

**The Effect of Dictogloss Technique on The Students' Descriptive Writing
Achievement at The Second Year Student of SMAN 9 Bandar Lampung**

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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ABSTRACT

The Effect of Dictogloss Technique on Students' Descriptive Writing Achievement at the Second Year of SMAN 9 Bandar Lampung

By

Dewi Alvina Putri Hasani

This study examines the effect of the dictogloss technique on students' descriptive writing achievement. Using a quantitative pre-test and post-test design, this research involved second-year students of SMAN 9 Bandar Lampung in the 2023/2024 academic year. Students were taught using a modified dictogloss technique, where they listened to speed-tiered recorded texts, took notes, and collaboratively reconstructed the text. The results showed a significant improvement, with the mean pre-test score of 73.88 increasing to 79.19 in the post-test. The study concludes that dictogloss is an effective technique for improving students' descriptive writing skills and recommends its use in writing instruction. Future research may explore its application in different learning contexts and with other text genres.

Keywords — dictogloss, writing achievement, descriptive text, collaborative learning

**The Effect of Dictogloss Technique on The Students' Descriptive Writing
Achievement at The Second Year Student of SMAN 9 Bandar Lampung**

(Undergraduate Thesis)

By

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**Submitted in a Partial Fulfillment of
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In

**The Language and Arts Education Department
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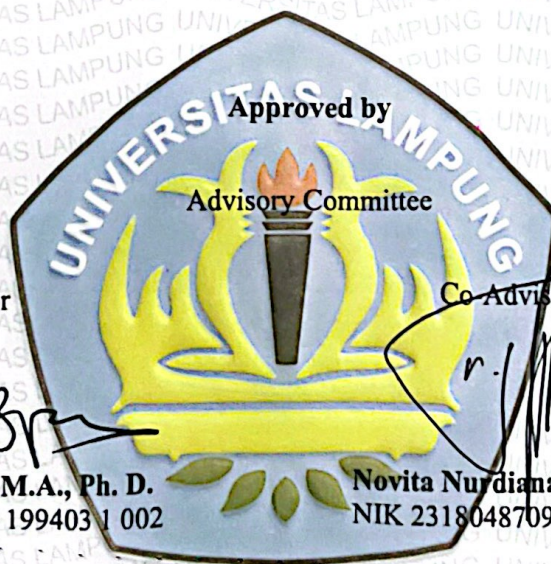
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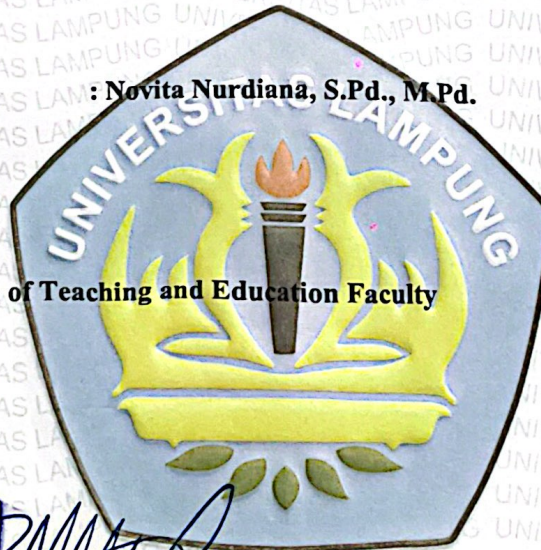
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CURRICULUM VITAE

Dewi Alvina Putri Hasani, born in Bandar Lampung, November 16, 1999, to Eka Meilisdiani and M. Zaidir Hasan. Education started at SD Tunas Mekar Indonesia and graduated in 2011, then continued studies at SMPN 1 Bandar Lampung and graduated in 2014. High school was completed at SMAN 2 Bandar Lampung, where she graduated in 2017. After graduating, she enrolled at the Faculty of Economics and Business, University of Lampung (FEB UNILA) in 2017, but later decided to retake the university entrance exam in 2018. She was then accepted into the Faculty of Teacher Training and Education (FKIP), majoring in English Education at the University of Lampung.

MOTTO

“I know my worth, I embrace my journey, and I grow stronger every day.”

DEDICATION

This thesis is dedicated to my beloved family, whose unwavering love, prayers, and support have been my greatest strength. To my parents, Eka Meilisdiani and M. Zaidir Hasan, my grandma and grandpa, Mami Henny Dianita and Opa Johanes P Tambunan who have always believed in me, encouraged me, and sacrificed so much to see me succeed—this achievement is as much yours as it is mine. Your endless patience and unconditional love have guided me through every challenge.

To my dearest friends, who have stood by me through thick and thin, thank you for your encouragement, laughter, and companionship. Your support has made this journey not only possible but also meaningful and enjoyable.

Above all, I dedicate this work to myself—the person who never gave up, who kept pushing forward despite the obstacles. This thesis is a testament to my perseverance, growth, and the dreams I continue to chase.

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Having completed this thesis, the author realizes that this journey would not have been possible without the love, support, and assistance of many individuals. Therefore, the author would like to express her sincere gratitude and appreciation to:

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Finally, the author acknowledges that this thesis is far from perfect. Therefore, constructive feedback and suggestions for improvement are warmly welcomed. The author hopes that this research will contribute positively to educational development, benefit future researchers, and inspire readers in their academic pursuits.

CONTENTS

ABSTRACT.....	ii
CURRICULUM VITAE	iii
MOTTO.....	iv
DEDICATIONS	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	ix
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
I. INTRODUCTION	1
1.1. Background	1
1.2. Research Question	4
1.3. Objectives	4
1.4. Uses	4
1.5. Scope	5
1.6. Definition of Terms	5
II. LITERATURE REVIEW	7
2.1. Previous Studies	7
2.2. Concept of Writing	8
2.3. Aspects of Writing.....	9
2.4. Teaching Writing.....	10
2.5. Concept of Descriptive	13
2.6. Teaching Descriptive Text	14
2.7. Concept of Dictogloss	17
2.8. Advantages and Disadvantages of Modified Dictogloss Technique.....	20
2.9. Theoretical Assumption	21
2.10. Hypotheses	21
III. METHODS	23
3.1. Design.....	23
3.2. Population and Sample	24

3.3. Variable	24
3.4. Data Collecting Techniques	25
3.5. Research Procedures.....	25
3.6. Instruments	26
3.7. Data Analysis	28
3.8. Data Treatment	28
3.9. Hypotheses Testing	
IV. RESULTS AND DISCUSSION	
4.1. Implementation of Dictogloss	28
4.2. Discussion of Findings	36
V. CONCLUSIONS AND SUGGESTIONS	
5.1. Conclusions	39
5.2. Suggestions.....	40
REFERENCES.....	41
APPENDICES	44

LIST OF TABLES

Table 2.1	The differences between dictogloss and modified dictogloss	19
Table 4.1	Students' Pre-test and Post-test Result	33
Table 4.2	Statistical Calculation of Before and After the Test	35

LIST OF APPENDICES

Appendix 1 Lesson Plan	45
Appendix 2 Pre-test	53
Appendix 3 Post-test	54
Appendix 4 Students' Score Recap	55
Appendix 5 Scoring Guide	56
Appendix 6 Statistical Result	58
Appendix 7 Surat Keterangan Penelitian	59
Appendix 8 Surat Pengantar Penelitian	60
Appendix 9 Pre-test and Post-test Documentation	61
Appendix 10 Learning Process Documentation	64
Appendix 11 Learning Materials	66

I. INTRODUCTION

This chapter discusses the introduction of the research including the background, formulation of the problems, objectives, uses, scope, and definition of terms that was used in this research.

1.1. Background

Writing ability is important for students to master because language usually focuses on written production. Writing ability also shows how capable students are on their language comprehension since writing would engage all five important components of language: vocabulary, grammar, content, mechanics, and also language use. If the students are able to write well, it means that they comprehend those five components well.

In addition, writing can be defined as a process of transforming thoughts into written language (Tiwari, 2005: 120). Besides, writing is a complicated skill that requires some processes so several things should be considered. This is in line with Brown's (2001) statement who says that written products are the result of thinking, drafting, and revising that required specialized skills on how to generate ideas, organize them coherently, discourse markers and rhetorical conventions coherently into a written text, revise a text for clearer meaning, edit a text for appropriate grammar and produce a final product. So, students should have a sufficient number of thoughts and organize them properly during the writing process.

Writing can also be the best means to help students to know more about the way they think. It can harden ideas and thoughts for reflecting on them better than if the

ideas remained evolving in their head (Rahmawati, 2014:2). By writing, students can share the information and maintain social relationships by communicating with others. In addition, most of the important official documents such as laws, formal regulations, treaties, guarantees, contracts, and so forth are made in the written form. In daily life, people can get announcements, advertisements, letters, information, even warnings in the form of writing. At school too, there is a lot of writing work, for instance making a note, making lists, completing laboratory reports and composing any kinds of text and others. Therefore, people are consciously engaged in a lot of parts of writing and it makes writing skill become very important (Rahmawati, 2014:2).

With regard to the statement above, in fact, there are still so many students in Indonesia who can not express their ideas well through writing. This is probably caused by either their environment that does not support them or by their teachers who do not give adequate motivations and aids for them to write well. These facts are based on the researcher's experiences during studying in junior and senior high school, as well as the experience during the teaching program. The researcher found that there were so many students still confused about what they had to write or even imagine the line of their story. Sometimes, they made repetitions of what they had written. The students also do not know the plot of the story: the introduction, raising action, climax, until the ending or re-orientation of the story.

In the era of technology, teachers nowadays can use many types of methods, techniques, materials, as well as media to teach writing. They are asked to have a good character, broader knowledge about methods and techniques, more interesting and relevant English materials. In order to address the problems highlighted above, the process approach is thought to be an effective method to encourage students to

enhance their writing ability and find out about their perceptions of the method, indeed. With regard to the problems stated, the researcher tends to use the dictogloss as a teaching technique to improve the students' writing achievement.

There are so many techniques that can be used to improve students' writing, but the researcher's focus was on how the students express their ideas and imaginations to describe something. The use of suitable technique is hoped to help the teacher to create meaningful instructions and also motivate students to improve their writing ability. The technique which made the researcher interested in his goal is 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 on their paper. After that, the teacher divides the students into several small groups to play based on characters in the text. Every group comes forward rotationally to perform or to present the text with their own words based on their ability (producing the language of their version). In the end of the course, the most exciting group will probably get rewards.

To put it another way, as pointed out by Wajnryb (1990:5-6), Dictogloss is designed to draw the learners' attention to language form, it promotes negotiation of meaning as well as negotiation of form. In this case, students can discuss the material with their friends either in pairs, groups or other activities during the process of learning and teaching.

Referring to the explanation above, this research applied dictogloss as a technique in teaching writing on the descriptive text of SMAN 9 Bandar Lampung. The focus of this research were to find out whether the students' achievement in descriptive

text improved after they were taught by using dictogloss technique and find out the perceptions of the students during the implementation of Dictogloss Technique was applied in the writing descriptive text at the second grade of SMAN 9 Bandar Lampung. Based on the statement, the researcher will conduct a research about the implementation of dictogloss technique as teaching technique to improve the students' ability in writing descriptive text entitled "*The Effect of Dictogloss Technique on Students' Descriptive Writing Achievement at the Second Grade of SMAN 9 Bandar Lampung*"

1.2. Research Question

Dealing with the issues presented in the background, the research questions in this research are:

"Is there any significant increase of students' achievement in writing descriptive text after they are taught using dictogloss technique?"

1.3. Objectives

Based on the statement of the research problem above, the objective of the researcher is to find as follows:

1. To improve students' writing ability in descriptive text after being taught using dictogloss technique

1.4. Uses

The uses of this research are:

1. Theoretically, this research will be useful for supporting the theory about the improvement of using dictogloss as a teaching technique to improve students' descriptive writing ability.

2. Practically, the result of this research hopefully can be used as a consideration for English teacher to apply dictogloss as a teaching technique in improving students' writing achievement

1.5. Scope

This research was quantitative research to analyze the students' writing achievement after the implementation of modified dictogloss technique. This research was conducted in the second semester of Senior High School 9 Bandar Lampung of academic year 2023/2024 in which case the researcher used one class of second grade.

1.6. Definition of Terms

In this research, there are several definitions of terms that is used by the researcher, namely:

1. Writing

Writing is the act or process of producing and recording words in a form that can be read and understood.

2. Descriptive Text

Descriptive text is a text that explains what a person, place, or thing is like, often providing a visual experience through the use of adjectives and adverbs.

3. Writing ability

Writing ability is the ability of humans for expressing their ideas, thoughts, or feelings in meaningful written form.

4. Descriptive text writing ability

Descriptive text writing ability is the ability to express the ideas in writing descriptive text. It contains how to write descriptive text such as, generic structure and language features in descriptive text.

5. Improvement

Improvement is a significant difference in students' ability between pre-test and post-test.

6. Dictogloss

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.

Those are all about background, formulation of the problems, objectives, uses, scope and definition of terms that was used in this research. The researcher thinks that this chapter still has many weaknesses. It is because of the restrictiveness of knowledge and references that is related to the topic of the research.

II. LITERATURE REVIEW

This chapter served the literature of paper relevant to the theory concept of writing, descriptive text, teaching descriptive text, dictogloss technique, dictogloss application in classroom, advantages and disadvantages, theoretical assumption and hypotheses as follows:

2.1. Previous Studies

This subchapter discusses previous studies that investigated the effect of Dictogloss Technique because the researcher wanted to see what had been gotten by the previous studies. There are some previous studies that 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 conducted 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 Dewi (2019) who conducted the research in the first grade of SMA Al-Kautsar Lampung. The finding showed that dictogloss technique had a significant effect on students' achievement in writing a recount 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 therefore it is called "Modified Dictogloss Technique".

Based on the result of those studies, it could be inferred that dictogloss technique is an appropriate technique while 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 will add some improvisation and modify the Dictogloss Technique while not only focusing on finding out students' writing achievement but also finding out the perceptions of the students after they are taught through Dictogloss Technique.

2.2. Concept of Writing

Writing is a productive skill where people produce their thoughts in a text form. As Tarigan (1987:2) states that writing is a language skill that is used in indirect communication. In other words, someone can communicate his or her ideas, thoughts, and feelings to the others through written form by putting them on a paper. It can be said that writing is a means of communication similar to speaking;

nevertheless, its way of communication is different from speaking. In writing, a writer can communicate with the reader. She or he can express his or her idea in written form.

In addition, Nik (2010) states that writing is not just putting a pen to paper or writing down ideas but it is how these ideas are presented or expressed effectively. This highly demanding process of writing requires a number of skills and conventions like organization in the development of ideas and information; a high degree of accuracy in choosing the right words so there is no ambiguity of meaning and also the right use of complex grammatical devices to focus and emphasize ideas. Besides, writing demands the writer to have the careful choice of vocabulary and understand grammatical patterns and to be able to write sentence structures that are appropriate to the subject matter.

From the theories above, it can be stated that writing is a whole brain activity to formulate and organize ideas in the right words to deliver and communicate the aims to the reader and present it on a piece of paper.

2.3. Aspects of Writing

In writing, there are several aspects which should be considered by students in order to write well. Brown (2001) proposes six major aspects of writing that have to be required by a writer in producing a written text namely content, organization, discourse, vocabulary, syntax and mechanics. Content deals with thesis statements, related ideas, development ideas, and the use of description. Organization covers the effectiveness of introduction, logical sequences of ideas, conclusion, and appropriate length. Discourses include topic sentence, paragraph unity, transition, discourse maker, cohesion, rhetorical convention, reference, fluency, economy, and

variation. Mechanics include the use of spelling, punctuation, citation of reference, and appearance.

While Jacobs et al (1981) states that there are five aspects of writing. They are:

1. **Content** refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.
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 sentences and ideas.
3. **Vocabulary** refers to the selection of words that are suitable to the content. It can be identified by seeing the word choice or diction in order to convey ideas to the reader.
4. **Language Use/Grammar** refers to the use of the correct grammatical form of 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 conventions of the language, i.e., the steps or arranging letters, words, sentences, paragraphs by using knowledge of structure and some others related to one another.

In this research, the writer will apply aspects of writing that is stated by Jacobs et al (1981) to evaluate the students writing score since it provides a well-defined standard. Students can compose good writing and be understandable by the reader.

2.4. Teaching Writing

Teaching writing is to teach the students how to express the idea or the imagination in written forms. It is very important for the teacher to provide the materials which are relevant to the students' interest and need. Brown (1980:7) states that teaching

is showing or helping someone to learn how to do something by providing knowledge, causing them to know or to understand. It means that in teaching, the teacher helps the students and guides them to learn the material easily. Furthermore, Raimes (1983:27) mentions that teaching writing is a unique way to reinforce learning. It means that teaching writing is very important in order to build students' language skills. Therefore, teacher should know the problems faced by the students during teaching learning process in order to know appropriate way to overcome the writing problem in writing class

Raimes (1983) also states that in order to be successful in writing, an English teacher should guide the students in writing, in which the material presented is relevant to their interest, needs, capacities and age until they are able to make composition with few or no errors. Since teaching writing is to teach the students how to express the idea or the imagination in writing form, it is very important for teachers to provide the materials which are relevant to the students' interest and needs.

There are three steps of writing by Edelstein and Pival (1988):

1. Pre-writing

Pre-writing is concerned with selecting the general subject, restricting the subject, generating the ideas, making the outline and organizing the ideas.

2. Writing

Writing is to set on the paper the ideas in her or his mind into words, sentences, paragraphs and so on.

3. Rewriting

Re-writing concerns with evaluating her/his writing, deals mainly with:

- a) Concerning the content and form.
- b) Correcting the vocabulary, punctuation, and grammar.
- c) Correcting writing errors, word duplications and omission.

Blanchard and Root (2003) state that there are three steps in the writing process, they are prewriting, writing, and revising. All of those steps are important to make our writing better and systematic.

1. Pre-writing

Pre-writing is the first step; it is a preparatory step before the writing process. Pre-writing gives students a warm up to gather ideas which are going to be written.

2. Writing

The next step is the writing process. The result of brainstorming in the prewriting process is guidance for us to write paragraphs. As we write the first draft of your paragraph, use the ideas we generated from pre-writing as a guide.

3. Revising

The last step is revising; it is the important step to do after we have produced a draft. We have to analyze the content of the draft which may be unclear, ambiguous or confusing. We have to ensure that our paragraph is unified, coherent and improves grammatical accuracy. So, in this step we can enrich our writing content with adding new sentences to support others' ideas, or deleting some sentences that are irrelevant with the topic.

In conclusion, English teachers have to guide the students when composing their writing. Interesting activities can motivate the students and make them enjoy learning, in this case by dictogloss. Moreover, there are three steps in the writing process; pre-writing, writing, and revising. All of those steps are important to make our writing better and systematic.

2.5. Concept of Descriptive

Descriptive writing means, simply, a writing which presents information of something in detail. In the language teaching-learning process, every learner should master this typical writing in terms of how to compose it effectively. As confirmed by Emilia and Christie (2013: 1), learning the descriptive genre is essential in order that students can describe vivid and proper information. Concerning the definition of descriptive text, Fawcett and Sandberg (1984: 6) defines it as a kind of text that describes something, a person, a scene, or an object into words so others can imagine it. Also, Wishon and Burks in Jeniar (2016: 23) illustrate that descriptive text is a description reproducing the way things look, smell, taste, feel, or sound; it may also evoke moods, such as happiness, loneliness, or fear.

Absolutely, someone who wants to write a description of something, definitely, has to have detailed information about it. As acknowledged by Wyrick (1987: 227), the writer of description creates a word-picture of persons, places, objects, and emotions by using a careful selection of detail to make an impression on the reader. Furthermore, Tolkien in Jeniar (2016: 24), in the similar intent, also claims that descriptive writing text, sometimes called “showing writing”, is writing that describes a particular person, place, or event in great detail.

In line with the meaning of description, that is picturing in words what something is like, the purpose of descriptive writing is, primarily, to give information about something in detail. A good description is like a “word picture” in which the reader can imagine the object, place, or person in his or her mind (Gerot and Wignell, 1994). Accordingly, in order to achieve its purpose, the descriptive

model of writing has its own elements and linguistic features which will be clarified as follows.

2.6. Teaching Descriptive Text

Descriptive text is one of the fundamental genres taught in English language education, especially at the junior and senior high school levels. According to the national curriculum, writing descriptive text is a core competence that aims to develop students' discourse competence, allowing them to convey vivid, detailed information about people, places, objects, or experiences in written form. This competence not only supports academic success but also enhances students' communicative abilities in real-life situations (Kemendikbud, 2016).

In the context of second language acquisition, the ability to express thoughts clearly and effectively in writing is crucial. As Hyland (2019) emphasizes, writing plays a central role in education because it enables learners to consolidate their language skills while producing meaningful texts. Descriptive writing, in particular, helps students develop observational skills, enrich vocabulary, and structure ideas cohesively—all of which are essential components of communicative competence.

To teach descriptive writing effectively, the use of appropriate instructional techniques is essential. A technique serves as a bridge between the learning goals and student engagement. According to Nation (2020), an effective writing technique should integrate input (reading/listening), output (writing/speaking), and feedback to ensure that learners internalize language use in context.

Rather than relying on memorization or passive media, modern teaching practices encourage interactive, collaborative, and context-rich environments. These allow

students to practice using descriptive language in meaningful ways. When students are presented with engaging content and active participation, they are more likely to retain knowledge, develop skills, and become confident writers.

One technique that has gained recognition for its effectiveness in teaching descriptive writing is dictogloss. Originally introduced by Wajnryb (1990), dictogloss is a task-based language teaching strategy that integrates listening, note-taking, collaboration, and writing. It involves students listening to a short text, taking notes, and working in groups to reconstruct the text as accurately as possible.

What makes dictogloss especially useful for teaching descriptive texts is its focus on language form and meaning, while also encouraging students to internalize the stylistic and structural features of descriptive writing. Students are exposed to rich vocabulary, figurative language, and cohesive devices—all within a meaningful context. Recent studies, such as those by Vasiljevic (2010) and Lee (2021), confirm that dictogloss enhances learners' grammatical awareness, listening comprehension, and written output quality.

Furthermore, dictogloss promotes collaborative learning, allowing students to negotiate meaning, share vocabulary, and build confidence as they reconstruct texts. This social aspect of learning aligns with Vygotsky's (1978) sociocultural theory, which asserts that learning is most effective when students interact with peers within their zone of proximal development (ZPD).

Several experts in language education support the integration of dictogloss as a powerful tool for enhancing writing abilities.

According to Paul Nation, a renowned linguist and language educator, dictogloss is a task that "promotes the development of both listening and writing skills simultaneously" (Nation, 2007). The technique requires students to listen actively, process information, and collaboratively reconstruct the content, fostering a deeper understanding of language structures.

There are some key steps in teaching descriptive writing through Dictogloss as described below:

1. Listening and Analysis:

- Utilize audio presentations with rich descriptive content, such as descriptions of people, places, or events.
- Foster active listening by encouraging students to focus on key elements like adjectives, sensory details, and organizational patterns.

2. Collaborative Reconstruction:

- Divide students into small groups, fostering a cooperative learning environment.
- Provide incomplete versions of the descriptive text and task groups with reconstructing the content based on their collective understanding.
- Emphasize discussion and negotiation within the group, encouraging students to share perspectives and linguistic insights.

3. Guided Practice:

- Conduct a guided dictogloss activity as a class, allowing students to collectively reconstruct a new descriptive text.
- Discuss the rationale behind vocabulary and sentence structure choices, promoting critical thinking and language awareness.

4. Individual Writing Task:

- Assign individual writing tasks where students apply the acquired descriptive language skills to create their own paragraphs.
- Encourage creativity and originality, emphasizing the use of language features identified during the dictogloss activities.

Teaching descriptive text is a vital component of language learning as it develops students' ability to express themselves vividly and clearly. To ensure effective learning, teachers must use creative, student-centered techniques such as dictogloss. By combining listening, collaboration, and reconstruction, dictogloss provides a rich, interactive environment for developing writing skills. As educational demands continue to evolve, so should our teaching practices—moving toward methods that not only transmit knowledge but also engage, empower, and inspire students to become effective communicators.

2.7. Concept of Dictogloss

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 in 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 different 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, the 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 at normal speed and asks 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 a 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 techniques 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 comparison 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".

2.7.1 Modified Dictogloss Technique

Modified dictogloss technique is a classroom activity where the students are asked to listen to someone's story from the audio and they must listen. After that, the teachers repeat the audio, and the students are 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 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 difference between the old dictogloss and this modified one is the teacher's dictation is changed to the audio and some modified tiered speed dictation. Tiered Speed Dictation is a multi-pass dictation approach where the same text is read aloud in several stages, each with a specific focus and a different speed or level of detail. This technique helps students gradually build comprehension, vocabulary retention, and structural awareness by layering their understanding step by step. The differences between the old dictogloss technique and the modified one are described below:

Table 2.1. 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 watched the different speed-tiered 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.

2.8. 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.

Advantages

1. It does not make the students confused to write because they already have ideas about what they are going to write.
2. It increases understanding since dictogloss technique improves comprehension and produces a note with complete ideas.
3. It is fun because modified dictogloss technique does not limit imagination and creativity.

Disadvantages

1. It takes a lot of time in organization.
2. It takes a lot of time to find the keywords while students are paying attention to the source of teaching.

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

It can be concluded that the dictogloss technique proves to be a valuable strategy for teaching descriptive writing, aligning with the principles of integrated skills development and collaborative learning. As educators implement this approach,

they empower students to not only appreciate descriptive language but also apply it effectively in their own writing endeavors.

2.9. Theoretical Assumption

Based on theoretical review, 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 read other groups' work). Besides, this technique also taught the students how to make 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 a group which was guided by the teacher. From those explanations, it could be concluded that Dictogloss Technique guides the students step by step to help them write a recount text.

Based on the frame of theory and explanation above, the researcher assumes that using dictogloss technique to improve the writing achievements of students may give a positive effect. For instance, the students can build their imaginations. It also can motivate students, make them want to pay attention and take part, and make students more active in expressing their ideas.

2.10. Hypotheses

Based on the theoretical assumption above, the researcher formulated the hypotheses as follows.

For the research question, the researcher used statistical hypotheses.

H₀: There is no improvement in students' descriptive text writing achievement after the implementation of dictogloss technique.

H₁: There is an improvement in students' descriptive text writing achievement after the implementation of dictogloss technique.

This chapter explains about writing, aspects of writing, teaching writing, descriptive, procedure of teaching descriptive text through dictogloss technique, concept of students' perceptions, advantages and disadvantages of dictogloss technique, theoretical assumption and hypotheses

III. METHODS

In this chapter, the researcher dealt with several points: design, population and sample, variables, data collecting technique, research procedures, instrument, data analysis, data treatment, and hypothesis testing. The content of this chapter is presented as follows.

3.1. Design

This research was quantitative research to find out the improvement of students' writing ability by using dictogloss. This research took the writing skill as the dependent variable as it is assumed that writing skill is affected by dictogloss as the independent variable. The class got treatment from the researcher and got pre-test and post-test. To see whether dictogloss technique can improve the students' writing ability or not, it was determined by the score differences of pre-test and post-test.

The research design could be represented as follows:

T1 X T2

Where:

T1 : Pre-test.

X : Treatment (using dictogloss technique).

T2 : Post-test.

(Hatch and Farhady, 1982:22)

The improvement in students' writing achievement was caused by the application of the treatment in the class but not because of the repetition of the test. In this

research, the researcher did the treatment three times in the class which was given after pre-test.

3.2. Population and Sample

Population is the total elements, subjects, or members that possess a specified set of one or more common characteristics that define it (Wiersma, 2000: 459). In this research, the researcher took second grade students of SMAN 9 Bandar Lampung as the population consisting of 390 students while divided into nine classes. While sample is the subject of individuals from a given population as stated by Nunan (1992). Sample must represent the population, as it is part of the population from which generalization is taken. A single class was taken as the sample of this research for the experimental class. In determining the experimental class, the researcher used simple probability by using a lottery so all chosen classes had the same chance of being chosen.

3.3. Variable

This research consisted of the following variables:

1. Dictogloss technique as independent variable (X)

It was categorized as a dependent variable because dictogloss technique is the variable that can influence the dependent variable to determine the effect between phenomenon and the object which is observed.

2. The students' achievement in writing descriptive text writing ability as dependent variable (Y)

It was categorized as a dependent variable because students' achievement is based on the activity output. The achievements of students can be measured to determine whether there is an effect of the independent variable.

3.4. Data Collecting Techniques

To collect the data, the following tests (pre-test and post-test) and interview were used.

1) Pre-test

The pre-test was administered before the students were taught using dictogloss technique or, simply, before the treatment process. It was given to find out the students' ability in descriptive writing before being taught using dictogloss technique. This test was in written form. The students were to make a descriptive paragraph.

2) Post-test

The post-test was administered after the students are taught using dictogloss technique or after the treatment process. Post-test were used to measure their improvement in writing ability after being taught by using dictogloss technique. The post-test was like a pre-test. The difference between pre-test and post-test was about the topic that the students write.

3.5. Research Procedures

To ensure that the result dealt with its best procedures to maintain a good process, there were several steps as follows:

1) Determining the population and selecting the sample

The population of this research was the second-grade students of SMAN 9 Bandar Lampung consisting of three hundred and ninety students which were divided into nine classes. The sample class was chosen by lottery.

2) Administering a pre test

A pre-test was conducted to measure students' preliminary ability before treatment. In this step, students in experimental class was assigned to write a descriptive text

according to the materials given to them. The time allocation will be around 80-90 minutes.

3) Conducting the treatment

After giving the pretest to the students, the experimental class got the treatment or teaching process using dictogloss technique. The treatment was conducted in 90 minutes, based on the time allocation in the syllabus of the second grade of Senior High School. The treatment was conducted in three meetings. In those meetings, the students were guided to write a descriptive text.

4) Administering post-test

To see the improvement of students' writing ability, the post-test was conducted in the experimental class after they were given the treatment. The test was in the form of writing. The students were assigned to develop their descriptive text writing based on the materials given to them. The post-test was conducted in 80-90 minutes.

5) Scoring

Since the researcher uses two raters to score a writing test, the researcher filled the scoring test of the first rater (R1) and the second rater (R2) was filled by the English teacher.

6) Analyzing data

After scoring pre-test and post-test, the data were analyzed by using SPSS version 24.0. It is used to find out the means of pre-test and post-test and how significant the improvement was.

3.6. Instruments

The instruments used for this research were writing tests to reveal the students' writing ability. There were two writing tests: pre-test and post-test. The pre-test was given in the first meeting before the treatments, while the post-test was conducted

after the students receive the treatments. Both tests were in essay form. Each test was conducted within 90 minutes. The purpose of the pretest was to see the student's writing ability at the first step before the treatment is given. Moreover, the purpose of the post-test is to find out whether or not there is an increase in students' achievement after the students received the treatments.

3.6.1. Validity of The Test

The test had content validity because the researcher made this test based on the syllabus and curriculum for Senior High School. In this research, the researcher used descriptive text writing that is supposed to be comprehended by the second year of senior high school students. And since this research needed the data of writing score, the instrument must truly examine the students' ability in writing a paragraph. It means that the test construction is already in line with the objective of learning (Hatch and Farhady, 1982:251). Related to this research, the test items should involve the aspects of writing suggested by Jacob (1981) such as content, organization, vocabulary, grammar, and mechanics.

3.6.2. Reliability of The Test

Hatch and Farhady (1982:243) establish that the reliability of a test could be defined as the extent to which a test produces consistent results when administered under similar conditions. A test can be considered reliable if the test has a consistent result. Inter-rater reliability was used when the score on the test was independently estimated by two or more judges or raters. In this case, the first rater will be the researcher while the second rater will be the English teacher in SMAN 9 Bandar Lampung. Both discussed the writing criteria to obtain the reliable result of the test. The researcher also used statistical formulas to achieve reliability. The formula used in this study:

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

Notes:

R: Reliability of the test

N: Number of students

D: The difference of rank correlation (mean score from Pre-test and Post-test)

6: Constant number

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

A very low reliability	(ranges from 0.00 – 0.19)
A low reliability	(ranges from 0.20 – 0.39)
An average reliability	(ranges from 0.40 – 0.59)
A high reliability	(ranges from 0.60 – 0.79)
A very high reliability	(ranges from 0.80 – 1.00)

3.7. Data Analysis

In order to get the results of this research, the researcher analyzed into quantitative data analysis using some steps as follows:

1. Scoring the pre-test and post-test.
2. Tabulating the results of the tests and calculating the means of pre-test and post-test.
3. Drawing conclusions from the tabulated results of the test given, that is by statistically analyzing the data using Paired Sample t-test to show the differences between pre-test and post-test of experimental class for answering the hypothesis. The data was computed through SPSS.

3.8. Data Treatment

According to Setiyadi (2006: 168-169), using T-Test for hypothesis testing has three basic assumptions that can be described as follows:

- a. The data is an interval.
- b. The data is taken from a random sample in the population.
- c. The data is distributed normally.

Therefore, before testing the hypothesis using T-Test it is necessary to find out whether the data is normally distributed or not. The data will be treated using a normality test.

3.9. Hypotheses Testing

The hypothesis testing was used to prove whether the hypothesis process in this research is accepted or not. The hypothesis for the first research question was analyzed using repeated measures T-test of Statistical Package for Science (SPSS) windows version 24.

H0 : There is no improvement in students' descriptive text writing ability after the implementation of dictogloss technique.

H1 : There is an improvement in students' descriptive text writing ability after the implementation of dictogloss technique.

If $P < 0,05$ H1 is accepted

If $P > 0,05$ H0 is not accepted

The researcher used 0,05 in the level of significance in which the hypothesis is approved if $\text{sign} < P$, it means that the probability of error in the hypothesis is only 5%.

Those are all that the researcher covers in this chapter: design, population and sample, variables, data collecting techniques, research procedures, instruments, data analysis, data treatment, and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers and further research.

5.1 Conclusions

Referring to the discussion of the research findings on the previous chapter, the researcher comes to the following conclusions:

1) The implementation of the dictogloss technique significantly improved students' writing achievement, especially in descriptive text writing. This was evidenced by the increase in the mean score from 74.25 in the pre-test to 78.8 in the post-test, surpassing the school's minimum standard of 73. The improvement can be attributed to dictogloss's ability to actively engage students in the learning process by integrating listening, note-taking, and collaborative reconstruction. Through listening to well-structured texts, students became more aware of how language is used to create vivid descriptions. The reconstruction phase encouraged them to recall and reorganize information using their own words, which developed their vocabulary, grammar, and overall coherence in writing. This combination of input (listening) and output (writing) helped students internalize effective writing strategies, making dictogloss an effective and practical technique for enhancing writing skills in the English classroom.

2) The application of dictogloss was particularly effective in improving students' ability to write descriptive texts. This improvement can be attributed to the technique's capacity to stimulate idea generation through enhanced listening and heightened language awareness. By listening attentively to descriptive texts, students became more attuned to the use of sensory details and vivid language, which helped them internalize the structure and stylistic features of descriptive writing. During the reconstruction stage, students focused on key vocabulary—such as adjectives, sensory expressions, and figurative language—that enriches description. This consistent exposure to, and practice with, rich language elements significantly improved their ability to craft more vivid and engaging descriptive writing.

5.2 Suggestions

In reference to the conclusion above, the writer gives some suggestions as follows:

1) Suggestions for English Teachers

- a) Considering the advantages of dictogloss, the researcher suggests that English teachers of the class to apply dictogloss technique as a reliable option in teaching writing especially descriptive text.
- b) The learning process should be done effectively by considering the time to apply dictogloss technique in teaching writing because the teacher needs to prepare the learning tools before the lesson starts.

2) Suggestions for Further Researchers

a) This study was conducted at a senior high school level. Therefore, further researchers can try to find out the effect of using dictogloss in different levels of school: junior high school and university level.

Those are the conclusion of this study after applying dictogloss technique and suggestions for both English teachers and further research.

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