing recount text to the eight grade students of SMP NEGERI 4 Jombang. Journal of English and Education, 2 1.

Putra, K. N. (2014). The application of dictogloss technique to improve students' achievement in writing analytical exposition. A Thesis. Medan: English Department, Languages and Art, States University of Medan.

Raimes, A. (1983). *Techniques in teaching writing.* New York: McGraw Hill.

Setiyadi, B. (2006). *Metode Penilitian Untuk Pengajaran Bahasa Asing: Pendekatan Kuatitatif dan Kualitatif.* Yogyakarta: Penerbit Graha Ilmu.

Supiani. (2011). Improving Students' Writing Ability in Writing Descriptive Text Through Collaborative Writing Technique. Solo: University of Sebelas Maret.

Tyner, B. (2004). *Beginning reading instruction and the small-group differentiated reading model.* Newark, DE: International Reading Association.

Wahyudin, A. Y. (2012). Improving students writing ability through outlining strategy. Lampung: Universitas Lampung.

Wajnrybn, Ruth. (1990). *Grammar dictation*. Oxford: Oxford University Press.

Yore, Larry D. (2001). *What is Meant by Constructivist Science Teaching and Will the Science Education Community Stay the Course for Meaningful Reform?* Electronic Journal of Science Education, Vol. 5, No. 4. Retrieved January 2, 2002 from http://unr.edu/homepage/crowther/ejse/yore.html.