MODIFIED DICTOGLOSS TECHNIQUE TO IMPROVE EFL STUDENTS' WRITING ACHIEVEMENT IN SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

(A Thesis)

By

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ABSTRACT

MODIFIED DICTOGLOSS TECHNIQUE TO IMPROVE EFL STUDENTS' WRITING ACHIEVEMENT IN SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

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Adelia Puspita

This research aims to find out whether or not there is a significant difference in learning effectiveness of the students taught through modified Dictogloss Technique supplemented with pictures in the experimental class and those who are taught through the original Dictogloss Technique in the control class in improving students' writing achievement. Further, the researcher attempts to find out the students' perceptions toward the implementation of modified Dictogloss Technique supplemented with pictures and of those who were taught through the original Dictogloss Technique. This research used the Independent Group t-test method to answer the first research question in which the researcher used two classes as the experimental and control groups. The results show that the students' writing achievement in the experimental class increased from 71.50 to 82.53. Further, the result in the control class also increases from 69.83 to 77.27. Thus, the results of the significance value of the experimental class and the control class are $0.00 < \alpha = 0.05$. This indicates that there is a significant difference in learning effectiveness of the students taught through modified Dictogloss Technique (MDT) supplemented with pictures and those who are taught through the original Dictogloss Technique (ODT). Meanwhile, for the second research question, the researcher used a questionnaire measured using a five-range Likert scale to find out students' perception toward the modified Dictogloss technique in the experimental class and original Dictogloss technique in the control class. The results show that the experimental class has positive perception toward the modified Dictogloss technique with the mean of 83.50, and the control class also has positive perception toward the original Dictogloss technique with the mean of 79.27. To conclude, learning using the modified Dictogloss technique with pictures is more effective in students' writing achievement than those who were taught through the original Dictogloss technique.

Keywords: Modified Dictogloss technique, pictures, writing achievement, perception

MODIFIED DICTOGLOSS TECHNIQUE TO IMPROVE EFL STUDENTS' WRITING ACHIEVEMENT IN SMA MUHAMMADIYAH 2 BANDAR LAMPUNG

By

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in

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Teacher Training and Education Faculty

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TEACHER TRAINING AND EDUCATION FACULTY
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CURRICULUM VITAE

Adelia Puspita was born in Talang Padang on February 14th, 2000 as the second child of three from the affectionate couple, Herlan Arfa and Irdayanti. She has one older brother, named Cheko Firlando, and one younger sister, named Annisa Rianita.

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MOTTO

"…and whoever puts his trust in Allah, then He will suffice him."

(QS. At-Talaq:3)

"Start now. Start where you are. Start with fear. Start with pain. Start with doubt. Start with hands shaking. Start with voice trembling but start. Start and don't stop. Start where you are, with what you have. Just... start."

(Ijeoma Umebinyuo)

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Bandar Lampung, May 20th, 2022
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I. INTRODUCTION

This chapter encompasses various aspects, those are background of the research, research questions, objectives, uses, scope, and definition of terms.

1.1 Background of the Research

Language is an indispensable means of communication for people, as it plays a crucial role in expressing their intents and messages to each other on a daily basis. Comprehension of spoken or written language is necessary to convey thoughts, ideas, and feelings effectively. Hence, language is considered an essential element of interpersonal communication. From an educational standpoint, English become the initial foreign language to be instructed in Indonesia. Moreover, in this present time, English has been introduced to all levels of students from kindergartento college. Hence, it substantiates the fact that acquiring proficiency in English is essential for students. In teaching and learning English as a Foreign Language, four basic skills need to beintroduced and learnt by the students; listening and reading as receptive skills, speaking and writing as productive skills.

Besides, there are components of English learning, including structure, pronunciation, and vocabulary, which are inextricably linked to the aforementioned four skills. As in writing skills, to compose good writing, the students must possess sufficient vocabulary, know the correct spelling of the words, and use the correct grammar and punctuation. Nunan (2003) defines writing as the cognitive process of coming up with ideas, considering how to convey them, and putting them into sentences and paragraphs that the reader will understand. It demonstrates that writing is a complex activity that necessitates the students to possess a good composition of its aspects and components.

In recent years, the importance of English language for written communication has significantly grown. Nevertheless, due to the need to structure ideas into written format, writing is perceived as a difficult skill. According to Moses and Mohamad (2019) teaching writing has become difficult because of the challenges faced by the students in learning writing skills. Some of the challenges are lack of vocabulary, poor grammar, poor spelling, students' readiness and lack of exposure to books and reading materials. Further, Richards and Renandya (2002) note that writing difficulties encompass not only generating and reorganizing ideas, but also transforming them into a comprehensible form that allows readers to grasp the intended message in the written text. Thus, it follows that students must generate cohesive written work and utilize accurate grammar, spelling, and vocabulary in order to produce good writing. As Sarwat, *et al*. (2021) state proficient writing is considered a crucial skill for students to achieve academic success.

Unfortunately, there are still several students who encounter difficulty in developing their ideas into sentences, sentences into paragraphs, and paragraphs into a text. It is in line with the statement from Saprina, *et al*. (2021) that since writing is considered a complex process, thus, there are some problems faced by students in their writing process. This appears to be the underlying cause for how this phenomenon of writing difficulty may potentially impact their writing achievement. As what the researcher have asked the English teacher in SMA Muhammadiyah 2 Bandar Lampung, it was found that most of the students still found difficulties to convey their ideas in writing. The students' lack of proficiency with grammar and limited vocabulary are the cause of their inability to produce the quality of their writing. Further, it also affected their writing achievement. It might be caused by the teacher's monotonous technique in teaching writing. The achievement of the students will be enhanced by the teacher's effective learning and teaching process. As Westwood (2008) states that writing is a complex skill involving multiple processes and abilities that problems can arise for some students. The students' challenge in constructing the sentence could potentially be attributed to a limited vocabulary.

Gibran and Qalby (2021) state that the lack of interest and motivation of the students to study may arise because of the methods and techniques that are not suitable for the students' needs or the students' attention. Further, they added that it can be a severe problem for the students that made them not enthusiastic about learning English, and it can influence their achievement. Hence, this is the primary rationale behind teachers need to diversify their teaching techniques throughout the learning process and offer purposeful learning activities to create an

environment that is simultaneously productive and pleasant. One of several techniques that can be used to assist students in improving their writing is Dictogloss technique. Murray in Putri, *et al.* (2020) state that 'Dictogloss' may help students use their grammar resources to reconstruct a text properly. He further says that 'Dictogloss' makes students more aware of their grammatical choice that they used to reconstruct their ideas about the text.

The term Dictogloss is derived from the combination of the words *Dictation* and *Glossary*. Ajmal *etal*., (2020) define the Dictogloss as a classroom dictation task in which the students are expected to listen first and then reconstruct the structure of a text. Moreover, during the teaching and learning process, the students are afforded the opportunity to discuss what they have already acquired with their peers when the Dictogloss technique is utilized. Wajnryb (1990) concurs with the aforementioned assertion and defines Dictogloss as a brief passage that is read aloud to a group of learners at an average pace, with the learners merely pay attention to the teacher's dictation. Next, the teacher reads the text again and the students need to write key words of the text in their paper. Then, the teacher divides the students into several groups to discuss their findings. In the final stage, every group takes turns to perform their result discussion by using their own ideas to the class. Four stages pertaining to the application of the Dictogloss technique were initially delineated by Wajnryb (1990) as follows:

1. Preparation,
2. Dictation,
3. Reconstruction, and
4. Analysis and correction.

Prior researchers have undertaken research on the implementation of the Dictogloss technique. The objective of the study conducted by Dewi (2019) was to ascertain whether the implementation of a modified Dictogloss technique resulted in a statistically significant development in the writing ability of the students and to determine which aspect received the highest score. The research findings indicate a significant improvement of the students' writing after the implementation of modified Dictogloss technique. Another research has been done by Sugondo (2021) with the aim of exploring the efficacy of Dictogloss in enhancing students' writing proficiency and idea organization, with a particular focus on descriptive writing. The research findings indicate a significant improvement in the students' writing performance from the pre-assessment test to the post cycle test.

Further, the Dictogloss technique encourages students to generate more expansive concepts when composing their descriptive texts. Another previous research has been conducted by Al-Obaydi and Al- Mosawi (2019) which examined the effects of using the Dictogloss technique on the grammar knowledge, writing improvement, comprehension of meaning, and attitudes of Iraqi EFL college students. The study's findings determined that the Dictogloss technique has a beneficial effect on the three variables that were proposed, as well as on students' positive attitudes towards its implementation in English language instruction.

Drawing upon prior research, it can be inferred that the implementation of Dictogloss technique in the teaching and learning process can significantly enhance students' writing achievement. Hence, the researcher intended to carry

out theresearch related to the usage of Dictogloss technique to improve students' writing achievement. However, Putri, *et al.* (2020) mention that the disadvantages of the Dictogloss technique are; lack of media (in this technique, good, correct, and appropriate media are needed) and lack of time provided (in this technique, in general, it takes a relatively long time).

Therefore, in order to address the aforementioned concerns regarding the Dictogloss technique's limitations in the teaching and learning process, media implementation should be supplemented in order to potentially resolve the limitation. Hence, the researcher combines the use of Dictogloss technique and pictures. This is intended to make the students have schemata of the teacher's dictation of the text later on. Moreover, the use of pictures as visual media is able to sharpen the students' understanding regarding the dictatedtext given and enable them to grasp the storyline of the text. The students find it easier to write since the usage of these pictures assist them to compose their writing. Moreover, by employing pictures in the Dictogloss technique, teachers can assist students in grasping the concepts being discussed in the spoken texts. Further, it also represented the text dictated by the teacher that make the students more understand about the spoken text.

Otherwise, the concept of the original Dictogloss does not provide any other media except the voice of the teacher while dictating the text to the students. Therefore, in order to prevent this occurrence during the learning process, the researcher intends to modify the Dictogloss technique supplemented with pictures in one frame to attract students' interest and support the English learning process. Hidayanto (2019) states that pictures are used to stimulate the students in writing,

to enjoy writing in the target language, and also to enhance students' motivation in writing. Using picture can stimulate students' imagination to get ideas and give them inspiration to write. Pictures can effectively captivate students' interest and keep them actively involved in the learning process. Therefore, it rises their curiosity and boost enhance their enthusiasm to acquire the materials.

Moreover, students' perceptions are highly essential aspect that, along with the teaching strategies, methods, and techniques, greatly contribute to the improvement of students' writing achievement (Eliwarti and Maarof, 2017). They stated that students' perceptions of the writing strategies might affect their decisions regarding the strategies they employ. Students may therefore have a particular view of the strategies used by the teacher in teaching writing that may be negative, positive or highly positive. It can be inferred that either the students have a positive or negative perception towards the learning process, which will affect their interest to be engaged in learning in the class and the efficiency of feedback from teachers to improve students' writing.

Hence, the previous research has solely focused on the implementation of the original Dictogloss technique; otherwise, in this research, the researcher intended to conduct the research dealing with the utilization of modifying Dictogloss technique supplemented with pictures in EFL writing classroom. Further, the researcher also administered the questionnaire to ascertain the students' perception regarding the implementation of modified Dictogloss technique.

1.2 Research Questions

In response to the aforementioned issues, the researcher formulates the research questions in which the researcher focuses on being considered:

1. Is there a significant difference in learning effectiveness of the students taught through modified Dictogloss Technique (MDT) supplemented with pictures and those who are taught through the original Dictogloss Technique (ODT) in improving students' writing achievement?
2. What are the students' perceptions of the implementation of MDT with pictures among those who are taught through the MDT and the implementation of ODT among those who are taught through the ODT?

1.3 Objectives of the Research

With respect to the aforementioned research questions, the following are the stated objectives of the studying:

1. To find out the significant difference in learning effectiveness of the students taught through modified Dictogloss Technique (MDT) supplemented with pictures and those who are taught through the original Dictogloss Technique (ODT) in improving students' writing achievement.
2. To find out the students' perceptions of the implementation of MDT with pictures among those who are taught through the MDT and the implementation of ODT among those who are taught through the ODT.

1.4 Uses of the Research

In reference to the research questions and objectives, the researcher hopes thatthe result of this research will be useful for other researchers both theoretically and practically in doing the same topic of the research. The uses of the research are as follows:

1. Theoretically, the result of this research is expected to give the contribution to further researchers who are interested in doing the same research. Besides, it is alsoexpected to support the theory about teaching writing by using Dictogloss technique and picture.
2. Practically, after conducting this research, the researcher highly hopes that the result of this research is expected to be used by English teachers and educators as a reference in teaching writing by modifying Dictogloss Technique.

1.5 Scope of the Research

In this quantitative research, the problem focused on finding out the difference between students taught using modified Dictogloss Technique supplemented with pictures and those who are taught through the original Dictogloss Technique. Further, this research also identified the students' perceptions toward the implementation of modified Dictogloss Technique and the original Dictogloss Technique. Moreover, this research administered pre-test and post-test in form of written form to see the difference in students' writing achievement.

1.6 Definition of Terms

Some definitions of terms are defined below to give a clear and specific topic of this research, namely:

1. Writing Achievement

   Writing achievement is the accomplishment of the writers to compose a written text as measured by the aspects of writing that can be assessed through the final product of their writing.

2. Dictogloss Technique

   Dictogloss is one of the techniques that can be implemented in EFL class, especially for writing. Dictogloss stands for word *dictation* is when one person reads a text aloud and the audience writes what it said, and the *glossary* is a list of words with their meanings.

3. Pictures

   The term pictures as a visual media is used as a guidance in the writing process.

4. Students' Perception

   Students' perception refers to their thoughts, beliefs, and feelings about what they have already learned or accomplished during the learning process.

In brief, this chapter discussed the essential reasonfor conducting this research and its reason, those points are: background of the research, research questions, objectives and uses of the research, scope of the research, and definition of terms.

II. LITERATURE REVIEW

The theories are presented in this chapter in order to provide a concise explanation of certain concepts. The following terms are associated with each of the theories: writing concept, teaching writing, concept of Dictogloss technique, modified Dictogloss technique, teaching writing through Dictogloss technique, teaching writing through modified Dictogloss technique, writing procedures utilizing Dictogloss technique, writing procedures utilizing modified Dictogloss technique, advantages and disadvantages of teaching writing through modified Dictogloss technique, students' perception, theoretical assumption, and hypotheses.

2.1 Definition of Writing

EFL learners must possess a comprehensive understanding of the language, encompassing its various elements and skills. More respectively, four kinds of English skills differentiate them as receptive skills – reading and listening, and productive skills – writing and speaking. Writing is considered a difficult process in the English language, requiring writers to independently produce written text. The process commences with idea, followed by content organization, draft arrangement, and ultimately putting the ideas into a coherent sequence.

Moreover, Nunan (2003) illustrates that writing is both a *process* and a *product* in which the writer imagines, organizes, drafts, edits, reads, and rereads. Hence, it is imperative to meticulously focus on the entire writing process, starting from pre-writing all the way to the final product, in order to assist the writer to compose a well-organized written text. Further, writers must take into account the language aspect of their writing, encompassing vocabulary and grammar. Thereafter, it can be inferred that writing is a system of written symbols, representing the sounds, syllables or words of the language, with different mechanisms – capitalization, spelling and punctuation, word form and function (Durga and Rao, 2018).

2.2 The Purpose of Writing

Writing is the act of expressing one's ideas, thoughts, and through written language. It has different purposes following the writers' intention to whom they write it; it can be to express themselves, describe a person or thing, inform or persuade the reader, explain something, and so on. Durga and Rao (2018) it is crucial for students to acquire the skill of effective writing, since it is necessary for achieving success in both academic and professional contexts. Moreover, the important reasons for writing skills are described as follows:

1. To compose technical documents and research papers by presenting accurate facts and information.
2. To search and obtain a job.
3. To make presentations and reports.
4. To enhance proficiency in interpersonal communication.

5. To improve creativity, exploration, and essential for self-understanding.

Furthermore, Grenville (2001) each written work will aim to accomplish at least one of the following objectives:

1. Entertain – it elicits an emotional response from the readers, although it may not necessarily induce laughter.
2. Inform – it provides the reader with information about something.
3. Persuade – it endeavors to sway the reader's opinion or belief.

2.3 Aspects of Writing

Writing encompasses more than just composition of words into written phrases, paragraphs, or text. Ensuring well-organized writing involves considering vocabulary, grammar, and language use. Therefore, Nurgiyantoro cited in Basonggo, *et al.* (2016) categorizes the following factors as those that must be considered when writing:

1. Content

   In composing written text, it is essential for the writer to have a thorough understanding of the subject matter and the concepts being conveyed.

2. Form

   In this aspect, the term 'form' pertains to the arrangement and structure of the information within students' written text. The arrangement of text, paragraph unity, coherence, and cohesiveness are evident.

3. Grammar

   The writers need to take into consideration the utilization of grammatical structure and syntactic patterns.

4. Vocabulary

   The selection of grammatical structure and certain words to create a specific tone or essence in writing is referred to as style. To compose a written text, the writers must carefully select suitable vocabulary and organize it into coherent paragraphs.

5. Mechanic

   This component pertains to the meticulous attention given to the formation of words with accurate spelling and proper punctuation in written communication.

Similarly, Jacobs, *et al*. (1981) describe five aspects of writing that necessitate to be considered by the writers, those are:

1. Content

   Content encompasses the entirety of the ideas presented in a paragraph. The topic phrase serves as the foundation for the subsequent paragraphs, which further expand upon its concepts, ultimately culminating in the formation of a cohesive composition.

2. Organization

   Organization refers to the systematic arrangement of ideas by the writer to provide coherence and cohesion in the work. It enables the writer to compose the ideas in the chronological order.

3. Vocabulary

   The diction in the writing process can be inferred as vocabulary. Since writing is a productive skill, it needs sufficient vocabulary mastery of the writer to convey the ideas in a written form.

4. Language use/Grammar

   To ensure comprehension and convey ideas effectively, the writers must employ proper grammar in their writing. It is used as a means of combining each sentence to make the ideas linked to one another.

5. Mechanics

   The writers must take into account the set of rules or principles in writing to make the ideas conveyed clearly. Its rules can be seen in the use of correct capitalization, punctuation, and spelling of each word. The use of mechanics in writing goes hand in hand with the grammar.

Thus, in this research, the researcher applied aspects of writing stated by Jacobs, *et al* (1981) to evaluate the students' writing achievement. By following these aspects, students can compose good and comprehensible writing.

2.4 Process of Writing

To generate well-organized writing and ensure that the ideas are well communicated, the writer must also take into account and adhere to the processes of writing. hence, there are several steps that must be taken to compose a written text. Harmer (2004) proposes four steps of writing as can be seen below:

1. Planning

   The writers need to try and decide what they are going to say before starting to write. The process may entail detailed notes, jotted words, or for some writers having their planning in their heads.

2. Drafting

   A draft is considered as the first version of a piece of writing. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (Reflecting and Revising)

   In this step, the writers are also permitted to review their written work to identify where it works and where it does not. Perhaps the order of the information is not clear or the way something is written is ambiguous or confusing. Furthermore, the process of editing is frequently facilitated by additional readers (or editors) who provide feedback and propose recommendations to ensure suitable modifications.

4. Final version

   Once the writers have edited their draft, making the changes they consider to be necessary, they produce their final version.

Based on the explanation above, there are four important process of writing which should be done by the students to create a good writing; those are planning, drafting, editing (reflecting and revising), and writing final version.

2.5 Kinds of Writing

When studying English as a mandatory subject in school, writings are divided regarding its function, for instance – to inform, to entertain, to describe, and so forth. Hence, in order to provide more clarity, Harmer in Oktavianti, *et al.* (2021) elaborate that there are four main types of writing: persuasive, descriptive, expository and narrative writing. Persuasive writing states the opinion of the writer and attempts to

influence the reader. Expository writing in which author's purpose is to inform or explain the subject to the reader. Descriptive writing is a type of expository writing that use the five senses to paint a picture for the reader, this writing incorporates imagery and specific details.

In brief, it can be concluded that writing is the act of transforming one's thoughts into written communication. In composing the written form of communication, the writers should take into account the aspects of writing. Hence, the English teacher plays an essential role as a means to guide the students to have better and systematic writing composition and adhere to the writing process.

2.6 Teaching Writing

Brown (2007) states that teaching is demonstrating or assisting someone in acquiring a skill, giving instructions, guiding in the study of something, providing knowledge, and causing to know or comprehend. In harmony with that, teaching writing entails educating students on effectively expressing their ideas and views in written format. Hence, the teachers must carefully examine the suitable technique or method during the teaching and learning process and relevant to the students' need and interest. The number of solutions is equivalent to the number of teachers, students, and learning styles. Therefore, teachers' preferences need to be taken into account in determining what is the suitable technique or teaching style that aligns most effectively with their class. Moreover, teaching writing can be inferred as a guide for the students to compose a text concerning its aspects and organization of writing.

Generally, teaching writing entails instructing students on the process of generating written work that originates from an initial concept, is articulated through words, evolves into coherent sentences, and ultimately takes the form of a complete text. Therefore, in order to attain the objective of effective writing, teachers must identify an appropriate teaching technique in writing for students who are acquiring English as a foreign language.

However, teaching writing to foreign language learners poses greater challenges due to their non-native English proficiency and the presence of distinct linguistic forms and styles derived from their native language. The teacher should consider the EFL students' backgrounds and needs to make them succeed in the process of learning. Several English language learners in senior high school perceive writing as a challenging talent to acquire, leading to a lack of motivation and laziness during the learning process. Moreover, he asserts that the challenges faced by students in writing are not limited to the generation and organization of ideas, but also encompass the task of effectively transforming these concepts into a coherent and comprehensible written form. Therefore, the teachers may take this into account while selecting a technique to help the students understand writing concepts. The teachers have the freedom to implement several kinds of methods and techniques that are for the students' need and interest in a writing class – one of those is Dictogloss technique. This technique implies the dictation and glossary as a means for the students to get better ideas in conveying paragraphs in systematic order.

To sum up, the English teacher needs to be aware of the students' writing skill as if it will affect their achievement, and assist them as they are writing. Moreover, there are some steps in composing a written text, including pre-writing which refers to the selection of a topic, writing which encourages students to convey their ideas in written form, and rewriting covers students' evaluation of their writing. The teacher must therefore come up with some techniques to use in order to get the students interested in the writing learning process.

2.7 Concept of Original Dictogloss Technique

One method that English teachers may employ to facilitate learning is the Dictogloss technique. The term "Dictogloss" is an acronym for "dictation" which refers to reading aloud a piece while having the students take notes and "glossary" refers to a list of words that relate to a particular subject. Wajnryb (1990) explains in Dictogloss, that a short text is read at normal speed to a class of learners who jot down familiar words as they listen. To reconstruct their version of the text, the students collaborate in small groups and pool their resources.

Similar to this, Larsen-Freeman and Anderson (2013) describe how the material will be read twice while using this method. The first time listen for the main idea, and the second time listen and write down keywords from the text. After listening to the passage, the students need to look back at the words that they have already written, and think about their meaning and the text as well. Then, in small groups, pool the words, discuss and share the words that they have gotten and find out what the text means. Further, Nunan (2003) elaborates on the usage of the implementation of Dictogloss

technique that the teacher reads a passage at normal speed to learners who listen and write down as many as they can identify. They then work together in smaller groups to recreate the text using the written-down text fragments. Wajnryb (1990) mentions the aims of Dictogloss technique as follows:

1. It aims to give students the chance to apply their productive grammar to the task of writing texts. Learner's linguistic resources are called upon as they pool their fragmented notes and consider the various language options.
2. It aims to motivate students to assess their knowledge of English and their gaps in knowledge. This is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts.
3. It aims to upgrade and refine the learners' use of the language through a comprehensive analysis of language options in the correction of the learner's approximate texts.

This technique provides opportunities for the students to be more confident with their writing. There are several steps that can be used by the teachers in employing the Dictogloss technique: Wajnryb (1990)

1. Preparation

   Students are prepared for the subject matter and the text they will be hearing. The students are also pre-taught or prepared for the vocabulary of the text which seems unknown or unfamiliar to the students and difficult for the students to infer. Further, teachers should introduce or explain clearly what Dictogloss is and what the students

are expected to do during Dictogloss, and also ensure that the students understand well. It is also suggested to organize students into groups at this stage.

2. Dictation

   During the dictation process, the students need to hear the dictation twice. The first time in the dictation process, the teachers read aloud at normal speed, however, the students are not allowed to write anything to get a general feeling for the text. At the second time of dictation, the students should write down the words that are essential for them in the later reconstruction stage. The dictating should not be conducted in the traditional way where the sentence is broken up into word units.

3. Reconstruction

   In this stage, the students work in groups to produce their version of the text. Further, they pool their notes or information they have written down at the dictation stage and try to reconstruct their version of the text from their shared notes. Moreover, the teacher's role is to monitor the activity during the reconstruction stage.

4. Analysis and Correction

   The last stage of the Dictogloss technique is the analysis and correction of the students' various versions of the texts. Ideally, the original text should not be seen by learners until after their own versions have been analyzed.

When employing the Dictogloss technique, teachers must be aware of the advantages and disadvantages associated with its use. Vasilijevic (2010) describes there are some advantages of using Dictogloss technique that can be seen as follows:

1. The Dictogloss technique is an effective way of combining individual and group activities. Students listen and take notes individually and then work together to reconstruct the texts.
2. The Dictogloss procedure facilitates the development of the learners' communicative competence. The pressure to reconstruct the text within the time limit also means that students are more likely to use time effectively.
3. The reconstruction stage helps students try out their hypotheses and subsequently to identify their strengths and weaknesses. A reconstruction task encourages students to consider the input more closely.
4. The Dictogloss procedure also promotes learners' autonomy. Students are expected to help each other recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the students to see where they have done well and where they need to improve. Students gain insights into their linguistic shortcomings and also develop strategies for solving the problems they have encountered.
5. Working in small groups reduces learners' anxiety as they have to perform only in front of "a small audience".

There is no such thing as a flawless technique, though; if a technique has benefits, it also has drawbacks. Similarly, the Dictogloss technique encounters certain drawbacks when implemented in practical settings. Putri, *et al.* (2020) highlight two drawbacks of the Dicogloss technique: a lack of media (good, correct, and appropriate media are required for this technique) and a lack of time (generally speaking, this technique takes a lot of time).

To sum up, the Dictogloss technique is one of the techniques that can be implemented in the teaching and learning process. Dictogloss is a term that combines the words ‘dictation’ and ‘glossary’. Moreover, when employing the Dictogloss technique, the teachers will read a passage twice while the students listen and take note of the spoken passage. Further, the students are required to work in a group to share and exchange their ideas from the text.

2.8 Modified Dictogloss Technique

Prior to this chapter, the researcher has expounded upon the concept of Dictogloss technique. Henceforth, this research applied the modified Dictogloss technique by inserting some pictures as a media during the implementation of Dictogloss technique. Given the prior discussions on the limitations of the Dictogloss technique in relation to media requirements, this research will incorporate visual aids in the reconstruction process of the Dictogloss technique. As previously stated, the students have a chance to look at the pictures provided by the teacher concerning the topic of the discussion in each meeting to give them clear ideas to reconstruct the text. The chosen pictures will be adjusted to the topic of text used during the implementation of Dictogloss technique in the classroom.

Using pictures as instructional material provides numerous advantages for both teachers and students during the teaching and learning process. This is also supported by Harmer in Putri (2013) that as a language teacher, the teacher should use a variety of teaching aids to explain language meaning and construction and engage students in

a topic or as the basis of a whole activity. Moreover, Lindstormberg notes in Apsari (2017) that picture would keep students engaged during the learning process. The use of picture helps the students to acquire the idea and focus on what is being learned. Further, using picture as a visual media promotes motivation, enthusiasm, awareness of how ideas are generated, independence in sentence construction, high sentence production, and cooperative learning. It can be concluded that using picture in the teaching and learning process helps students learn more effectively, particularly in terms of writing ability.

The usage of pictures can frequently be employed to support writing as a productive skill and enhance students' motivation to be engaged in the learning process. Wening (2016) explains the use of pictures as visual media in the teaching-learning process is intended to make teaching-learning more effective and sufficient to enhance students' writing ability. Further, she adds that the teachers can get the pictures whether drawn, taken from books, newspapers and magazines, the internet, or photographs. Hence, the modified Dictogloss technique supplemented by picture gives students a better understanding so that they can write well later. Furthermore, there are comparisons of the original and modified Dictogloss techniques' processes (see appendix 1). In this research, the researcher inserts picture as the instructional media in the second step to modify Dictogloss technique before the dictation from the teacher during the learning process.

2.9 Teaching Writing Through Modified Dictogloss Technique

In the previous explanation, the researcher discussed teaching writing through Dictogloss technique. Nevertheless, in this research, the researcher will modify the steps of the Dictogloss technique in the classroom activity by adding several pictures during the teaching and learning process. The researcher will involve the pictures that are suitable for the topics of the text. The effect of modifying Dictogloss technique supplemented by pictures in the teaching and learning process is convinced to give a better understanding to the students regarding the sequence of the topics of a text that is being discussed.

According to Wright (1989), it is important to have as wide a range of resources as possible in the classroom so that the students can have a rich base and stimulus for this development, and the resources must include pictures. Therefore, it might be utilized as one of the learning process stimuli for the students. Wright (1989) also points out that visual stimuli play an enormous part in affecting us and in giving us information – we predict, deduce and infer, not only from what we hear and read but from what we see around us and from what we remember having seen. Hence, the researcher will add pictures in the reconstruction stage of Dictogloss technique. Its purpose is to ensure that the students understand the dictated text clearly. The responsibilities of the students are important to support the lesson, therefore, it can be said that employing pictures aims to make the students more engaged in acquiring information during the learning process.

2.10 Procedures of Teaching Writing Through the Original Dictogloss Technique

The original Dictogloss technique requires the students to focus only on the sounds and take notes of the words that they have gotten, and reconstruct those words into a text at the end of the process dictation. More precisely, the original Dictogloss technique in the teaching and learning process of writing can be seen as follows:

1. Preparation
   - Teacher introduces or explains clearly what Dictogloss is and what the students are expected to do during Dictogloss.
   - Students are prepared for the subject matter and the text they will be hearing.
   - The students are introduced to the vocabulary of the text which seems unknown or unfamiliar to the students and difficult for the students to infer.
2. Dictation
   - The students need to hear the dictation twice.
   - The teachers read aloud at normal speed at first, however, they are not allowed to write anything in order to get a general feeling for the text.
   - The teachers read aloud for the second time.
   - The students write down the words.
3. Reconstructing
   - The students work in groups to produce their version of the text.
   - The students pool their notes or information they have written down at the dictation stage and try to reconstruct their versions of the text from their shared notes.

4. Analysis and Correction

   - The last stage of the Dictogloss technique is the analysis and correction of the students' various versions of the text.

2.11 Procedures of Teaching Writing Through Modified Dictogloss Technique

In this research, the researcher will attempt to apply a modified Dictogloss technique in teaching writing. Slightly different from the original one, the researcher is involved in some pictures during the dictation process that can be seen as follows:

1. Preparation

   - Teacher introduces or explains clearly what Dictogloss is and what the students are expected to do during Dictogloss.
   - Students are prepared for the subject matter and the text they will be hearing.
   - The students are introduced to the vocabulary of the text which seems unknown or unfamiliar to the students and difficult for the students to infer.

2. Dictation

   - The students need to hear the dictation twice.
   - The teachers read aloud at normal speed at first; the students are allowed to write some keywords from the dictated text.
   - The teachers read aloud for the second time.
   - The students add several keywords which are essential for them in the later reconstruction stage.

3. Reconstructing

   - The students work in groups to produce their version of the text.

- Teacher prepares pictures that suitable to the topic of the text.
- Teacher gives the pictures to each group that suitable to the topic of the text.
- The students pool their notes or information they have written down at the dictation stage and try to reconstruct their version of the text from their shared notes while looking at the pictures provided.

4. Analysis and Correction
   - The last stage of the Dictogloss technique is the analysis and correction of the students' various versions of the text
5. Write Final Draft
   - The text that has been revised needs to be submitted to the teacher as the final draft.

2.12 The Advantages of Teaching Writing Through Modified Dictogloss Technique

In applying one technique during the learning process, the possibility of either strength or weakness effects may occur. As in the implementation of the modified Dictogloss technique, there might be some advantages and disadvantages. More precisely, the advantages of the modified Dictogloss technique are as follows:

- Students are afforded an equal opportunity to gain a comprehensive understanding of the text through visual aids provided by the teacher.
- Students will possess the concepts of the dictated text, facilitating their writing process in composing the text.
- The students' creative writing, logical thinking, and motivation to acquire knowledge will be heightened.

Nevertheless, the disadvantage which might appear is the students focus more on how to interpret the image than on the subject they have studied. However, the teacher needs to be aware of both the strengths and weaknesses of implementing modified Dictogloss technique to make the teaching and learning process possible.

2.13 Students' Perception

Each student must have their perception of the learning process that they possess and be aware of it. Perception, according to Qiong (2017), is the process of being aware of or understanding sensory information. The diverse methods of absorbing and interpreting the learning process will inevitably influence students' perspectives of each other. It is supported by Mouly in Khotimah, *et al*. (2021) that perception is the way people see or understand something from their point of view. Students are frequently critical, however they typically have a good sense of whether teachers have prepared their lessons and offered lessons which are interesting, relevant, and at the right level of difficulty. Students' perceptions encompass the beliefs or opinions that students have as a result of realizing or noticing something, especially something that is perhaps not obvious to other people, for example: teachers, parents, or strangers.

In general, perception can be categorized into two types - positive perception and negative perception. According to Robbins in Zahro, *et al* (2023) there are two perception categories: positive and negative. Positive perception will come from individual satisfaction with the particular object that is the source of perception, knowledge, and individual experience about felt objects. Negative Perception is caused

by dissatisfaction with certain objects, perceptions of the source, individual ignorance, and lack of experience with unidentified objects. Considering these two perspectives, it can be inferred that students perhaps possess their own personal perspective – positive or negative – of the technique or method that the teachers use during the teaching and learning process. Teachers must, nevertheless, optimize their teaching method and actively involve students throughout the learning journey.

2.14 Theoretical Assumption

Drawing upon the aforementioned theories, the researcher assumes that using the modified Dictogloss technique in the classroom can be one of the ways to improve students' writing achievement. It is additionally asserted that by employing pictures as a medium, students can maintain their interest throughout the learning process, thereby potentially enhancing their comprehension of specific subject matter. Furthermore, in implementing the modified Dictogloss technique, the teacher will also show the pictures that relates to the text. The teacher proceeds to dictate a passage twice; granting the students the opportunity to annotate certain keywords from the dictated text during the initial reading. During the second dictation, they are permitted to take notes and complete if the information from the dictated text is not complete yet. Lastly, the students are expected to collaborate in a group to share and discuss their ideas from the text.

This tends to be the reason how it may affect the students to get the ideas to compose their writing. The use of the modified Dictogloss technique also allows the students a

chance to learn more about some vocabularies that they were previously unfamiliar with. Moreover, it makes the students know better about how to pronounce certain words in English, and how to handle some challenging spoken words. Thus, it can be assumed that the modified Dictogloss technique can be used as an effective way to improve students' writing achievement and give them a fun learning process.

2.15 Hypotheses

In accordance with the theoretical assumption elaborated above, the researcher formulates the hypotheses as follows:

- There is no significant difference in learning effectiveness of the students taught through modified Dictogloss Technique (MDT) supplemented with pictures and those who are taught through the original Dictogloss Technique (ODT) in improving students' writing achievement.
- There is a significant difference in learning effectiveness of the students taught through modified Dictogloss Technique (MDT) supplemented with pictures and those who are taught through the original Dictogloss Technique (ODT) in improving students' writing achievement.

To sum up, this chapter has discussed several points regarding some theories and relevant previous studies as guidance to conduct this research. Specifically, the research focuses on some points as follows: concept of writing, teaching writing, concept of Dictogloss technique, modified Dictogloss technique, teaching writing through Dictogloss technique, teaching writing through modified Dictogloss technique,

procedures of teaching writing through Dictogloss technique, procedures of teaching writing through modified Dictogloss technique, advantages and disadvantages of teaching writing through modified Dictogloss technique, students' perception, theoretical assumption, and hypotheses.

III. METHODS

This chapter concerns several points such as research design, variables, population and sample, instruments, data collecting technique, research procedure, validity of the instruments, reliability of the instruments, data analysis, data treatment, and hypotheses testing.

3.1 Design

This research aimed at finding out whether there was significant difference in writing achievement between the students taught through modified Dictogloss Technique supplemented with pictures and those who were taught through the original Dictogloss Technique. Further, the researcher attempted to find out students' perceptions toward the implementation of modified Dictogloss Technique supplemented with pictures and those who are taught through the original Dictogloss Technique. This research applied the *Independent Group t-test* method to answer the first research question in which the researcher used two classes as the experimental and control groups. This design was intended to compare experimental and control classes to see the significant difference in students' writing achievement.

This design can be illustrated as follows: (Setiyadi, 2018)

G1:	T1	X1	T2
G2:	T1	X2	T2

This design can be described as:

G1 : Group 1 (Experimental Group)
G2 : Group 2 (Control Group)
T1 : Pretest
T2 : Posttest
X1 : Treatment (using Modified Dictogloss Technique)
X2 : Treatment (using Original Dictogloss Technique)

The researcher conducted this research in five meetings for each of the groups. The pretest, posttest, and questionnaire were administered in the first and the last meeting. Meanwhile, the treatments were conducted in the second, third, and fourth meetings.

3.2 Variables

There were two kinds of variables in the research, those were called as independent variable (X) and dependent variable (Y). Independent variables influence the value of other variables; dependent variables are influenced in value by other variables. In this research, the researcher used modified Dictogloss technique supplemented by pictures and original Dictogloss technique as independent variable (X). Moreover, the achievement of students' writing was observed as a dependent variable (Y).

3.3 Population and Sample

This research was conducted at SMA Muhammadiyah 2 Bandar Lampung, one of private schools in Lampung. Further, the population of this research was the second-

year students of SMA Muhammadiyah 2 Bandar Lampung in the academic year 2023-2024. Moreover, the two classes which consisted of 30 students were involved as the sample in experimental and control groups. These two classes were equal in writing achievement based on the school criteria. Further, the researcher used a purposive sampling technique.

3.4 Data Collecting Techniques

The instruments used to gain the data for the research questions were writing tests – pretest and posttest, and questionnaire as a means to investigate students' perception toward teaching and learning through modified Dictogloss technique supplemented by pictures and original Dictogloss technique. In collecting the data for the research, the researcher applied several steps as follows:

a. Administering Pre-test

   The researcher administered a pre-test test a week before conducting the first treatment to both the experimental and control groups. It was aimed to identify students' prior writing achievement before the treatment of modified and original Dictogloss techniques. This test was in written form and required the students to create a paragraph of descriptive text. Further, this test was also intended to see whether there was an improvement in their writing achievement compared to the post-test later on.

b. Administering Post-test

   The researcher administered the post-test after conducting three times treatments by implementing modified and original Dictogloss techniques in both experimental and

control classes during the learning process. It was intended to see whether or not there was a significant difference in students' writing achievement. As well as the pre-test, the researcher used the test in a written form essay of descriptive text.

c. Questionnaire

The questionnaires were given to find out students' perceptions whether positive or negative perceptions appeared after the implementation of modified and original Dictogloss technique in both classes. Further, this research also used *Likert Scale* based on measuring ordinal data (Setiyadi, 2018). There were 20 statements adapted from Gibran and Qalby (2021) which consisted of 20 close-ended statements that the students needed to answer. The questionnaires were administered at the end of the meeting after the post-test.

To conclude, the researcher used writing tests as a means to measure students' writing achievement in experimental and control groups after the implementation of modified and original Dictogloss technique. Further, the questionnaires were administered to investigate students' perceptions of the learning process.

3.5 Research Procedure

There were some research procedures used in this research to collect the data and ensure that the result of this research deals with its suitable procedure to maintain a good process, those were as follows:

a. Determining the Population and Sample

The population of this research was the second-year students of Senior High School Muhammadiyah 2 Bandar Lampung in the academic year 2023-2024. The

researcher used two classes as the experimental and control group which consist of 30 students in each of the classes – experimental class and control class.

b. Determining Materials

The material was based on senior high school syllabus which focused on descriptive text. Moreover, the teacher selected some descriptive text to be dictated and the pictures in experimental class. Meanwhile, in the control class, the teacher only selected some descriptive text to be dictated without any additional visual media.

d. Administering Pretest

The researcher administered a pretest to see the students' prior achievement of writing before treatment of modified Dictogloss technique supplemented with pictures in the experimental class, and original Dictogloss technique in the control class. The students were asked to create a paragraph of a descriptive text based on the topic given by the researcher.

e. Giving Treatment

After administering the pretest, the researcher did the treatment of both the use of modified Dictogloss technique supplemented with pictures in the experimental class and original Dictogloss technique in the control class. The treatments in each of the classes were conducted in three meetings in which the time for each meeting is 2 x 45 minutes.

f. Administering Posttest

The researcher administered the posttest to both experimental and control classes after three times treatments in the class. This test aimed at measuring the progress

of the students' writing achievement in writing a descriptive text. The type of the test was the same as the pretest which was in the form of written essay text.

g. Distributing the Questionnaire

To analyze students' perception towards the implementation of modified Dictogloss technique and original Dictogloss technique in two different classes, the researcher distributed a questionnaire that consists of 20 close-ended questions in the form of Likert Scale.

3.6 Validity of the Instruments

Two instruments used in this study, and its validity needed to be evaluated first. It was used to determine whether the instrument measures the things that it was intended to measure. To determine whether or not a test has a characteristic of a good assessment, this research measured validity of the test which refers to the measurement of writing skills or objectives that need to be measured.

3.6.1 Validity of Writing Tests

To determine whether the writing tests employed in this research have good validity, the researcher investigated the content and construct validity of the writing tests.

a. Content Validity

Content validity refers to the chosen material of the test which covered the objectives of English subject in *Kurikulum Merdeka* and syllabus for the eleventh-grade students of senior high school. Content validity covered the items of the question given which was the representative sample of the language skills, components, and so forth. In achievement assessment, content validity is

fulfilled if the test/assessment is based on the teaching objectives that have been stated (Nurweni, 2018). In other words, she adds that the test or task has to be able to find out whether the test takers have been able to achieve the stated goals. Hence, the researcher arranged the writing tests of descriptive text based on the English syllabus textbook for the eleventh-grade senior high school students.

b. Construct Validity

When a test measures the theory of what is being tested, it is said to have construct validity. According to Nurweni (2018), construct validity refers to the degree to which test items or tasks have been written by the theory underlying the subject matter being tested. In this research, the students from both classes were asked to write a descriptive text. The results of the test were assessed by the researcher by using the five components of writing as suggested by Jacobs, Zingraf, Wormuth, Hartfiel, and Hughey (1981) which consisted of content, organization, vocabulary, language use, and mechanics. To measure the validity of the writing test, it was reviewed by three English teachers from different schools as the raters. The result of the validity check is presented in the following table.

Table 3.1 Validity of The Tests

Test	Construct			Content		
	Rater 1	**Rater 2**	**Rater 3**	**Rater 1**	**Rater 2**	**Rater 3**
Pretest	100%	100%	100%	100%	100%	100%
Posttest	100%	100%	100%	100%	100%	100%
Average		100%			100%	

The table above presents that all three raters concur that the instruments utilized to administer the pretest and posttest possess the necessary the content and construct validity. It can be seen from the data that the content and construct validity percentage are 100%. Therefore, with an average score of 100%, the tests have fulfilled the requirements for content validity as determined by the raters. Thus, the researcher's administered pretest and posttest can be deemed valid.

3.6.2 Validity of Questionnaire

The researcher distributed a questionnaire that consisted of 20 close-ended questions in the form of *Likert Scale*. The purpose of the questionnaire in this research was to find out the students' perceptions whether positive or negative perceptions appeared after the implementation of modified Dictogloss technique in teaching writing supplemented with pictures and original Dictogloss technique. Further, each item of the questionnaire was created by following the theory of positive and negative perception by Robbins in Lindawati, *et al*. (2022) that positive perception is an assessment of an individual to an object or information with a positive view or as expected from the object that is perceived or from existing rules. Meanwhile, negative perceptions are individual interpretations of specific things or information with opposing viewpoints, going against what is anticipated of the perceived object or from established rules. Hence, to measure the content validity of the adapted questionnaire, the researcher consulted the English teachers as the raters. The raters were asked to check if the items of the questionnaire were suitable for the used theory.

3.7 Reliability of the Instruments

Similar to the prior discussion concerning the validity use in this research, both writing tests and questionnaires in this research needed to be measured regarding its reliability. It is used to measure to what extent that measurement can be measured in a similar subject at different times, yet they show the same result. In other words, the term reliability can be defined as the consistency of the measurement of an instrument that is being used.

3.7.1 Reliability of Writing Tests

Another category of a good assessment is reliability. Setiyadi (2018) defines reliability as the consistency of measurement or to what extent that measurement can be measured in a similar subject at different times, yet they show the same result. In other words, the term reliability can be defined as the consistency of the measurement of an instrument that is being used. Moreover, Hatch and Farhady (1982) define reliability as the extent to which a test produces consistent results when administered under similar conditions. In this research, the researcher used *inter-rater reliability* in which the score of the test was estimated by two or more judges or raters. To be more specific, the researcher took the role of the first rater (R1) and the English teacher in Senior High School Muhammadiyah 2 Bandar Lampung as the second rater (R2) in this research. Moreover, the researcher used SPSS 20 to examine the correlation between two raters. The researcher used the statistical formula of *Product Moment Correlation* that was intended to achieve the reliability of the test as follows:

$$r_{xy} = \frac{N\,(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2]\,[N\Sigma y^2 - (\Sigma y)^2]}}$$

Description:

r_{xy}: Correlation coefficient between x and y
x: Rater 1
y: Rater 2
N: Number of the students

(Hatch and Farhady, 1982)

The researcher analyzed the coefficient reliability of a test with the standard of reliability afterward. The analysis was determined as follows:

0.00 – 0.19: Very low reliability
0.20 – 0.39: Low reliability
0.40 – 0.59: Medium reliability
0.60 – 0.79: High reliability
0.80 – 1.00: Very high reliability

(Arikunto, 1998)

The writing tests may be indicated as reliable, in accordance with the aforementioned reliability standard, if the students' scores reach the range at least within the interval of 0.60 to 0.79 (indicating high reliability). In addition, the research presents the reliability of the pretest and posttest as follows:

Table 3.2 Reliability of The Pretest

Correlations

		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	.904**
	Sig. (2-tailed)		.000
	N	30	30
Rater 2	Pearson Correlation	.904**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

It is evident from the table above that the pretest reliability is 0.904. In light of this, it can be concluded that the reliability of the pretest used to determine the prior ability of students was very high. Moreover, the following table illustrates the posttest reliability.

Table 3.3 Reliability of The Posttest

Correlations

		Rater 1	Rater 2
Rater 1	Pearson Correlation	1	.973**
	Sig. (2-tailed)		.000
	N	30	30
Rater 2	Pearson Correlation	.973**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

The posttest's reliability was assessed to be 0.973, as indicated in the table above. According to the specification, if the value of the test is in the range of 0.80 to 1.00 indicates a very high reliability level. In conclusion, with scores of 0.904 and 0.973 (see Appendix 9 and 10), respectively, the outcome demonstrates that both tests possess a very high reliability. This suggests that the all the tests outcomes are highly consistent.

3.7.2 Reliability of Questionnaire

The reliability of the questionnaire needed to be determined to see whether the test is consistent in its result when it is administered under similar circumstances. The questionnaire was used Likert scale form. Hence, the researcher utilized the *Cronbach Alpha Coefficient* as a method to test the reliability and showed that it already met a high standard of reliability. The researcher computed the data by using

SPSS 20 after the results of the students' perceptions are known. Cohen, *et al* (2007) propose criteria to describe Alpha value of the reliability of the questionnaire as follows:

> 0.90 : Very highly reliable
0.80 – 0.90 : Highly reliable
0.70 – 0.79 : Reliable
0.60 – 0.69 : Marginally/minimally reliable
< 0.60 : Unacceptably low reliability

(Cohen, *et al*, 2007)

Table 3.4 Reliability of The Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
.810	20

The aforementioned table makes it obvious that the questionnaire's reliability is 0.810. It can be concluded that the questionnaire was deemed highly reliable based on the reliability criteria.

3.8 Data Treatment

T–test for hypothesis testing has three basic assumptions that can be seen as follows: (Setiyadi, 2018)

a. The data are intervals.
b. The data is taken from a random sample in the population (non-absolute).
c. The data are distributed normally.

Hence, prior to conducting the t-test to assess the hypothesis, the researcher was required to determine whether the data was normally distributed or not. Further, the data were treated by normality tests.

3.8.1 Normality Test

The normality test is a test to measure whether the data have a normal distribution or not. To determine the normality, the researcher used the *Shapiro-Wilk* test with SPSS 20. The following are the hypotheses to test normality:

H_0: The data are not normally distributed.

H_1: The data are normally distributed.

The following are the criteria:

H_1 is accepted if the result of the normality test is higher than 0.05 (sign>0.05).

H_0 is accepted if H_1 is rejected.

Table 3.5 Tests of Normality

Tests of Normality

	Test	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest Experimental	.102	30	.200*	.978	30	.763
	Posttest Experimental	.113	30	.200*	.951	30	.181
	Pretest Control	.133	30	.185	.958	30	.279
	Posttest Control	.100	30	.200*	.971	30	.564

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

The data from both groups are shown to be normally distributed in Table 3.5. In the pretest, the normality test results were 0.763 and 0.279, however in the posttest, the values were 0.181 and 0.564. Considering that the statistics from both groups are higher than 0.05, it can be inferred that H_1 is accepted.

3.8.2 Homogeneity Test

Prior to processing the data, a homogeneity test must be performed. Examining the distributional similarity between the two classes is the purpose of this test. Those are the hypotheses:

H_0: The data is not taken from two samples in the same variances (homogeneous).

H_1: The data is taken from two samples in the same variances (homogeneous).

The alternative hypothesis (H_1) is accepted if the significant level of the test is higher than 0.05.

Table 3.6 Tests of Homogeneity of Variance

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.404	1	58	.527
	Based on Median	.487	1	58	.488
	Based on Median and with adjusted df	.487	1	57.388	.488
	Based on trimmed mean	.395	1	58	.532

The homogeneity test result in the preceding table indicates a significance number of 0.527, which is higher than 0.05. Thus, it can be concluded that the H_1 is approved.

3.9 Data Analysis

The researcher analyzed the data from both writing tests and questionnaires from experimental and control classes with the following elaboration:

1. Writing Tests

Both the results of the pretest and posttest of the students from experimental and control classes were scored by the researcher and the second-rater by following

Jacobs' (1981) theory of assessing writing that consists of content, organization, vocabulary, language use/grammar, and mechanics. The scores of both of the data were computed by the researcher to find out whether or not there was a significant difference in the students' writing achievement after the implementation of modified Dictogloss technique supplemented by pictures and original Dictogloss technique in the class. Then, the students' score was tabulated and analyzed by using *Independent Sample t-test* to show the difference between pretest and posttest in both classes. The researcher computed the data by using SPSS 20. The researcher concluded from the tabulating results of the test given afterward.

Further, in order to identify the improvement of writing achievement before and after the treatment, the normalized gain (N-gain) was also used. The results of N-gain between pretest and posttest score in both classes were used to identify whether the modified Dictogloss Technique (MDT) supplemented with pictures is more effective compared with the original Dictogloss Technique (ODT) in improving students' writing achievement. Thus, to investigate the N-gain values of the students' score, the researcher used the formula below:

$$Ngain = \frac{S_{posttest} - S_{pretest}}{S_{maximum} - S_{pretest}}$$

2. Questionnaire

To answer the second research question concerning students' perception of whether it appeared positive or negative after being taught through modified Dictogloss

technique supplemented by pictures and original Dictogloss technique, the researcher tabulated the students' answer from the questionnaire by using *Likert Scale*.

1. Calculating the total score of each respondent from the questionnaire.

Table 3.7 Likert Scale and Scoring

Items	Score	
	Positive	**Negative**
Strongly Agree	5	1
Agree	4	2
Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

$$P\frac{F}{N}$$

Description:
P : Percentage
F : Frequency
N : Number of Sample
100% : Constant Value

(Sugiyono, 2017 in Rahma, *et al*, 2021)

2. The result questionnaires were analyzed by using the following percentage system. To get the main score of the students, the researcher used the following formula.

$$\bar{x} = \frac{\sum x}{n}$$

Description:
$\bar{x}$: The mean of the score
$\sum x$: Total score
n : Total sample

If the questionnaire consisted of 20 items, the score is classified as the following:

20 x 5 = 100 maximum score
20 x 3 = 60 neutral
20 x 1 = 20 undecided score / low score

Table 3.8 Level of Perception

Level of Perception	Score
Positive	61 – 100
Neutral	21 – 60
Negative	0 – 20

(Best,W John in Rahma , *et al*, 2021)

3.10 Hypotheses Testing

After collecting the data, the researcher analyzed whether or not there was a difference in students' writing achievement after the implementation of modifying Dictogloss technique supplemented by pictures and the original Dictogloss technique in the class. The researcher used *Statistical Package for Social Science* (SPSS) to find out the difference of the test. The hypotheses are described as the following:

H_0: There is no significant difference in learning effectiveness of the students taught through modified Dictogloss Technique (MDT) supplemented with pictures and those who are taught through the original Dictogloss Technique (ODT) in improving students' writing achievement.

H_1: There is a significant difference in learning effectiveness of the students taught through modified Dictogloss Technique (MDT) supplemented with pictures and those who are taught through the original Dictogloss Technique (ODT) in improving students' writing achievement.

In brief, this chapter covers some points to make the research procedure well-organized, effective and efficient. Thus, the researcher involves some points as follows: research design, variables, population and sample, instruments, data collecting technique, research procedure, validity of the instruments, reliability of the instruments, data analysis, data treatment, and hypotheses testing.

V. CONCLUSION AND SUGGESTIONS

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

5.1 Conclusion

The researcher arrives at the following conclusions on the basis of the discussion and the outcomes of the data analysis:

1. Regarding to the first research questions, the conclusion was that the modified Dictogloss technique effectively improve students' writing achievement. It might be caused by the processes provided in the modified Dictogloss technique and pictures as the media. The additional pictures in Dictogloss technique assist the students to catch the wider ideas that are useful for them to construct their writing. The students became more engaged in the lesson by viewing the pictures, and it also facilitated further learning. Hence, viewed from the result of students' N-Gain score, it indicates that there was a significant difference in students' writing achievement between the students taught through modified Dictogloss technique in experimental class and the original Dictogloss technique in control class.

2. The students in both the experimental and control groups had positive perceptions towards the implementation of modified Dictogloss technique with picture and the original Dictogloss technique. It could be the result of the classroom environment during the researcher conducting the treatment. Students find these techniques engaging and pleasant to observe as they progress through the learning processes. Moreover, the students were given the opportunity to engage in discussions to develop their ideas.

5.2 Suggestions

The researcher would like to propose the following recommendations in light of the research findings:

1. Suggestions to teachers
    1. The researcher proposes that English instructors utilize modified Dictogloss as an alternative method for instructing writing, particularly descriptive text, in light of the benefits it offers. By increasing both student and teacher's participation in the classroom and students' proficiency in descriptive text, modified Dictogloss not only aids the students in improving their writing, but also assists them to be engaged in the learning process.
    2. Compared to other writing aspects, the mechanics aspect received the lowest improvement. Therefore, it is suggested to the teacher must be concerned about this. For instance, if the students write several words, the teacher may give correction to their writing whether they make mistakes or not. Further,

the teacher could give correction to the students' writing by giving the feedback.

2. Suggestions to further research

    1. A modified Dictogloss technique was utilized in this study to enhance the writing ability of students. Thus, the researcher proposes that additional investigations be conducted to ascertain the impact of the modified Dictogloss technique on other English skills.
    2. This study was carried out in senior high school students using a modified Dictogloss technique. Thus, subsequent researchers are able to implement this modified Dictogloss technique with students of varying academic backgrounds, including junior high as well as university.
    3. Since the mechanic was the aspect of writing that increased the lowest when compared to other aspects, for further research may add several activities in modified Dictogloss technique in order to enhance students' lowest point in mechanic in writing.

After all, those are the conclusions of this study that investigated the use of the modified Dictoglos technique. Other researchers may consider the suggestion above in conducting further studies related to the topic. The findings of this research also offer implications that can be implemented by teachers in the teaching and learning process.

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