

**THE EFFECTIVENESS OF AUDIO-BASED DICTOGLOSS TECHNIQUE ON
TEACHING STUDENTS' WRITING SKILL OF DESCRIPTIVE TEXT**

**(An Experimental Research At The Tenth Grade of MAN 1 Jepara In Academic
Year 2018/2019)**

THESIS

Submitted in Partial Fulfillment of the Requirement for The Bachelor Degree of
Education In English Language Education



By:

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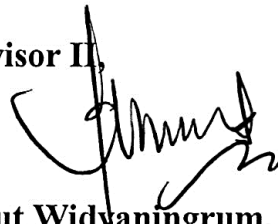
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ABSTRACT

Title : The Effectiveness of Audio-Based Dictogloss
Technique on Teaching Students' Writing Skill of Descriptive Text
(An Experimental Research at The Tenth Grade of Man 1 Jepara in
Academic Year 2018/2019)
Name : Eko Riski Apriliyanto
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The aim of this research is to discuss the effectiveness of audio-based dictogloss technique on teaching students' writing skill of descriptive text (an experimental research at the tenth grade of MAN 1 Jepara in academic year 2018/2019). The research was intended to answer the following research question: Is audio-based dictogloss technique effective on teaching students' writing of descriptive text at the tenth grade of MAN 1 Jepara in academic year 2018/2019? and what factors are influencing the effectiveness of audio-based dictogloss technique on teaching students' writing of descriptive text at the tenth grade of MAN 1 Jepara in academic year 2018/2019?. The population of this research was the tenth grade of MAN 1 Jepara in academic year 2018/2019. This is an experimental research. It is conducted in two groups; experimental group and control group. The researcher used *Cluster Random Sampling Technique*. The samples of this research were X IIK as experimental class which was taught by dictogloss technique and X IBB as control class which was taught without dictogloss technique. The data collecting technique that researcher used test (pretest and posttest), questionnaire, observation, and documentation. Based on the data obtained, it showed that pretest average score of experimental group was 58.43 and control group was 59.29. Meanwhile, the average posttest score of experimental class was 70.43 and the average posttest score of control class 63.14. Furthermore, it was obtained that $t_{count} > t_{table}$ ($2.46 > 1.99$). So H_0 is rejected and H_a is accepted. It means that the use of audio based dictogloss technique is effective on teaching students' writing skill of descriptive text at the tenth grade of MAN 1 Jepara in academic year 2018/2019. The factors that influencing the effectiveness of the audio based dictogloss technique are the technique itself, process for applying this audio based dictogloss technique by the teacher and the condition and activity of students in the class. Through this abstract, the researcher recommends to the reader to try this technique in the reader's learning process as a reference part of teaching technique to the students. So that obtained varied and educational of teaching.

Keywords: Students' Writing Skill, Audio Based Dictogloss Technique, Descriptive Text.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا (٥) إِنَّ مَعَ الْعُسْرِ يُسْرًا (٦)

(سورة الشرح: ٥-٦)¹

“So, verily, with every difficulty, there is relief. Verily, with every difficulty there is relief”²

¹ Kementrian Agama RI, *Syaamil Al-Qur'an Miracle the Reference*, (Bandung: PT. Sygma Examedia Arkanleema, 2010), p.596

² Abdullah Yusuf Ali, *the Holy Qur'an (Koran)*, (Riyadh: King Fahd Holy Quran Printing Complex, 1987), p.320

DEDICATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise be to Allah, The Cherisher and Sustainer of the Worlds,³ this final project is dedicated to my beloved parents (Bapak Rohmad and Ibu Sumaeni), my beloved teachers, everybody who always pray and support me in finishing my study. Thank you for the valuable efforts and affection which always flow every time in my life.

³ Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, (Maryland: Amana Publications, 2004), p.14

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In the name of Allah The Beneficent and The Merciful Praises be to Allah, Lord of the world, who has been giving. His blessing, grace, health, power, inspiration, and everything to the writer so the writer can accomplish this final project. Peace and salutation be upon Prophet Muhammad SAW, his families, his companion, and his followers.

The writer realizes that there are many people who already helped him in arranging and writing this thesis directly or indirectly. In this chance, the writer would like to express deepest appreciation to:

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Finally, the writer realizes that this thesis is far from being perfect, therefore, the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be helpful and beneficial for everyone, Amen.

The writer,

Eko Riski Apriliyanto

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CHAPTER I

INTRODUCTION

This chapter discusses background of the research, reason for choosing topic, research question, the objective of the research, and significance of the research.

A. Background of the Research

Nowdays, English as an International language has a big role in the world. English is used as lingua franca to connect people with different language backgrounds. English have significant roles in wide areas, such as in technology, politics, economy, education, science, and many other areas. So, the ability to use English is important for people. It helps them to access many information resources and knowledge. Because of the reasons, the government of Indonesia has decided English as the first foreign language which has to be taught at every level of education.

People do not directly have ability to use English language because they were not born with that language. They have to learn how to understand and use it, so that they can gain meaning and express their ideas and feelings. When people know a language, they can make choices about the words that they need to use and how to put these words together to create meaning. The knowledge of words patterns of language allowing them to read, write, speak, and listen in a meaningful way. Language as a “tool”

to communicate cannot be separated in our lives has been taught since we were children, moreover since we were a baby – language was heard to us. What is a language? The meaning of language depends on where it occurs within a larger stretch of discourse.¹

The most important invention in human history is writing². It provides relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. writing allow us to share communication and information not only at that time but can be learned with future generations. In the Holy Qur’an, Allah has stated in Sura Al-Alaq verse 4-5

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

"Who taught (the writing) by the pen. He has taught main which he knows not"³

The word "Qalam" in verse 4 of Sura Al-Alaq has meaning of the tool to write (pen). It means that pen is used to write, and the result of using pen is written text⁴.Based on those verses,

¹ Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 2007), p.59

² Robert Todd Carrol, *Students Success Guide Writing Skill*, (US: Sacramento City College, 1990), p.1

³ Muhammad Muhsin Khan, and Muhammad Taqi-ud-Din, Al Hilali, *Interpretation of The Meanings of The Noble Qur'an In The English Language*, (Riyadh-Saudi Arabia: Dar-us-Salam Publication, 1999), p.808

⁴ M. Quraish Shihab, *Tafsir al-Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, (Bandung: Pustaka Hidayah, 1997), p.98

Allah SWT explained that He taught human being by pen (*qalam*). Discovery of pen and writing are the greatest gifts from God. By writing, one generation can transfer their knowledge to the next generations. It shows that the tool of writing and writing itself have important roles.⁵

Writing activities are activities that are often carried out in everyday life so that everyone is required to be able to write. Ironically, many students still feel that writing activities are boring activities. Especially for low-class students, sitting for hours by paying attention and thoughts to a writing activity is impossible. In addition to honing writing skills, some teachers also still apply conventional methods without media. So that many of the cases that occur are learning that seems unpleasant and interesting for students so that it is based on the achievement of learning goals that are less than optimal.

Writing is an ability that cannot be mastered only by studying theories and concepts. To master writing skills requires exercises. In this case, planting an early writing culture will greatly help improve one's writing skills. Practicing writing skills early on can be started with simple things that are familiar to

⁵ M. Quraish Shihab, *Tafsir al-Qur'an al-Karim atas Surat-surat Pendek Berdasarkan Turunnya Wahyu*, (Bandung: Pustaka Hidayah, 1997), p.99

children such as writing a diary or identifying objects around them.⁶

Besides we are students to improve ourselves, we need external factor. The teacher should more motivate the students to write as motivate can push them to achieve more. Moreover, it is one of teacher roles motivate to the students.⁷ As stated by Harmer, “One of our (teachers) principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them to usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit”⁸.

One of the ways to motivate the students are through creating enjoyable and comfortable learning atmosphere so that students feel fun to write. The feeling of fun in writing can motivate students to write more and more so that their writing skill improves. Moreover, practice writing regularly

⁶ Helda Nela Meilinda, *Penggunaan Media Gambar Untuk Meningkatkan Keterampilan Menulis Descriptif Siswa Kelas II SDN Kebonagung II Sukodono, PGSD FIP Universitas Surabaya*, JPGSD. Volume 02 Nomor 02, 2014, p.2.

⁷ Lorena Jaramillo Urrutia, and Ana Stella Medina Gutierrez. "Adolescents' awareness of environmental care: experiences when writing short descriptive texts in English/ *Concientizacion de los adolescentes sobre el cuidado ambiental: experiencias al escribir textos descriptivos cortos en ingles.*" *Revista PROFILE: Issues in Teachers' Professional Development*, vol. 13, no. 1, 2011, p. 11.

⁸ J. Harmer, *The Practice of English Language Teaching*, (London: Longman, 2001), p.261.

will build the student writing habit. This writing habit is very important because when it has been built, students will get used to writing without spending many efforts either thinking writing as a burdensome activity. Teaching and learning are not only the process of giving knowledge to the human but also show the roles of the teacher and the students who participate in the activities in the classroom and outside throughout their duties and activities. In teaching process, teachers play important role to facilitate students' learning through appropriate choice of media and methods, besides the mastery of teaching materials. They should be creative to draw student's interest and motivation in learning⁹

To make variation in teaching writing, teacher can apply a technique. It is a way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.¹⁰ English teacher should also be to improve students' thinking because thinking can produce an idea and it is the basic competence to write. By applying techniques in teaching learning process are giving some fun to the students.

⁹ Maslichah, Siti Tarwiyah, *Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizers*, Journal Vision Volume 6 Number 2, 2017, p.11

¹⁰ <http://www.oxforddictionaries.com/definition/english/technique>. Accessed on 6-7-2018 at 12:22 AM

Based on observation of the researcher during teaching and learning, there were some problems faced by students MAN 1 JEPARA especially at tenth grade concerning writing aspect. The students were not yet able to elaborate the sentences into fix paragraph and focus to the topic they have chosen. They were also unable to use appropriate grammar in composing a certain story like they cannot use correct tenses when conducting descriptive text, descriptive text and narrative text. They were even unable or probably forget to choose the correct forms of be (is, am, are) which is considered as very basic in learning English. Moreover, the limitation of background knowledge and less interaction between students to teacher become the problem in learning English as well. The teacher often gave direction without facilitating the students directly and it makes learning process become ineffective.

To overcome those problems, the technique that the teacher uses to teach especially writing should make students become actively involved and have high motivation in learning how to write effectively. By using such as appropriate technique in teaching and learning writing in the classroom, it is expected that the learners will be easily receiving and understanding materials given by the teacher. The researcher is interested in using audio based dictogloss technique to solve the problems. In this technique, the students are allowed to interact with

their groups to create active and effective learning. So that, in this case the researcher is interested to conduct the research on the effectiveness of audio based dictogloss technique in teaching writing of descriptive text.

From this research, the researcher took 2 classes that had been suggested by the teacher there. The class will later become a research sample by researchers. The classes taken by researchers are class X IIK or class X religion, and class X IBB or class X language. The reason the researchers took the class above, besides being suggested by the teacher at MAN 1 Jepara, was another reason which was based on the data of the value of the school that the average score of class X IIK was better than the X IBB. The average value of X IIK MID-Test was 53.36 and the average value of the X IBB MID-Test was 52.45. Another reason was obtained from observations with teachers teaching in the class arguing that the English X IIK class was better than the X IBB, besides that the two classes were still in the early stages of education at tenth class. Both classes still received language subjects general English in accordance with the basic competencies in the syllabus studied by other majors at tenth class at MAN 1 Jepara. So that they do not know and study subjects in more detail.

B. Reason for Choosing Topic

There are some reason for choosing the topic. Those are as follows:

1. Writing is one of the important skill should be learned but most of students face the difficulties in grammatical writing uncorrectly, useless more vocabulary, and they did not useless good process to when writing something like have difficulties gathering ideas and arrange incorrect sentence and so on.
2. By audio based dictogloss technique as an alternative technique to make more creative on teaching, and more help students understanding especially on descriptive text.

C. The Question of Research

This research is aimed to find the answer to the following research question:

1. Is audio based dictogloss technique effective on teaching students' writing skill of descriptive text at the tenth grade of MAN 1 Jepara in academic year 2018/2019?
2. What factors are influencing the effectiveness of audio-based dictogloss technique on teaching students' writing skill of descriptive text at the tenth grade of MAN 1 JEPARA in academic year 2018/2019?

D. Objective of Research

Based on the research question, the objective of the research are to identify the degree of effectiveness "Audio-Based Dictogloss Technique" on teaching students' writing skill of descriptive text at tenth grade of MAN 1 Jepara in academic year 2018/2019, and to investigate what factors are influencing the effectiveness "Audio Based Dictogloss Technique" on teaching students' writing skill of descriptive text at the tenth grade of MAN 1 JEPARA in academic year 2018/2019.

E. The Significance of Research

The researcher hopes that this research will be useful for:

1. Researcher

By doing this research, the researcher can get some experiences related to his practical teaching-learning processes. He can explore his capacity and his ability to teach.

2. Students

The researcher hopes this research can be useful to increase students' motivation and interest in learning writing especially descriptive text. By using audio based dictogloss technique, the researcher also hopes it can be

make students understand more in descriptive text and make students have fun in learning English.

3. Teachers

The researcher hopes it will give inspiration and information about an alternative technique in teaching learning process. Teachers can develop their technique in teaching descriptive text.

4. Next Researchers

The researcher hopes the result of this research can be used as a reference. The researcher hopes that this research can give more information about audio based dictogloss technique to teach writing descriptive text.

CHAPTER II

THEORITICAL REVIEW

A. The Previous of Research

There are some relevant previous researcher that used to support the research, they are:

1. The Effectiveness of Dictogloss Technique in Teaching Writing of Narrative Text (A Quasi Experimental Study at the First Grade Students of SMA Manba'ul Ulum) by Evi Shofiyah (1110014000087), Department of English Education, Syarif Hidayatullah State Islamic University Jakarta. The objective of this research was found the effectiveness of dictogloss technique in teaching writing of narrative text. The research design was quasi experimental research. There were two classes as sample in this research; experimental class and control class. The researcher used to collect the data was by giving test, and to support the validity of the test, the researcher also adjusted the test with the KI-KD (*Kompetensi Inti – Kompetensi Dasar*) that should be achieved by the students based on the curriculum. The result of the research could be inferred that dictogloss technique is effective to use in teaching writing of narrative text.¹ The

¹ Evi Shofiyah, “*The Effectiveness of Dictogloss Technique in Teaching Writing of Narrative Text*”, Thesis (Jakarta: Department of English

similarities between research above and this research were object of the research was writing skill and the technique, that is dictogloss technique. The differences between research above and this research were participant, material, and design of research. The research above was used quasi experimental research and focused on narrative text as material. This research was used experimental research and focused on descriptive text.

2. The Effectiveness of Dictogloss Technique on Students' Writing of Descriptive Text (A Quasi Experimental Study at the First Grade Students of SMA PGRI 56 Ciputat Kota Tangerang Selatan in Academic Year 2015/2016) by Abid Choirul Fikri (1111014000073) Department of English Education, Syarif Hidayatullah State Islamic University Jakarta. The objective of the research was found the effectiveness of using dictogloss technique on students' writing of descriptive text. Design of this research was quasi experimental research. The research used two classes of first grade as subject, one class as the experimental class who were taught writing descriptive text by using dictogloss technique and one class as the control class who were taught using lecturing method. For the instrument, the researcher used pretest and posttest. The result of the

Education Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University,2015), p.51.

research could be inferred that dictogloss technique is effective to use in teaching writing of descriptive text.² The similarities between research above and this research was object of the research namely writing skill and the technique, that is dictogloss technique. The differences between research above and this research were the participant, material, and design of research. The research above was used quasi experimental design and objective of research in SMA PGRI 56 Ciputat. This research was used true experimental research and objective of research in MAN 1 Jepara.

3. The Effectiveness of Using Movie As a Teaching Medium to Teach Descriptive Text (An Experimental Research at the Tenth Grade of SMK Farmasi YPIB Brebes in the Academic Year of 2014/2015) by Mohammad Teguh Pradhana (103411029). The objective of this research was found the effectiveness of using a movie as a teaching medium to teach descriptive text. The research design was experimental research. The researcher used pretest-posttest and documentation as collections of data. The result of the research could be inferred that the use of movie is

²Abid Choirul Fikri, "The Effectiveness of Dictogloss Technique on Students' Writing of Descriptive Text", Thesis (Jakarta: Department of English Education Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University, 2016), p.44.

effective to teach writing of descriptive text.³The similarities between research above and this research were object of the research was material and the research approach was experimental research. The differences between research above and this research were technique and text. The research above was used a movie as a teaching medium and focused on descriptive text. This research was used audio based dictogloss technique and focused on descriptive text.

B. Literature Review

The literature review includes some theories that have related to writing skill, descriptive text, and audio based dictogloss technique will be elaborated.

1. Writing

a. Definition of Writing

Writing is basically a form of language communication (verbal) that uses written symbols as the medium. As a variety of communication, in writing there are at least 4 elements involved. The four elements are:⁴ a. The author as the messenger, b. The message or something conveyed by the

³ Muhammad Teguh Pradhana, “*The Effectiveness of Using Movie As a teaching Medium to Teach Descriptive Text*”, Thesis (Semarang: English Language Education Education and Teacher Training Faculty of Walisongo State Islamic University, 2017), p.v

⁴ Mohamad Yunus, *Hakikat Menulis*, (PBIN: PBIN Article, 2009), p.1.3

author, c. The channel or medium in the form of symbols of written language such as letters and punctuation, d. Message recipients, namely the reader as the recipient of the message submitted by the author.

Meanwhile Sara said writing is important skill of the communicative language teaching in second and foreign language. Writing have functions primarily to support and reinforce patterns of oral language use, grammar, and vocabulary.⁵ In addition, writing is among the most complex human activities. It involves the development of a design idea, the capture of mental representations of knowledge, and of experience with subjects.⁶

From some definitions stated above can be conducted that writing is a complex process of recording of system language by means of visible or tactile marks that result a meaningful text to express researchers' ideas by using the researchers' knowledge and resources without forgetting the linguistic rule.

In Islamic view, writing considered as one of important skills. It was stated holy Qur'an Sura Al-Alaq verse 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

⁵ Sara Cushing Weigle, *Assessing Writing*, (United States: Cambridge University Press, 2002), p.1.

⁶ Horvath Jozsef, *Advanced Writing in English As A Foreign Language*, (Lingua Franca Csoport, 2001), p.5.

“He who taught (the use of) the pen. Taught man that which he knew not.”⁷

Based on those verses, Allah SWT explained that He taught human being by pen. Pen is the tool to write. It means that pen is used to write, and the result using pen is written text.⁸ Nowadays, tool to produce written form is not only pen but also electronic machine such as smartphone, laptop, etc. Writing products such as magazine, email, e-book, handbook, newspaper are very useful to get information and knowledge. It means that writing is necessary in people’s life. To show what did we do from writing, we need writing process correctly. Harmer stated that “writing is a process and that we write is often heavily influenced by constrains of genres, these elements have to be present in learning activities.”⁹ It means writing process is a process of pouring ideas, or messages (information) in writing.

From those statements mentioned above, it can be concluded that writing is complex process, we have to arrange words, phrases, and sentences grammatically and appropriate with its purpose. And also process sharing information and

⁷ Abdullah Yusuf Ali, *The Holy Qur’an*, (London: King Fahd Holy Quran, 1987), p.320

⁸ M. Quraisy Shihab, *Tafsir Al-Misbah; Pesan, Kesan, dan Keserasian AL-Qur’an*, (Jakarta: Lentera Hati, 2002), p.401

⁹ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.6

idea to the readers by words with certain purposes from the perspective of the researchers.

b. The Purpose of Writing

Writing also helps students to develop their ideas and information, trains the students to organize the ideas systematically and express it consciously and helps students to think and speak orderly. Akhaidah states that there are some functions of writing for students. Through writing students will recognize themselves more and their potential. And how to make enjoy in writing:¹⁰ a. Start this activity by modelling the first journal entry as a class, b. Ask students to write a journal based on various themes they like (hobbies, work- related themes, observations of family and friends, etc.). c. Help the students while the writing process happened. Direct correction will help students more understand their mistake and give them more chance to make better writing.

¹⁰ Nadiah Ma'mun, *The Grammatical Errors on The Paragraph Writing of The English Department Students*, (Semarang: UIN WALISONGO SEMARANG, 2015), p.51

Meanwhile, According to O'Malley and Pierce, there are three purposes of writing based on the types of writing in English language learning, those are:¹¹

- a) Informative. It is represented by “informative writing”, that is purposed to share knowledge or information, give directions, and state ideas to other, informative writing involves describing events or experiences, analyzing concept, speculating on, causes and effect, and developing new ideas that are purposed to inform something may important to the readers.
- b) Expressive or Narrative. It is represented by “expressive writing” or “narrative writing” that is purposed to share a personal or imaginative expression. Commonly it is composed by the researcher story or essay. Expressive or narrative often used to perform a pleasure discovery, story, poems, or short play.
- c) Persuasive. It is represented by “persuasive writing” that is purposed to persuade the readers to do something. It requires effort to influence others and initiate action or change. This type of writing

¹¹ J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (London: Longman,1996), p.137-138.

includes evaluation of book, movie, consumer product, or controversial issues.

c. The Process of Writing

Writing process means the way someone writes. Boardman and Frydenberg argue that writing is a continuous process of thinking and organizing. They suggest eight basic steps into writing as follows:¹² a. Assessing the assignment: The most important piece of information for students to know is the topic and purpose of the assignment, b. Generic ideas: The students take those steps to figure out what kind of information they need to look for, c. Organizing ideas: The students need to make a topic outline. Here, the students at first have to decide the main idea of the paragraph. After that, they need to consider which points to include in order to support the main point, c. Writing the first draft: After having the idea generated and organized pattern to follow, the students write the first draft, d. Rewriting: an essential part of the writing process and consists of two separate processes, revising and editing, e. Revising: The students start revising as soon as they finish writing, f. Editing: The students check their works to make sure that spelling, capitalization, punctuation, vocabulary and grammar are correct, g. Writing

¹² Cynthia A. Broadman and Jia Frydenberg, *Writing to Communicate Paragraph and Essays*, (USA: Pearson Education, Inc, 2008), p.31-40

the final draft: The students write correct paragraph format based on the result of the revising step.

Based on other statement, writing process can be a number of question or offers asking or offering a number of question and offers. Here are examples of writing process¹³:

a) Prewriting

Decide on : A topic , and an audience:

- 1) Make sure you understand the purpose of the task.
- 2) Brainstorm what you know and what you need to know.
- 3) Gather information you need. Keep a record of the references you have used as you go.
- 4) Plan your ideas, lay out and structure.
- 5) Take notes by using mind map or graphic organizer.

b) Drafting

- 1) Decide on writing template that you will use.
- 2) Follow the structure of the template.
- 3) Write down your ideas in note form (if you wish you could use a template or graphic organizer).
- 4) Transfer your notes into sentences.

¹³ Ma'rifatul Fadhilah, *The Effectiveness of Written 'Peer Review' Towards English 3 Students' Writing Skill*, (Semarang: UIN WALSONGO SEMARANG, 2015), p.55-56

- 5) If you are constructing paragraphs, make sure you have followed the structure of a paragraph. For example, do you need a topic sentence?
- c) Editing and proof reading your paragraph:
- 1) Read your writing. Does it make sense?
 - 2) Have your specific word to support your ideas?
 - 3) Have you got someone else to check your work?
 - 4) Or, have you shown your teacher?
 - 5) Do you need to add more?
 - 6) Have you written it for your chosen audience?
 - 7) Have you checked your mistakes, such as punctuation, spelling, and grammar?
 - 8) Have you followed the structure of that particular text type?
 - 9) Are you ready to write your final copy?
 - 10) Have you used the correct tenses (e.g. past, present, or future?) throughout your writing?
- d) Publishing
- 1) Write your final/good copy.
 - 2) Is this your best work?
 - 3) Is it presented well?
 - 4) Have you included references/glossary and diagrams?

d. The Principles of Writing

The writing process is learned by and large in an environment social criticism, social thinking, creative use of language, and repeated failure. To write well, the researcher has to know characteristics of good writing. There are some characteristics of good writing, they are:¹⁴

a) Coherence

The element of a good paragraph is coherence. From Alice stated that coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one. There are four ways to achieve coherence:¹⁵ Repeat key nouns, Use consistent pronouns, Use transition signals to link ideas, Arrange your ideas in logical order.

b) Cohesion

Another characteristic of good writing is cohesion. According to Halliday & Hasan, cohesion is the compatibility between the things mentioned in a place

¹⁴ Chintya A Boardman, *Writing to Communicate Paragraph and Essay, Third*, (Essex: Pearson Longman, 2008), p.18

¹⁵ Alice Oshima and Ann Hogue, *Writing Academic English Fourth Edition*, (New York: Pearson Education, 2006), p. 21-22

and what is stated elsewhere when referring to a common object.¹⁶

When a paragraph has cohesion, all the supporting the sentences connect to each other in their support of the topic sentence. The methods of connecting sentences to each other are called cohesive devices. For important cohesive devices are connectors, define articles, personal pronoun and demonstrative pronoun.

c) Unity

An important element of a good paragraph is unity. Unity means that a paragraph discusses one and only one main idea from beginning to end. For example, if your paragraph is about the advantages of owning a compact car, discuss only that. Do not discuss the disadvantages.¹⁷

In addition from Nadia's book have addition principles of writing, that are:¹⁸

¹⁶ Intan Permata Hapsari, *Collaborative Writing: Strategi Meningkatkan Ketrampilan Menulis dalam Pembelajaran Genre Based Writing*, LENSEA Volume 1 Nomor 2, Jurnal Animus 2011, p. 129-130

¹⁷ Alice Oshima and Ann Hogue, *Writing Academic English Fourth Edition*, (New York: Pearson Education, 2006), p.18

¹⁸ Nadiah Ma'mun, *The Grammatical Errors on The Paragraph Writing of The English Department Students*, (Semarang: UIN WALISONGO SEMARANG, 2015), p.68-71

a) Interest

To write an effective paragraph that is worth reading, choose a topic you know and care about. It means that the researcher should choose a good topic to read. An interesting title or topic can encourage the reader to know the whole of paragraph. Try to make interest topic sentence. So, the reader will be eager to continue their reading. The readers like to be entertained. The way to catch readers' attention of the paragraph is to stimulate curiosity by choosing an interesting topic.

b) Completeness

To be complete, a paragraph must supply adequate and appropriate information. Lack of information can cause to illogical analysis or gambling information.

c) Clarity

Clarity is the end result of knowing your purpose, correctly assessing the audience and occasion, selecting appropriate words, being complete, and connecting details to a central idea. Clarity also prevents the audience to read the paragraph several times to get the purpose or intended information.

e. Teaching Learning of Writing

Learning is the process of teaching students by using the principle of education and theoretical learning is the determinant main the education argues that learning is a system that is a whole consisting of the components interact between one to another and with the whole itself to achieve the goal of teaching that has been set in advance. It can be concluded that leaning is a process undertaken by teacher who has been programmed in order learning students to achieve the purpose of learning as specified in accordance with instructions curriculum prevailing.¹⁹ That purpose is to encourage learning for teachers to foster an attitude to writing in learners which enables them to see writing not as grammar, not as “creative writing”.²⁰ Based on Harmer, there are five tasks of teacher in teaching writing:²¹

a) Demonstrating

Teachers have to be able to draw about writing convection and genre constraints in specific types of writing to students’ attention.

¹⁹ Moh. Nafi Annury, *Student’s Language Learning Styles: An Ethnographic Case Study at UIN Walisongo Semarang*, Journal Vision, Vol. 5 No.1, 2016, p. 134-135

²⁰ Teresa O'Brien, “Writing in a Foreign Language: Teaching and Learning.” *Language Teaching*, vol. 37, no. 1, 2004, p. 1–28.

²¹ Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.41-42

b) Motivating

Teacher can help provoking the students into having ideas, enthusing them with the value of the task and persuading them what fun it can be. The teacher go to class with prepare some suggestion about the topic, so the students can immediately get help to have an idea.

c) Supporting

Teacher need to be extremely supportive when students are writing in the class, always available and prepared to help them overcome difficulties.

d) Responding

Teachers react to the content and construction of a piece supportively and give suggestion for its improvement. Instead, teacher will be telling the students how well it is going so far. Teacher may also make comments about their use of language and suggest ways of improving it.

e) Evaluating

Teachers need evaluate students' work. When the teachers evaluate students' writing for academic purposes the teachers can indicate where they wrote

well and where they made mistakes, know the students' achievements and may award grades. When teachers hand back marked scripts, students can look at the errors and try to put them right.

So if we want to teach writing well, we have to do five task of teacher in teaching writing that explained above.

2. Descriptive Text

Descriptive text is a text that describes an object in detail and clearly. The descriptive words or descriptions come from Latin *describere* which means to describe or describe a thing. In terms of terms, description is a form of essay that describes something in accordance with the actual situation, so that the reader can image (see, hear, smell, and feel) what is described in accordance with the writing image. In line with that, according to Semi description is a form of writing that aims to provide details or details about the object so that it can influence emotions and create the imagination of the reader like seeing, hearing, or feeling directly what the author delivered.²² From some of the opinions above, it can be concluded that descriptive text is an essay that describes an object so that the reader seems to be able to see, hear, and feel what the researcher described.

²² Nurlisa , *RAFT (ROLE, AUDIENCE, FORMAT, TOPIC) DAN PEMBELAJARAN MENULIS TEKS DESKRIPTIF*, Jurnal Penelitian FKIP UNSRI Palembang,2017,p. 240

Descriptive text is a kind of factual description as Mark Anderson stated in his book that a factual description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinions.²³ Descriptive text aims to describe someone, something, a place, an animal.²⁴ It also gives a number of information about someone, something, place clearly and carefully, and sometimes it can be visualized.²⁵ Descriptive text have generic structure:

- a. Identification :Identifies phenomenon to be described
- b. Description :Describe parts, qualities, characteristics.

Descriptive text have language features:²⁶

- a. Focus on specific participants
- b. Use of attributive and identifying process
- c. Frequent use of epithets and classifiers in nominal groups.

²³ Mark Anderson, *Text Types in English*, (Australia: Macmillan Education Australia: 1997), p.26

²⁴ David Rose, *Genre, Knowledge and Pedagogy in the 'Sydney School'*, Alberta Canada: Inkshed Journal, 2015, p.3

²⁵ Ma'rifatul Fadhilah, *The Effectiveness of Writing 'Peer Review' Towards English 3 Students' Writing Skill*, (Semarang: UIN WALISONGO SEMARANG, 2015), p.66

²⁶ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodean Educational Enterprises (AEE), 1194), p. 208-209.

d. Use of simple present.

Table 2.1

The Example: Natural Bridge National Park²⁷

Schematic structure	
Identification	Natural Bridge National Park is a luscious tropical rainforest.
Description	<p>It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park.</p> <p>The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short 1 kilometre walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock poots. Night – time visitors to the cave will discover the unique feature of the glow warms.</p> <p>Picnc area softer toilets, barbecues, shelter sheds, water and fireplaces; however overnight</p>

²⁷ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Sydney: Antipodean Educational Enterprises (AEE), 1194), p. 208-209.

	camping is not permitted.
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3. Dictogloss Technique

a. The Definition of Dictogloss Technique

One of context-based methods is dictogloss which is a new version of dictation. It is a consciousness-raising task which encourages language learners to interact and construct a linguistically acceptable text cooperatively and this text is similar to the one read to them before and they have taken some notes on, both in case of content and style. Therefore, the constructed text is not a replication of the original one since students use their notes, share their ideas with their group-mates, and utilize their own background knowledge to create a text.²⁸

The word dictogloss comes from two words – 'dictation' and 'glossary'. Dictation is when one person reads a passage aloud and the audience writes what is said (dictated). Dictogloss is an activity where a text is read to you. Usually, the text is read twice. The first time listen and think about meaning. The second time listen and write down keywords from the text. After hearing the passage, look at the list of

²⁸ Masoome Kooshafar , *The Effect of Dictogloss Technique on Learners' Writing Improvement in Terms of Writing Coherent Texts*, ACADEMY PUBLISHER Manufactured in Finland: Finland, Journal of Language Teaching and Research, Vol. 3, No. 4, 2012, pp. 716-721

words, and then think about the meaning of the words and the text as a whole. Then, in small groups, pool your words and discuss what the text means.²⁹ A Jacobs and George states argued “Dictogloss is an integrated skills technique in learning a language in which students work together to reconstruct version of text read to them by their teacher.”³⁰

Thornbury stated in his book that “Dictogloss is a form of dictation, but one in which the students hear and reconstruct the whole text, rather than doing so line by line. Dictogloss also involves the students collaboratively reconstructing the text from memory and then comparing it with the original”³¹. Thus, although the basic procedure of dictogloss is dictation, dictogloss is different from the traditional dictation in which the teacher reads a text slowly and repeatedly and the students make a copy or write exactly what the teacher reads or says without doing any thinking.

Dictogloss is more than just dictation. When listening to the text on the first reading, everyone must think about the purpose of the text and its meaning. Listing keywords rather than writing down every word makes you focus on meaning.

²⁹ Mark Anderson, Kathy Anderson, *Text Types in English*, (Australia: Macmillan Education, 1997), p.46

³⁰ George Jacob and John Small, *Combining Dictogloss and Cooperative Learning to Promote Language Learning, The Reading Matrix vol.3, No. 1, 2003, p.1*

³¹ Scott Thornbury, *How to Teach Grammar*, (Essex: Pearson Educational Limited, 1999), p.82

The small group activity allows each person to check to see if everyone agrees on the meaning of the text. Once there is agreement, each person writes out the text in his/her own words. The person who read aloud the text should provide the correct spelling for the keywords. Thinking about, talking about and then writing the meaning of the text in your own words (but using the keywords from the original text) helps to improve your literacy skills.³²

b. The Stages of Dictogloss Technique

There are four stages in applying dictogloss in English teaching as suggested; preparation, dictation, reconstructing, analysis and correction stages.

a) Preparation

The first stage includes a warm – up related to the topic or a pre-liminary speaking or writing exercise; a group discussion around key vocabulary terms helps activate learners’ prior knowledge.³³ At this stage, students are prepared for the subject matter and the next they will be hearing. Students will be prepared for the task by being involved in a discussion and vocabulary

³² Mark Anderson, Kathy Anderson, *Text Types in English*, (Australia: Macmillan Education, 1997), p.46

³³ Benjamin Lee Stewart, Luis Humberto Rodriguez Silva, and Juan Antonio Torres Gomzales, *Integrating Languag Skills through a Dictogloss Procedure*, English Teaching Forum, no.2, 2014, p.2

presentation related to the topic.³⁴ To conclude this stage, the teacher informs learners about what they are expected to do during the activity.

b) Dictation

Learners listen to be dictation and take notes. The language used in the text and the length of the text depend on the learners' level of English proficiency; maturity level; and interests, needs, and learning preferences. The number of times the text is repeated and the amount of prompting required between texts will depend on the educational context; the key is to provide natural input in order to promote listening comprehension skills that enable learners to carry out the rest of the task.³⁵

c) Reconstructing

In this stage, after the dictation is finished, the students work in groups to produce their own version of the text. They pool their notes or information they have written down at dictation stage and try to reconstruct their version of the text from their shared notes. One of students from each

³⁴ Masoome Kooshafar , *The Effect of Dictogloss Technique on Learners' Writing Improvement in Terms of Writing Coherent Texts*, ACADEMY PUBLISHER Manufactured in Finland: Finland, Journal of Language Teaching and Research, Vol. 3, No. 4, 2012, pp. 716-721

³⁵ Benjamin Lee Stewart, Luis Humberto Rodriguez Silva, and Juan Antonio Torres Gomzales, *Integrating Languag Skills through a Dictogloss Procedure*, English Teaching Forum, no.2, 2014, p.2

group acts as scribe who writes down the group 's test as it emerges from group discussion. Then, other members of group check the text for grammar, textual cohesion, and logical sense. In the text reconstruction stage, learners expand their understanding of what options exist and are available to them in the language.³⁶

d) Analysis and Correction

Most of the student collaboration takes place in this stage. Student self-assess their own texts and then form groups in order to conduct peer assessments. Either individually or as a group, students notice differences between their own texts and the original in regard to form, meaning, and language use. In this final stage, learners assume a more active role, relying on their individual strengths to collaborate and correct each other. Constructive criticism through peer support and teacher guidance helps form relationships that

³⁶ Maria Basterrechea, and Maria del Pilar Garcia Mayo. "Dictogloss and the production of the English third person -s by CLIL and mainstream EFL learners: a comparative study." *International Journal of English Studies*, vol. 14, no. 2, 2014, p. 77

encourage students to collaborate and cooperate through social interaction.³⁷

Meanwhile, Jacobs and Small in their article summarized the procedures of dictogloss, as follows:³⁸

- a) The class engages in some discussion on the topic of upcoming text. This topic is one on which students have some background knowledge and, hopefully, interest. The class may also discuss the type of the next, e.g, narrative, procedure, or explanation, and the purpose, organizational structure, and language features of that type.
- b) The teacher reads the text aloud once at normal speed as students listen but do not write. The text can be selected by teachers from newspaper, textbook, etc, or teachers can write their own or modify an existing text. The length of the text depends on students' proficiency level.
- c) The teacher reads the text again at normal speed and students take notes. Students are not trying to write down every word spoken.

³⁷ Benjamin Lee Stewart, Luis Humberto Rodriguez Silva, and Juan Antonio Torres Gomzales, *Integrating Language Skills through a Dictogloss Procedure*, English Teaching Forum, no.2, 2014, p.2

³⁸ George Jacob and John Small, *Combining Dictogloss and Cooperative Learning to Promote Language Learning*, *The Reading Matrix* vol 3, No. 1, 2003, p.1-2

- d) Students work in groups of two – four to reconstruct the text in full sentences, not in point form (also known as bullet points). This reconstruction seeks to retain the meaning and form of the original text but is not a word-for-word copy of the text read by the teacher. Instead, students are working together to create a cohesive text with correct grammar and other features of the relevant text.
 - e) Students, with the teacher's help, identify similarities and differences in terms or meaning and form between their text reconstructions and the original.
- c. The Advantages of Dictogloss Technique

Dictogloss as one of techniques that can be used in language teaching which brings some advantages when it is implemented. Dictogloss is effective way to intergrate traditional concerns for grammar instruction with the communicative technique of pair work or group work.³⁹

From Vasiljevic's article stated, there are some advantages of dictogloss. Those advantages are:⁴⁰ a.

³⁹ Gholam-Reza Abbasian, and Mahsa Mohammadi. "The effectiveness of dictogloss in developing general writing skill of Iranian intermediate EFL learners." *Journal of Language Teaching and Research*, vol. 4, no. 6, 2013, p. 1371

⁴⁰ Zorona Vasiljevic, *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners. English Language Teaching* 3, No. 1, 2010, p.45-46.

Dictogloss technique is an effective way of combining individual and group activities. It is because dictogloss combines individual and group activities in which the students are together reconstruct the text by their own individual cognitive skill, b. Dictogloss technique more facilitates the development of the learners' communicative competence than traditional method, in which focus on teacher-centered, c. Dictogloss also promotes learners' autonomy. Students are expected to help each other to recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enable the students to see where they have done well and where they need to improve.

In addition, other advantages of dictogloss are also explained by Jacobs and Small, those advantages are as follows:⁴¹

a) Curricular Integration

Curricular integration involves combining the teaching of content, such as social studies or science, with the teaching of language, such as writing skills or grammar. Curricular integration is easily achieved from the selection of texts. In addition, dictogloss also

⁴¹ George Jacob and John Small, *Combining Dictogloss and Cooperative Learning to Promote Language Learning, The Reading Matrix vol 3, No. 1, 2003, p.2-4*

promotes integration within the language curriculum as all four language skills – listening (to the teacher read the text and to group mates discuss for reconstruction), reading (notes taken while listening to the teacher, the group’s reconstruction, and original text), and writing (the reconstruction).

b) Thinking Skills

The discussion that happened during text reconstruction in dictogloss procedure gives a chance for learners to use their critical thinking skills as they challenge, defend, learn from, and elaborate on the ideas presented. Thinking skills is also used when students analyze their reconstructed text in relation to original.

c) Alternative Assessment

Dictogloss offers a context-rich method of assessing how much students know about writing and about the topic of the text. The text reconstruction task provides learners with the opportunities to display both their knowledge of the content of the text as well as of the organizational structure and language feature of the text. As students discuss with each other during text reconstruction and analyzing their

reconstructed text, the teacher can listen in and observe students' thinking about the task. Furthermore, dictogloss makes students involved in self-assessment and peer assessment.

4. Audio

Audio is sound within the acoustic range available to humans. An audio frequency (AF) is an electrical alternating current within the 20 to 20,000 hertz (cycles per second) range that can be used to produce acoustic sound. In computers, audio is the sound system that comes with or can be added to a computer.⁴² The audio is particularly valuable in the teaching of languages, music, and other environmental sounds, etc. It has been found to greatly increase the rate of student learning over that of conventional classroom teaching and succeeds in making all students participate in a classroom lesson as distinguished from single student recitation which has been heretofore customary. It also permits the more gifted students to advance in lessons at a rate commensurate with their ability without being held back by slower students in the class.

One aspect of the invention is, that it is particularly valuable in small schools where limited numbers of students

⁴² <https://whatis.techtarget.com/definition/audio> get access at Monday, October 1, 2018

make it economically unfeasible to create separate classes for the brighter students. The present invention also makes possible more effective utilization of teacher time in that it turns over to mechanical means repetitive lesson aspects of teaching.⁴³ It also makes possible the advantages of classroom teaching by our most outstanding teachers, even to small remotely situated schools. The researcher applied the audio to modified the dictogloss technique especially in dictation's stage because the native speaker from audio more develops the students' listening process than original human speaker.

5. Teaching Writing Descriptive Text By Using Audio Based Dictogloss Technique

Considering to the dictogloss procedure suggested by some experts above, the procedures of dictogloss used by the researcher for teaching writing or descriptive text in this study are follows:

- a. First, the students are given a descriptive text and are asked to observe that text. The students, with the teacher's help are asked to identify the generic structures and language features of the text. Then, students and the teacher discuss descriptive text.

⁴³ William N. Locke, *Audio Teaching Aid*, United States Patent Office Journal, 1996, No. 3.267.591, p. 1

- b. Second, students are asked to brainstorm about the text that will be read and vocabulary that will come up in the text, and the teacher introduces or pre-teach vocabulary that seems unknown and difficult for students to get from the text.
- c. Third, the teacher introduces about audio based dictogloss technique and explains clearly to the students about what they are expected to do at each stage of dictogloss. Also, the teacher divides students into some groups.
- d. Fourth, the descriptive text is dictated twice to the students in normal speed. At the first dictation, the students are not allowed to do anything except listening to the whole text. Then, at the second dictation, the students have to write down or take notes individually about the important information that they can catch from the text read. They are encouraged to write content words on their notes, such as noun, verb, that can help them in reconstruction stage.
- e. Fifth, the students are asked to share their notes and reconstruct their group version text. One of group members are asked to check for grammar, textual cohesion, and logical sense of their reconstructed text.

- f. Sixth, each group has to change their text version to other groups. The students are asked to analyze other group's text and compare it with the original text. They are also encouraged to make correction on other group's text, if it is needed, in the aspect of grammar, organization, spelling, and etc. also, they have to give feedback by putting a comment on others group's work.
- g. Seventh, each group revises and edits their work based on the correction and feedback given by other groups. Then, each group's work is collected to the teacher and the teacher tasks the students to sum up the leaning.
- h. At least students are asked to make a conclusion of the lesson.

C. Hypothesis

The hypothesis is an assumption about something which is made to explain something that often to be cropped to check it.⁴⁴ Hypothesis testing will bring the conclusion to accept or reject the hypothesis. Thus, there are two options, so that in the formulation one, of the choices can detail specified and easier to do. It is provisional truth determined by the researcher that should be tested and proved. There are two kinds of hypotheses:

⁴⁴ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.219

Ho: There is no significant effect of teaching students' writing skill who were taught using audio based dictogloss technique.

Ha: There is significant effect of teaching students' writing skill who were taught using audio based dictogloss technique.

CHAPTER III

RESEARCH METHOD

A. Research Design

The approach used in this research was quantitative. It was quantitative because of the emphasis of quantitative research is on collecting and analyzing numerical data; it concentrates on measuring the scale, range, frequency etc, of phenomena. This type of research, although harder to design initially, is usually highly detailed and structured and results can be easily collected and presented statistically.¹

The researcher used the experimental research as the design of this research. Experiment is carried out in order to explore the strength of the relationship between variable. A variable as the terms itself suggests. Is anything which does not remain constant.² Experimental research is the research which compares two groups, one of the groups as an experimental group and control group.³ This one kind of experimental research was true experimental design in form of pre-test and post-test control group design. In the true experimental design, there were two

¹ S. Margono, *Methodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2003), p.105

² David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p.25

³ S, Margono, *Methodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2003), p.110

groups which have been chosen. Both two groups were given pretest to know the first ability level between them. The pretest result was said well if there was no significant difference. After giving pretest, the experimental group was given a certain treatment (X) while the control one was not. After that, both the groups were given posttest to know is there difference or not from their ability.

Table 3.1.

The Design of Experimental Research

C.R.E	O1	X	O2
C.R.C	O3	Y	O4

Where:

C.R.E = Cluster random experimental group sample

C.R.C = Cluster random control group sample

O1 = Pretest value of experimental group

O2 = Posttest value of experimental group

O3 = Pretest value of control group

O4 = Posttest value of control group

X = Treatment using audio based dictogloss technique

Y = Treatment without audio based dictogloss technique

B. Setting and Place of Research

This research conducted of October at first semester in academic year 2018/2019 and this research was taken place at MAN 1 JEPARA.

Table 3.2
The Activity of Researcher

No.	Activities	Date
1.	Preliminary visit. Meeting with the administrative officer to ask whether the school was possible to become the research setting or not.	August 13 th 2018
2.	Meet the principle of MAN 1 Jepara to ask permission to do the research by giving the permission letter and proposal.	August 15 th 2018
3.	Pre-test and treatment for experimental group.	October 4 th 2018
4.	Pre-test and treatment conventional teaching (mind mapping) for control group.	October 4 th 2018
5.	Treatment for experimental group.	October 11 th 2018

6.	Treatment conventional teaching (mind mapping) for control group.	October 11 th 2018
7.	Post test for experimental group	October 18 th 2018
8.	Post test for control group	October 18 th 2018

C. Subject of the Research

1. Population, Sample, and Sampling Technique

Population is a generalization area that consists of object/subject that has a quality and certain characteristics that have been decided by the researcher to be studied and then make a conclusion.⁴ The population of this research is the students of MAN 1 Jepara, at tenth grade in academic year 2018/2019. There are 9 classes in tenth grade. Sample from Arikunto's statement said that sample was a representative of population which was studied. The sample was about 10-15% or 20-25% or more depend on the researcher capability, wide or tight the range of research area and the risk of the researcher.⁵ In this research the object of the research will be taken using cluster random sampling. This technique is used

⁴ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, R&D)*, (Bandung: Alfabeta, 2013), p.117

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p.134.

when mutually homogeneous yet internally heterogeneous groupings are evident in a statistical population⁶. The researcher took two classes with similarity average score, X IIK and X IBB. These two classes are taken as samples. The researcher uses class X IBB to be included in the control class and sample class X IIK is included in the experimental class. Those classes are obtained through homogeneity test using ANOVA (Analyze of Variance) which is done before being given treatment or in other words when pretest.

D. Variable and Indicator

Variable is the object of research or something that, became the concern of research.⁷ There were two types of variable in this research:

1. The Independent Variable (X)

Independent variable is variable that influenced or to be caused of change or the appearance of dependent variable.⁸ One independent variable must be the treatment variable. One or more groups receive the experimental manipulation, or treatment, from the researcher. Other

⁶ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, R&D)*, (Bandung: Alfabeta, 2013), p.120

⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2006), p.116.

⁸ David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1992), p.27

independent variables may simply be measured variable in which no manipulation occurs.⁹ Independent variable of the research was using audio based dictogloss technique in teaching writing skill of descriptive text.

Table 3.3
Independent Variable and Indicator

Independent Variable.	
Variable	Indicator
Independent Variable (Using Audio based dictogloss technique)	<ul style="list-style-type: none"> a. Students prepare to listen to a text from the teacher. b. The teacher will read the text twice with normal speed c. The first reading of the students just listens and does nothing d. The teacher will re-read for the second time and the student records the important words he catches e. After that, the teacher divides into groups to reconstruct the text into the text of their version of the collected notes.

⁹ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (America: SAGE Publications, 2009), p.157

	<p>f. Students exchange their writings then check grammatical writing, textual cohesion, and logical sense.</p> <p>g. Then one student writes his work on the board to analyze together.</p>
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2. The Dependent Variable

The dependent variable called as output variable, criteria, and consequence. The dependent variable is a variable that influenced or the consequenced, because of the free variable.¹⁰ Dependent variable in this research was students' achievement in teaching writing skill of descriptive text using audio based dictogloss technique.

Table 3.4

Dependent Variable and Indicator

<p>Dependent Variable</p> <p>(Students' achievement in teaching writing of descriptive text using audio based dictogloss technique)</p>
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¹⁰ Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kualitatif, Kuantitatif, dan R&D)*, (Bandung: Alfabeta, 2013), p.61

Sub Variable	Indicator
1. The students' writing improvement in audio based dictogloss technique	1. Students' scores of writing test (pretest vs posttest). 2. Students' perception of after applying audio based dictogloss technique. 3. Students' participation of learning process.

E. Data Collection Technique

1. Test

Test is used to measure the abilities of the object that observed.¹¹ According to Margono, test is a set excitement passed to stimulus one with intention to get answer able to be made by base to stipulating of number score.¹² The quantitative research is used pretest and posttest as one of the data collection technique. The researcher conducted both of the test to investigate the differences.

¹¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2013), p.268

¹² S. Margono, *Methodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2003), p.170

a. Pre-test

Pre-test would be given in order to know how far the ability of students' writing of descriptive text. Before the teacher give treatment by using audio based dictogloss technique, the teacher would give test. Pre-test would be giving experimental class and control class.

b. Post-test

Post-test would be given to know the students' achievement after giving treatment. The researcher would be giving experimental class and control class.

2. Questionnaire

This research used questionnaire as an instrument to gain the data of student's perception of audio based dictogloss technique. Questionnaire is a tool of collecting written data which consists of questions or statements and it arranged especially and used to get information to be analyzed. In this research, the researcher gave the questionnaire to students of MAN 1 Jepara at tenth grade especially of experimental class after getting treatment. Questionnaire helped the researcher to collect the data in form of code. It also made the researcher collecting data effectively. The researcher would analyze with qualitative data analysis. Meanwhile, the

questionnaire will be counted through 4 points of likert scale survey.

3. Observation

Observation interpreted as record-keeping and perception systematically to visible symptom at research object.¹³ The observation was used as a method will be effective if the researcher uses observation checklist as an instrument.¹⁴ In this research, the researcher would analyze the observation's data with qualitative data analysis. The researcher would also observe the activity in the class during the lesson by using observation checklist to get data about situation of teaching learning process related to the teacher's performance and the students' participation in the class.

4. Documentation

Documentation is used to look for the data concerning matter or the variable taken from of the note, book, magazine, newspaper, transcript, agenda, etc.¹⁵ It referred to the archival data that helps the researcher to

¹³ S. Margono, *Methodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2003), p.158

¹⁴ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Prkatik*, (Jakarta: Rineka Cipta, 2010), p. 272

¹⁵ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: BumiAksara, 2007), p.201

collect the needed data.¹⁶. The researcher used documents related to the object research such as students name list and the English subject schedules. Moreover, it is used to prove that the research is real, not a fictive research.

F. Analytic Scoring of Writing Descriptive Text

The researcher gave writing test to students to analyze their scores on content; Topic, and details, organization; Identification and description, grammar; Use present tense and agreement aspect, vocabulary, mechanics; Spelling, punctuation, and capitalization

Table 3.5

The Analytical Scoring of Writing Descriptive Text¹⁷

Aspect	Score	Performance Description
Content (C) -Topic, -Details	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but

¹⁶ S. Margono, *Methodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2003), p.181

¹⁷ H. D. Brown, *Language Assessment Principles and Classroom Practice*, (California: Pearson ESL, 2003), p.246

		the details are not relating to the topic
	1	The topic is not clear but the details are not relating to the topic
Organization (O)	4	Identification is complete, and description are arranged with proper connection
- Identification, - Description	3	Identification is almost complete, and description are arranged with almost proper connection
	2	Identification is not complete, and description are arranged with misuse of connection
	1	Identification is not complete, and description are arranged with proper connectives
Grammar (G)	4	Very few grammatical for agreement inaccuracies
-Use present tense, -Agreement aspect	3	Very few grammatical for agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical agreement

		inaccuracies
Vocabulary (V)	4	Effective choice of words and word forms, but to change the meaning
	3	Few misuse of vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge of words, word forms, and not understandable
Mechanics (M), -Spelling, -Punctuation, - Capitalization	4	It uses correct spelling, punctuation, and capitalization
	3	it has occasional errors of spelling, punctuation, and capitalization
	2	it has frequent errors of spelling, punctuation, and capitalization
	1	it has dominated by errors of spelling, punctuation, and capitalization

Scoring = Total score x 5

G. Data Analysis Technique

After collecting the data, the researcher analyzed the data. It used to answer the question of researcher or to examine the hypothesis that has been formulated.

1. Classifying Data

The data from this research are gathered, evaluated, and then classified based on the topic of the research problems. The data from observation and questionnaire was described by using descriptive form and the data would be analyze used the qualitative method. The data from pretest and posttest was described by table and calculation and the data would be analyze used quantitative method.

2. Scoring technique

This research used a writing test to measure students' ability in writing descriptive text. In this analyzing the researcher using the t-test to know is there an effect or not from two samples of this research. In analyzing data, here are some steps in analyzing the data of research:

a. Pre - Test

1) Normality Test

Normality test used to know the distribution data normal or not. To find out distribution data is used normality test with Chi-Square. To calculate Chi-Square test is as follows:¹⁸

Calculate the chi-square (χ^2), with the formula:

¹⁸ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.273.

$$x^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Where:

X^2 : Chi square

O_i : Frequency from sample

E_i : Frequency that was obtained from data sample

k: Number of class interval

If $X_{count}^2 > X_{table}^2$ so the data is not normal distribution and the other way if the $X_{count}^2 < X_{table}^2$ so the data is normal distribution.

2) Homogeneity Test

Homogeneity test is used to know whether experimental class and control class, that are taken from population have same variant or not. To know the Homogeneity.

$$F_{count} = \frac{Vb}{Vk}$$

Where:

Vb : Biggest Variant

Vk : Smallest Variant

The hypothesis in homogeneity test is:

$$H_0: \text{Homogeny variance} = \sigma_1^2 = \sigma_2^2$$

$$H_a: \text{Non Homogeny variance} = \sigma_1^2 \neq \sigma_2^2$$

If the calculation result of $F_{\text{count}} < F_{\text{table}}$ with $\alpha = 5\%$ degree of significances, so H_0 is accepted, it means the data is homogeneous and have same variance.

3) Test of the Average

It was used to examine average whether the experimental class and control class had been decided having different average. T-test was used to analyze the data of this research. It was used to measure or to

compare the mean scores of the two classes. And the formula is:¹⁹

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With,

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

¹⁹ Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2014),

Where:

S: Standard deviation

X_1 : The mean score of the experimental group

X_2 : The mean of the control group

n_1 : The number of experimental group students

n_2 : The number of control group students

S_1^2 : The standard deviation of experimental group

S_2^2 : The standard deviation of both groups

If $\sigma_1^2 \neq \sigma_2^2$ (has no same variant) the formula is:

$$t^1 = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The hypothesis are:

$$H_0: \mu_1 \leq \mu_2$$

$$H_a: \mu_1 > \mu_2$$

μ_1 : Average data of experimental class

μ_2 : Average data of control class

The criteria test is: H_0 is accepted if $-t_{1-\alpha} < t < t_{1-\alpha}$, where $t_{1-\alpha}$ obtained from the distribution list t with $df = (n_1 + n_2 - 2)$ and opportunities $(1 - \alpha)$. Values for other t H_0 rejected.²⁰

b. Post – Test

1) Normality Test

Normality test was the same as the normality test on the initial data.

2) Homogeneity Test

Homogeneity test was the same as the homogeneity test on the initial data.

3) Test Average (Right Hand Test)

The proposed hypothesis test in average similarity with the right test is as follows:

$$H_0: \mu_1 \leq \mu_2$$

$$H_a: \mu_1 > \mu_2$$

μ_1 : Average data of experimental class

μ_2 : Average data of control class

If $\sigma_1^2 = \sigma_2^2$ (has same variant), the formula is:

²⁰Sudjana, *Metode Statistik*, (Bandung: Tarsito, 2005), p. 239-240

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

With,

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Where:

S: Standard deviation

\bar{X}_1 : The mean score of the experimental group

\bar{X}_2 : The mean of the control group

n_1 : The number of experimental group students

n_2 : The number of control group students

S_1^2 : The standard deviation of experimental group

S_2^2 : The standard deviation of both groups

If $\sigma_1^2 \neq \sigma_2^2$ (has no same variant) the formula is:

$$t^1 = \frac{\bar{X} - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Testing criteria that apply H_0 is accepted If $t_{\text{count}} > t_{\text{table}}$ with determine $df = (n_1 + n_2 - 2)$ and $\alpha = 5\%$ with opportunities $(1 - \alpha)$. Values for other t , H_0 rejected.

After the researcher got the result from this formula the researcher would get the answer about the effectiveness of audio based dictogloss technique on teaching students' writing skill of descriptive text.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the data that was collected during the experimental research. The researcher computes the score of pre-test and post-test to find out the normality, the homogeneity, and hypothesis test. It was done both in experimental and control group. The researcher also makes descriptive of result of the questionnaire and observation to knows students' perception and teaching learning process the technique from paper distributed in the class.

A. Description of Research Findings

To explain the effectiveness of “audio-based dictogloss technique” on teaching students' writing skill of descriptive text at the tenth grade of MAN 1 Jepara in academic year 2018/2019, the researcher did an analysis of quantitative data. After conducting the research, he got the data of research finding that is obtained by using the test of experimental and control classes, and by using questionnaire and observation from student's perception about the technique after different treatment of learning process in both classes.

The implementation of this research was divided into two classes, namely experimental class (X IIK) and the control class (X IBB) with the same number of students are 35 students. Before the activities were conducted determined the

materials and lesson plan of learning. Learning in the experimental class was conducted by using audio-based dictogloss instruction while in the control class with conventional instruction (mind mapping).

The data of research was given to the students. Test was given before and after follow the learning process that was provided by the researcher. After data were collected, the researcher analyzed them to prove the truth the hypothesis that had been formulated. Questionnaire and observation were given after following the learning process that was provided by the researcher. After data were collected, the researcher analyzed them with descriptive qualitative to know what factors are influencing the effectiveness of “audio based dictogloss technique” on teaching students’ writing skill of descriptive text at the tenth grade of MAN 1 Jepara in academic year 2018/2019.

B. Data Analysis

In this analysis data, the researcher presented analysis of pretest and posttest data, analysis of questionnaire data, and analysis of observation data. The data is obtained from research that has been done by the researcher.

1. Analysis of Pretest

The researcher was done to know the normality, homogeneity, and average test of the initial data in experimental class and control class.

Table 4.1

The Score of Pretest Experimental Class and Control Class

No.	Source of Variance	Experimental	Control
1	N	35	35
2	Σ	2045	2075
3	Average	58.43	59.29
4	Variance (S^2)	189.37	191.39
5	Standard of Deviation (S)	13.76	13.83
6	MAX	80	85
7	MIN	35	40

The more calculations can be seen in appendix 20

a) Normality Test of Pretest

The normality test was used to know whether the data was normally distributed or not. To find out the distribution data was used normality test with Chi-square.

Ho: The data of normal distribution

Ha: The data of unnormal distribution

With criteria, Ho accepted if $X^2_{count} < X^2_{table}$

Table 4.2

The Result of Normality Pretest of Experimental Class and Control Class

No.	Class	Test	X^2_{count}	X^2_{table}	Criteria
1	Experimental	Pretest	6.42	7.81	Normal
2	Control	Pretest	7.12	7.81	Normal

The more calculations can be seen in appendix 23 and 24

Based on the result of the table above, it can be seen that X^2_{count} both of class were lower than X^2_{table} ($X^2_{count} < X^2_{table}$), so Ho is accepted. It can be concluded that the distribution of data of experimental and control class were normal.

b) Homogeneity Test of Pretest

The homogeneity test is used to know whether the group sample that was taken from population is homogeneous or not.

Hypothesis:

Ho: Homogeny variance = $\sigma_1^2 = \sigma_2^2$

Ha: Non Homogeny variance = $\sigma_1^2 \neq \sigma_2^2$

With criteria, Ho accepted if $F_{count} < F_{table}$ with $\alpha = 5\%$ and $df = k-1$

Table 4.3
The Result of Homogeneity Pretest of Experimental and
Control Class

No.	Class	Variance	N	F _{count}	F _{table}	Criteria
1	Experimental	189.37	35	1.01	1.77	Homogen
2	Class	191.39	35			

The more calculations can be seen in appendix 21

Based on the formula:

$$F_{\text{count}} = \frac{\text{maximum variance}}{\text{minimum variance}}$$

$$F_{\text{count}} = 1.01$$

Based on the result of table above it was obtained that F_{count} was lower than F_{table} , so H_0 accepted. It can be concluded that the data of pretest from experimental and control class have the same variance or homogeneous.

- c) Testing the similarity of average of the initial data between experimental and control class.

To test the difference of average, the researcher used t-test.

Hypothesis:

Table 4.4
The Average Similarity Test of Pretest of Experimental and
Control Class

Source of variance	Experimental	Control	Criteria
Sum	2045	2075	Identical

N	35	35	
Average	58.43	59.29	
Variance (S^2)	189.37	191.39	
Standard deviation (S)	13.76	18.83	

The more calculations can be seen in appendix 27

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

$$= 13.80$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = -0.26$$

Ho was accepted if $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$. Based on the computation above, by $\alpha = 5\%$, and $df = 35+35-2 = 68$ is obtained $t_{table} = 1.99$ and $t_{count} = -0.26$ Ho is accepted if $-t_{table} < t_{count} < t_{table}$. So, it can be concluded that there was not significant difference of the average pretest between experimental and control class, because t_{count} at the reception area of Ho.

2. Analysis of Posttest

It was done to answer hypothesis of this research. The data used are the result of post-test of both classes. The experimental class taught by using audio based dictogloss technique and the control class taught without using audio based dictogloss technique. The posttest analysis contains of normality test, homogeneity test, and hypothesis test.

Table 4.5

The Score of Posttest Experimental Class and Control Class

No.	Source of Variance	Experimental	Control
1	N	35	35
2	Σ	2465	2210
3	Average	70.43	63.14
4	Variance (S^2)	188.78	117.77
5	Standard of Deviation (S)	13.74	10.85
6	MAX	95	80
7	MIN	50	45

The more calculations can be seen in appendix 20

a) Normality test of Posttest

Ho: The data of normal distribution

Ha: The data of unnormal distribution

With the criteria, H_0 accepted if with criteria, H_0 accepted if $X^2_{count} < X^2_{table}$ with $\alpha=5\%$ and $df = k-3$

Table 4.6

The Result of Normality Posttest of Experimental and Control Class

No.	Class	X^2_{count}	X^2_{table}	Criteria
1	Experimental	7.68	7.81	Normal
2	Control	4.79	7.81	Normal

The more calculations can be seen in appendix 25 and 26

Based on the computation above it was obtained that X^2_{count} is lower than X^2_{table} by $\alpha = 5\%$ with $df = 6-3 = 3$. So, H_0 is accepted. It can be concluded that the distribution data of posttest of experimental and control class were normal.

b) Homogeneity Test of Posttest

Homogeneity test is used to determine the mean and variance of the students' score in experimental and control class.

Hypothesis:

H_0 : Homogeny variance = $\sigma_1^2 = \sigma_2^2$

H_a : Non Homogeny variance = $\sigma_1^2 \neq \sigma_2^2$

With criteria, H_0 accepted if $F_{count} < F_{table}$ with $\alpha = 5\%$ and $df = k-1$

Table 4.7
The Result Homogeneity Posttest of Experimental and
Control Class

No	Class	Variance	N	F _{count}	F _{table}	Criteria
1	Experimental	188.78	35	1.60	1.77	Homogen
2	Control	117.77	35			

The more calculations can be seen in appendix 22

$$F_{\text{count}} = \frac{\text{maximum variance}}{\text{minimum variance}}$$

$$F_{\text{count}} = 1.60$$

Based on the computation above it was obtained that F_{count} was lower than F_{table} , it means that H_0 accepted. It can be concluded that data of posttest of experimental and control class have the same variance or homogeneous.

c) The Average Difference of Posttest of Experimental and
Control Class

This test was used to know whether there was a difference average on posttest of experimental and control class. The data which were used to test the hypothesis was the posttest score both of classes. To test the difference of average used t-test.

$H_0: \mu_1 \leq \mu_2$: It means there is no significant difference between the students' writing skill who were taught by audio based dictogloss technique and who were taught without using audio based dictogloss technique.

$H_a: \mu_1 > \mu_2$: It means there is significant difference between the students' writing skill who were taught by audio based dictogloss technique and who were taught without using audio based dictogloss technique.

H_a is accepted if $t_{count} > t_{(1-\alpha)(n_1+n_2-2)}$

Table 4.8

The Average Difference of Posttest of Experimental and Control Class

Source of variance	Experimental	Control
Sum	2465	2210
N	35	35
Average	70.43	63.14
Variance (S^2)	188.78	117.77
Standard of deviation (S)	13.74	10.85

The more calculations can be seen in appendix 28

$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

$$= 12.38$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = 2.46$$

Ha was accepted if $t_{count} > t_{(1-\alpha)(n_1+n_2-2)}$. Based on the computation above, it was obtained that the average of posttest of the experimental class who were taught by using audio based dictogloss technique was 70.43 and standard deviation (s) was 13.74. While the average of posttest of the control class who were taught without audio based dictogloss technique was 63.14 and standard deviation (s) was 10.85 with df $35+35-2 = 68$ by $\alpha = 5\%$, so obtained $t_{table} = 1.99$ from the result of calculation t-test $t_{count} = 2.46$. It means that t_{count} is higher than t_{table} . So H_0 is rejected and H_a is accepted.

Because $t_{count} > t_{table}$, it can be concluded that there is significant difference between experimental and control class on posttest, the score of the experimental class was higher than the control class.

3. Hypothesis Test

Hypothesis test is intended to process the data that had been collected from the data result of experimental class and

control class after getting treatment for experimental class. The goal is to prove the acceptance or rejection of the hypothesis that had been proposed by the researcher. To prove it, the researcher used t-test.

$$H_0: \mu_1 \leq \mu_2$$

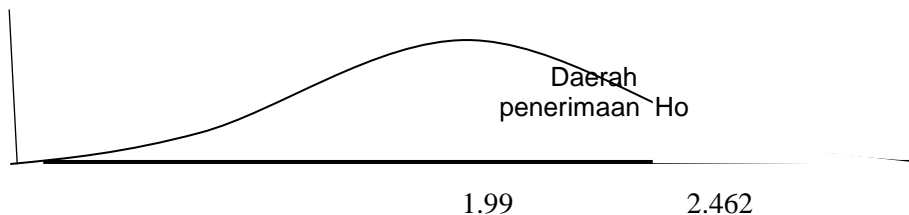
$$H_a: \mu_1 > \mu_2$$

Testing criterion is H_0 is accepted for $\alpha = 5\%$ if $t_{count} > t_{table}$ with $df = n_1 + n_2 - 2$

Based on the final data calculation of the average difference test showed that the average posttest score of experimental class was 70.43, while the average posttest score of control class was 63.14.

The result of the calculation using t-test showed that $t_{count} = 2.46$ and $t_{table} = 1.99$ with $\alpha = 5\%$ if $t_{count} > t_{table}$ with $df = n_1 + n_2 - 2$. It showed that $t_{count} > t_{table}$ ($2.46 > 1.99$). So H_0 is rejected and H_a is accepted. It means that between experimental class and control class have different averages or significantly different.

Based on H_0 rejected area, it can be drawn as follow:



From that criterion so H_0 is rejected, it means there was a significant difference between the students' writing skill in experimental and control class. The average score of experimental class was higher than control class, so it can be stated that the use of audio-based dictogloss technique on teaching students' writing of descriptive text is effective.

4. Analysis of Questionnaire

The questionnaire is a tool of collecting data which consists of questions or statements and it arranged especially and used to get information to be analyzed. In this research questionnaire was taken after treatment. The result of questionnaire would be described as follow:

- a) Through the audio based dictogloss technique, I can easily express ideas.

The result after treatment showed that those who answered strongly agreed there were 7 people, with a percentage of 20%, who answered agreed there were 24 people with a percentage of 68.6%, and those who

answered did not agree there were 4 people with a percentage of 11.4%. based on the results above, it can be concluded that by applying this audio based dictogloss technique students are helped to express ideas into writing text. Although there are some people who answer disagree, it is possible that less time in applying this audio based dictogloss technique.

- b) Through the audio based dictogloss technique, my ability to write descriptive texts will increase.

The results after treatment showed that the answer strongly agreed that there were 7 people with a percentage of 20%, and those who answered there were 28 people with a percentage of 80%. Based on the results above, it can be concluded that students using the audio based dictogloss technique ability in descriptive writing.

- c) Audio based dictogloss technique, makes me feel helped when writing English.

The result after treatment showed that those who answered strongly agreed that there were 12 people with a percentage of 34.3%, who answered agreed there were 21 people with a percentage of 60%, and who answered did not agree there was one person with a percentage of 2.9%. based on the results above, it can be concluded that students find it easier to write English texts because of

using this audio based dictogloss technique. Although there was one person who answered disagreeing, it was assumed that in applying the audio based dictogloss technique this was not comprehensive to all students due to the lack of classroom management by the researcher.

- d) I become like of writing after getting English teaching using the audio based dictogloss technique in the process of writing text.

The result after treatment showed that those who answered strongly agreed that there were 6 people with a percentage of 17.1%, who answered agreed there were 17 people with a percentage of 48.6%, and those who answered did not agree 12 people with a percentage of 34.3%. based on the results above, it can be concluded that the process of writing in English is not so significant even though getting this audio based dictogloss technique. This is evidenced by the data of less than 50% who answered agree and many of them answered that they did not agree. It is recommended that it is more time to make writing English texts like this using the audio based dictogloss technique

- e) After getting English teaching using the audio based dictogloss technique, I more easily understand the subject matter.

The result after treatment showed that those who answered strongly agreed that there were 4 people with a percentage of 11.4%, who answered agreed there were 18 people with a percentage of 51.4%, who answered did not agree there were 10 people with a percentage of 28.6%, and who answered strongly disagree there were 3 with a percentage of 8.6%. based on the results above it can be concluded that the application of the audio based dictogloss technique is quite significant. Although there are some students who disagree with the statement, it is possible for less detail to deliver material through this audio based dictogloss technique by researchers. Besides that, the process of understanding is different by students.

- f) After getting English teaching using the audio based dictogloss technique, I am not afraid to write in English.

The result after treatment showed that those who answered strongly agreed there were 7 people with a percentage of 20%, who answered strongly agreed that there were 25 people with a percentage of 71.4%, and those who answered did not agree there were 3 people with a percentage of 8.6%. based on the above results it can be concluded that the effect is quite significant on the willingness to write English text with a percentage of more than 50%.

- g) After receiving English teaching using the audio based dictogloss technique, my learning motivation increases.

The result after treatment showed that those who answered strongly agreed there were 6 people with a percentage of 17.1%, who answered strongly agree there were 24 people with a percentage of 68.6%, and those who answered did not agree there were 5 people with a percentage of 14.3%. based on the results above it can be concluded that there is a significant effect with the implementation of this audio based dictogloss technique with a percentage of more than 50%.

- h) The audio based dictogloss technique has helped me to easily respond to ideas in the process of writing English.

The result after treatment showed that those who answered strongly agreed there were 8 people with a percentage of 22.9%, who answered agreed there were 16 people with a percentage of 45.7%, and those who answered did not agree there were 11 people with a percentage of 31.4%. based on the results above it can be concluded that students feel helped to train the ability to respond to ideas that have been played. This is evidenced by the percentage that answers agree more than 50%. Although there are some who agree that they do not agree,

it is possible that there is less time in applying this audio based dictogloss technique.

- i) With the audio based dictogloss technique, I find it easier to develop the vocabulary needed when writing.

The result after treatment showed that those who answered strongly agreed there were 7 people with a percentage of 20%, who answered agreed there were 19 people with a percentage of 54.3%, and those who answered did not agree there were 9 people with a percentage of 25.7%. based on the results above it can be concluded that students are able to develop existing vocabulary into language texts by applying this audio based dictogloss technique. Although there were some who answered that they did not agree, it was possible for the researchers to apply the audio based dictogloss technique to a less than optimal level.

- j) Through audio based dictogloss technique, I know grammar easier when writing English.

The result after treatment showed that those who answered strongly agreed there were 4 people with a percentage of 11.4%, who answered agreed there were 24 people with a percentage of 68.6%, and those who answered did not agree there were 7 people with a percentage of 20%. Based on the results above it can be

concluded that the application of the audio based dictogloss technique is quite significant.

- k) The audio based dictogloss technique can give me enthusiasm in writing English.

The result after treatment showed that those who answered strongly agreed that there were 10 people with a percentage of 28.6%, who answered that there were 15 people with a percentage of 42.9%, and those who answered did not agree there were 10 people with a percentage of 28.6%. based on the above results, it can be concluded that there is enthusiasm in writing English after being given audio based dictogloss technique's treatment with a percentage of more than 50%.

- l) Through the audio based dictogloss technique, my ability to listen to English increases.

The result after treatment showed that those who answered strongly agreed there were 9 people with a percentage of 25.7%, who answered agreed there were 17 people with a percentage of 48.6%, and who disagreed there were 9 people with a percentage of 25.7%. based on the results above it can be concluded that the application of the audio based dictogloss technique has an effect on improving the ability to listen to English. Although there are some who disagree, it is possible that there is less

maximum application of audio based dictogloss techniques due to time and class management that is limited by the researcher.

- m) Through audio based dictogloss technique, my vocabulary has increased.

The result after treatment showed that those who answered strongly agreed there were 11 people with a percentage of 31.4%, who answered agreed there were 20 people with a percentage of 57.1%, and those who answered did not agree there were 4 people with a percentage of 11.4%. based on the results above it can be concluded that there is a significant effect of the implementation of the audio based dictogloss technique. It was proven that more than 50% stated that there was an increase in vocabulary after being given a audio based dictogloss technique's treatment technique.

- n) Audio based dictogloss technique gives me the easiest step in writing.

The result after treatment showed that those who answered strongly agreed there were 8 people with a percentage of 22.9%, who answered agreed there were 24 people with a percentage of 68.6%, and those who answered did not agree there were 3 people with a percentage of 8.6%. based on the results above it can be

concluded that students feel helped by the application of this audio based dictogloss technique.

- o) Audio based dictogloss technique, makes me active in discussions to bring together ideas from other friends.

The result after treatment showed that those who answered strongly agreed there were 7 people with a percentage of 20%, who answered agreed there were 2 people with a percentage of 60%, who answered that they did not agree there were 4 people with a percentage of 11.11%, and those who answered strongly disagree there were 3 people with a percentage of 8.6%. based on the results above it can be concluded that the forwarding of the audio based dictogloss technique is quite influential on the activity of students in the class.

- p) Audio based dictogloss technique, helps me to know the grammar that must be used in writing descriptive text.

The result after treatment showed that those who answered strongly agreed to be 7 people with a percentage of 20%, who were agreed with there were a percentage of 60%, who answered there were 4 people with a percentage of 11.11%, and those who answered strongly disagree there were 3 people with a percentage of 8.6%. based on the results above it can be concluded that the forwarding of the

audio based dictogloss technique is quite influential on the activity of students in the class.

- q) With the audio based dictogloss technique, I can find out my mistakes when writing descriptive text.

The result after treatment showed that those who answered strongly agreed that there were 13 people with a percentage of 37.1%, who answered agreed there were 16 people with a percentage of 45.7%, and those who answered did not agree there were 6 people with a percentage of 17.1%. based on the results above, it can be concluded that there is a significant effect of the application of the audio based dictogloss technique.

- r) Through audio based dictogloss technique, it keeps me from trying to write in English.

The result after treatment showed that those who answered strongly agreed there were 9 people with a percentage of 25.7%, who answered agreed there were 22 people with a percentage of 62.9%, and those who answered did not agree there were 4 people percentage 1.14%. based on the results above it can be concluded that by applying this audio based dictogloss technique, students are motivated to write in English. It is very influential so that students are better at writing English in the future.

- s) Audio based dictogloss technique, can help me in reconstructing /rewriting in English in my own language.

The result after treatment showed that those who answered strongly agreed there were 5 people with a percentage of 14.3%, who answered agreed there were 22 people with a percentage of 62.9%, and those who answered did not agree there were 8 people with a percentage of 22.9%. based on the results above, it can be concluded that there is a significant influence with the implementation of this audio based dictogloss technique.

- t) After receiving English teaching using the audio based dictogloss technique, I feel better than not using the audio based dictogloss technique in writing descriptive texts in English.

The result after treatment showed that those who answered strongly agreed there were 4 people with 11.4%, who answered agreed there were 17 people with a percentage of 48.6%, and those who answered did not agree there were 14 people with a percentage of 40%. Based on the results above, it can be concluded that there is a good influence after the implementation of this audio based dictogloss technique. Although there are some who say they disagree at 40%, it is possible for researchers to use only one technique in teaching. In addition students

cannot maximally feel the effects of the audio based dictogloss technique because of the lack of time to apply the technique and class management that has not been maximized by researchers.

5. Analysis of Observation

Observation interpreted as record-keeping and systematically visible perception of symptom at research object. In this study, researchers divided observations into 2 types of observations for students, and observations for teacher. The observation for students was aimed to knowing the activity of students when learning activities in the classroom. This observation is carried out during the treatment. The researcher has made 14 students' activity indicators obtained from the lesson plan that has been made. This observation was carried out on the experimental class (who was taught audio based dictogloss technique) with the aim of knowing how effective the application of the audio based dictogloss technique was in the classroom. Whereas the observation for the teacher aim to find out how the application of the audio based dictogloss technique by the teacher whether the implementation carried out is in accordance with the theory that has been used for reference. In this study, researchers used SPSS to analyze the results of observations and explained them through descriptive qualitative methods.

Based on the results of the analysis the researchers concluded that by applying the audio based dictogloss technique each activity carried out by students experienced a positive influence. It was proven by the results of the analysis which experienced an average of more than 50% positive behavior. Whereas from the data that has been obtained from observations for teacher, it can be concluded that the implementation carried out is quite good and there are no fatal errors. Although less than optimal level, it is due to a lack of understanding of the process of applying audio based dictogloss techniques. In addition, lack of class management and less time can be the cause of less than optimal application of this audio based dictogloss technique. The results of the analysis have been attached to the appendix.

C. Discussion of Research Result

1. The Score of Pretest

Based on the calculations of normality and homogeneity test from X IIK as the experimental class and X IBB as the control class, both of the classes were normal distribution and homogeneous.

2. The Score of Posttest

The result of this research was obtained the average score of experimental class was 70.43 which were higher than the result of control class 63.14.

The average score of experimental class was 70.43 and standard deviation (s) was 13.74. Teaching students' writing skill descriptive text in experimental class by using audio based dictogloss technique can help students in the process of writing English text. In addition, students not only get easy techniques for writing, but students can also be able to practice listening skills through audio or other dictation methods that are easy to use. And also students can train memory and increase vocabulary in English which is certainly useful for the future of the students themselves. It can be seen on average score of experimental class which was better than control class.

The average score of control class was 63.14 and standard deviation (s) was 10.85. Teaching students' writing skill descriptive text in control class by using without audio based dictogloss technique make the students feel bored with the material that is presented because of the method too monotone. The students still had difficulty in transferring their taught and ideas in their writing.

Based on the result of calculation of t-test is obtained $t_{count} = 2.46$ and $t_{table} = 1.99$. It showed that $t_{count} > t_{table}$ ($2.46 > 1.99$). So H_0 is rejected and H_a is accepted. It means there was a significant difference between the students' writing skill who were taught by using audio based dictogloss technique and the students' writing skill who were taught by without audio based dictogloss technique.

3. The Analysis of Questionnaire

The results of this research showed that after applying the audio based dictogloss technique as a whole the students felt helped by the process of writing descriptive English language. And from this questionnaire can be obtained factor that influencing the effectiveness of using this audio based dictogloss technique, namely from the technique itself. This audio based dictogloss technique is able to stimulate students to write English well and also practice other skills in English.

4. The Analysis of Observation

The result of this research showed that students were very active and quite positive in the learning process using the audio based dictogloss technique. This is evidenced from the data that has been attached that the average activity and implementation of learning tasks are quite good with a percentage of more than 50%. Besides the application of

this audio based dictogloss technique by the teacher, it can be said to be capable and in accordance with the theory that is used as a reference because the teacher had good conditions require time and good class management, so that the application of audio based dictogloss techniques is more maximal.

And from this observation we can obtain factors that influencing the effectiveness of the use of this audio based dictogloss technique, namely the first of the process factors for applying this audio based dictogloss technique by the teacher. This factor is important because the attractive application of the teacher provides success in the learning process. The second factor is the condition and activity of students in the class. This factor is important because 50% of the learning process takes place optimally because of the condition of good students (healthy and have good mood) and the activity of students in carrying out activities during the learning process.

D. Limitation of the Research

The researcher realized that this research had not been optimal, there were some obstacles faced during the process, some limitations of this research are:

1. The research was limited at MAN 1 Jepara and only used 2 classes as sample, so it is possible that different result

will be gained when similar research is conducted in other schools.

2. This research is implemented in short time. It makes this research could not be done maximally. But it was enough to fulfill all requirements for a research.
3. The researcher still lacks of experience and knowledge for doing this research, so makes the implementation process of this research was less smooth. But the researcher tries to do this research as optimal as possible in accordance with guide from advisor.
4. The researcher is limited at descriptive text material for tenth grade of student in Islamic Senior High School, so it is still possible that will be gained at the different material.

Considering all those limitations, there is need more new research related audio based dictogloss technique in the next. By the hope, it will be more successful in developing English teaching and learning in the future.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding of discussion on chapter IV, it could be concluded that use of audio based dictogloss technique on teaching students' writing skill of descriptive text at the tenth grade of MAN 1 Jepara in academic year 2018/2019 was effective. It a prove by the result of t-test. The t-test showed that $t_{count} > t_{table}$ ($2.46 > 1.99$). So H_0 is rejected and H_a is accepted. It means there was a significant difference between the students' writing skill who were taught by using audio based dictogloss technique in class X IIK and the students' writing skill who were taught by without audio based dictogloss technique in class X IBB.

The average posttest score of experimental class was 70.43 and the average posttest score of control class 63.14. it means that the experimental class (X IIK) was better than control class (X IBB). The factors that influencing the effectiveness of the audio based dictogloss technique are obtained from the results of the questionnaire and observation. The questionnaire can be obtained factor that influencing the effectiveness of using this audio based dictogloss technique, namely from the technique itself. And from the observation we can obtain factors that influencing the effectiveness of the

use of this audio based dictogloss technique, namely the first of the process factors for applying this audio based dictogloss technique by the teacher. The second factor is the condition and activity of students in the class.

B. Suggestion

From the conclusion above, the writer would like to give some suggestions as follows:

1. For English Teachers

It is recommended for other English teachers to use audio based dictogloss technique as an alternative and interactive strategy in teaching writing. It is because audio based dictogloss technique through teacher can help students to write their text because this technique made students get main idea and develop their vocabulary easily. To make the learning using audio based dictogloss technique more interesting for students, the teachers can make some variations, which are suitable with the students' condition, towards the basic steps of audio based dictogloss technique which have been proposed by some experts.

2. For Further Researcher

It is suggested for other researchers to conduct further research by using same independent variable as in the present study, audio based dictogloss technique.

However, other researchers should try to research audio based dictogloss technique in relation to other English skills or subskills in order to prove whether or not audio based dictogloss technique is suitable and effective to be applied for teaching other English skills and subskills. For the example in other research where this technique can be applied to improve students' listening skills. In addition, this technique is very flexible, it can be combined with other methods such as cooperative learning. Therefore, the researcher expects this research can be hope useful and also as a reference to next researcher who wants to teach students' writing skill of descriptive text.

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Appendix 1

DAFTAR NILAI PENGETAHUAN SEMESTER GASAL											
MADRASAH ALIYAH NEGERI 1 JEPARA											
TP. 2018/2019											
Kelas X IBB											
Urut	Induk	N O M O R	N A M A	PTS	REMIDI	PAS	REMIDI	PENGETAHUAN	N I L A I	PREDIKAT	DESKRIPSI
1.	5550	ADITYA RIFQI YUSUF MAULANA		34	0	0	0	8.5	8.5	D	Tidak mampu menguasai
2.	5551	AHMAD ZAKI MAULANA		35	0	0	0	8.75	8.75	D	Tidak mampu menguasai
3.	5552	ALLAFNA TARISAT UNNISA		76	0	0	0	19	19	D	Tidak mampu menguasai
4.	5553	ALMA SYAHWALANI		67	0	0	0	16.75	16.75	D	Tidak mampu menguasai
5.	5554	AMALIA CHUSNA		55	0	0	0	13.75	13.75	D	Tidak mampu menguasai
6.	5555	ANGGRIA VESTY WULANDARI		59	0	0	0	14.75	14.75	D	Tidak mampu menguasai
7.	5556	ANGGUN DWI ASTUTIK		34	0	0	0	8.5	8.5	D	Tidak mampu menguasai
8.	5557	CHOLILA AMALIYAH		49	0	0	0	12.25	12.25	D	Tidak mampu menguasai
9.	5558	EVA AMALIA		54	0	0	0	13.5	13.5	D	Tidak mampu menguasai
10.	5559	IIN PUSPITA		56	0	0	0	14	14	D	Tidak mampu menguasai
11.	5560	ISMI APRILIA ZAHRO		57	0	0	0	14.25	14.25	D	Tidak mampu menguasai
12.	5561	JOKO SUSANTO		54	0	0	0	13.5	13.5	D	Tidak mampu menguasai
13.	5562	LISA SETIYAWATI		57	0	0	0	14.25	14.25	D	Tidak mampu menguasai
14.	5563	M. HERY KURNIAWAN		67	0	0	0	16.75	16.75	D	Tidak mampu menguasai
15.	5564	MIRNA KHAMIDAH		54	0	0	0	13.5	13.5	D	Tidak mampu menguasai
16.	5565	MUHAMMAD AGUS BAHQAQI		51	0	0	0	12.75	12.75	D	Tidak mampu menguasai
17.	5566	MUHAMMAD ALI RAHMAN		41	0	0	0	10.25	10.25	D	Tidak mampu menguasai
18.	5567	MUHAMMAD ARSYIL FERDIANSYAH		54	0	0	0	13.5	13.5	D	Tidak mampu menguasai
19.	5568	MUHAMMAD FAIS AFRIZAL		69	0	0	0	17.25	17.25	D	Tidak mampu menguasai
20.	5569	MUHAMMAD FIRDAUS AMRI		52	0	0	0	13	13	D	Tidak mampu menguasai
21.	5570	MUHAMMAD IDRUS ARDIANSYAH		41	0	0	0	10.25	10.25	D	Tidak mampu menguasai
22.	5571	MUHAMMAD IQBAL JALALUDDIN		67	0	0	0	16.75	16.75	D	Tidak mampu menguasai
23.	5572	MUHAMMAD RIFKI ROMDHONI		36	0	0	0	9	9	D	Tidak mampu menguasai
24.	5573	MUHAMMAD RIZQI MAULANA		35	0	0	0	8.75	8.75	D	Tidak mampu menguasai
25.	5574	MUHAMMAD SULKHAN FAHMI		41	0	0	0	10.25	10.25	D	Tidak mampu menguasai
26.	5575	MUHAMMAD WAHYU FEBRIANSYAH		59	0	0	0	14.75	14.75	D	Tidak mampu menguasai
27.	5576	NISA YULIANA		72	0	0	0	18	18	D	Tidak mampu menguasai
28.	5577	RISKA NAILATUL HANA		65	0	0	0	16.25	16.25	D	Tidak mampu menguasai
29.	5578	ROHMAT HARUN AL RASYID		46	0	0	0	11.5	11.5	D	Tidak mampu menguasai
30.	5579	SAIROH		52	0	0	0	13	13	D	Tidak mampu menguasai
31.	5580	SILVI AMELIA		39	0	0	0	9.75	9.75	D	Tidak mampu menguasai
32.	5581	SINTA STIANTI		41	0	0	0	10.25	10.25	D	Tidak mampu menguasai
33.	5582	SUSANTI		53	0	0	0	13.25	13.25	D	Tidak mampu menguasai
34.	5583	VANNY EKA RAHMAWATI		43	0	0	0	10.75	10.75	D	Tidak mampu menguasai
35.	5584	VINA ARYANA		71	0	0	0	17.75	17.75	D	Tidak mampu menguasai
36.	5585			0	0	0	0	0	0	D	Tidak mampu menguasai
37.	5586			0	0	0	0	0	0	D	Tidak mampu menguasai
38.	5587			0	0	0	0	0	0	D	Tidak mampu menguasai
39.	5588			0	0	0	0	0	0	D	Tidak mampu menguasai
40.	5589			0	0	0	0	0	0	D	Tidak mampu menguasai
		Rata - rata		52.457							

DAFTAR NILAI PENGETAHUAN SEMESTER GASAL											
MADRASAH ALIYAH NEGERI 1 JEPARA											
TP. 2018/2019											
Kelas X IIK											
Urut	Induk	N O M O R	N A M A	PTS	REMIDI	PAS	REMIDI	PENGETAHUAN	N I L A I	PREDIKAT	DESKRIPSI
1.	5550	ABDULLAH MISBAKHUL MUNIR		41	0	0	0	10.25	10.25	D	Tidak mampu menguasai
2.	5551	AHMAD MAIMUN ZUBER		59	0	0	0	14.75	14.75	D	Tidak mampu menguasai
3.	5552	ALFI NUR HALIZAH		49	0	0	0	12.25	12.25	D	Tidak mampu menguasai
4.	5553	ALFINA LADUNI NUR ISLAMI		48	0	0	0	12	12	D	Tidak mampu menguasai
5.	5554	ALMILLATUZ ZUHROTUL KHASANAH		48	0	0	0	12	12	D	Tidak mampu menguasai
6.	5555	AMALIYAT USSIFAH		63	0	0	0	15.75	15.75	D	Tidak mampu menguasai
7.	5556	ANDRE ILHAMKANIZAM		49	0	0	0	12.25	12.25	D	Tidak mampu menguasai
8.	5557	ARINKA MAJUNATUL KHORIDAH		54	0	0	0	13.5	13.5	D	Tidak mampu menguasai
9.	5558	DZILLA DZUN NUR 'AIN AHMAD		65	0	0	0	16.25	16.25	D	Tidak mampu menguasai
10.	5559	EKO SETIO ALDI		42	0	0	0	10.5	10.5	D	Tidak mampu menguasai
11.	5560	FADHIL NANDANA		52	0	0	0	13	13	D	Tidak mampu menguasai
12.	5561	KHUBIBADAHBI GUSTAFA		48	0	0	0	12	12	D	Tidak mampu menguasai
13.	5562	KHUSMA HADI SAPUTRA		49	0	0	0	12.25	12.25	D	Tidak mampu menguasai
14.	5563	LULUUL MUNG FARIDAH		51	0	0	0	12.75	12.75	D	Tidak mampu menguasai
15.	5564	LUTFIANA AZIZAH		66	0	0	0	16.5	16.5	D	Tidak mampu menguasai
16.	5565	MAULIYA KHOLIFATUL KHUSNIYAH		43	0	0	0	10.75	10.75	D	Tidak mampu menguasai
17.	5566	MIA OKTAFIANI		62	0	0	0	15.5	15.5	D	Tidak mampu menguasai
18.	5567	MUHAMMAD AFIEF KURNIAWAN		46	0	0	0	11.5	11.5	D	Tidak mampu menguasai
19.	5568	MUHAMMAD AKMAL KISMANA		51	0	0	0	12.75	12.75	D	Tidak mampu menguasai
20.	5569	MUHAMMAD ANAS AL HAZMI		64	0	0	0	16	16	D	Tidak mampu menguasai
21.	5570	MUHAMMAD BAIHAQI ISNAINI		68	0	0	0	17	17	D	Tidak mampu menguasai
22.	5571	MUHAMMAD HILMY IQBAL		44	0	0	0	11	11	D	Tidak mampu menguasai
23.	5572	MUHAMMAD ILHAM MA'RIFAT SALAFUDIN		67	0	0	0	16.75	16.75	D	Tidak mampu menguasai
24.	5573	MUHAMMAD IMAM ASYARI		47	0	0	0	11.75	11.75	D	Tidak mampu menguasai
25.	5574	MUHAMMAD LUBAB GHEO SYABAMA		47	0	0	0	11.75	11.75	D	Tidak mampu menguasai
26.	5575	MUHAMMAD NUR AMIRUDDIN		0	0	0	0	0	0	D	Tidak mampu menguasai
27.	5576	MUHAMMAD RINOU AZIZY		59	0	0	0	14.75	14.75	D	Tidak mampu menguasai
28.	5577	MUHAMMAD SAIFUL AMIN		69	0	0	0	17.25	17.25	D	Tidak mampu menguasai
29.	5578	NUR INAYAH WULANDZARI		67	0	0	0	16.75	16.75	D	Tidak mampu menguasai
30.	5579	NUR NADHIFAH		80	0	0	0	20	20	D	Tidak mampu menguasai
31.	5580	REYSZADIAH ARYANI		77	0	0	0	19.25	19.25	D	Tidak mampu menguasai
32.	5581	REZA NUR ISNAINI		57	0	0	0	14.25	14.25	D	Tidak mampu menguasai
33.	5582	RIALISDIANA		53	0	0	0	13.25	13.25	D	Tidak mampu menguasai
34.	5583	RINA ANNUR ALFIANNI		59	0	0	0	14.75	14.75	D	Tidak mampu menguasai
35.	5584	ROIHATUL MUFIDAH		52	0	0	0	13	13	D	Tidak mampu menguasai
36.	5585	RORO SEKTI WIDIASTUTI		43	0	0	0	10.75	10.75	D	Tidak mampu menguasai
37.	5586	SABILATUN NAILIN NIKMATUL ULYA		41	0	0	0	10.25	10.25	D	Tidak mampu menguasai
38.	5587	T SABIT A IMANIA YUSRIKA		68	0	0	0	17	17	D	Tidak mampu menguasai
39.	5588	WAFIQ AZIZAA		41	0	0	0	10.25	10.25	D	Tidak mampu menguasai
40.	5589	WULAN YUNI NOR FAZAH		46	0	0	0	11.5	11.5	D	Tidak mampu menguasai
41.	5590	YANBUAN ULUL ALBAB		53	0	0	0	13.25	13.25	D	Tidak mampu menguasai
		Rata - rata		53.366							

Appendix 2

LESSON PLAN FOR EXPERIMENTAL GROUP

School : MAN 1 JEPARA

Class : X/I

Subject : English

Skill : Writing

Material : Descriptive Text

Meeting : I

Time : 2 x 45 minutes

A. Basic Competences

3.4 Distinguishing social functions, text structure, and linguistic elements of some oral and written descriptive texts by giving and requesting information related to tourist attractions and historical buildings famous, short, and simple, according to the context of their use.

4.4 Descriptive text

4.4.1 Capturing contextual meaning related to social function, text structure, and linguistic elements of descriptive, oral and written, short and simple texts related to tourist attractions and famous historical buildings

4.4.2 Create oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, with due regard to social functions, text structures, and linguistic elements, correctly and in accordance with context.

B. Indicators of Competence Achievement

4.4.1.1. Respond to oral texts about descriptive texts related to tourist attractions and famous historical buildings

4.4.2.1. Make descriptive texts related to tourist attractions and famous historical buildings.

4.4.2.2. Demonstrate descriptive texts related to tourist attractions and famous historical buildings.

C. Learning objectives

1. Students are able to mention some vocabulary related to the picture of the Kute's Beach correctly.
2. Students are able to write vocabulary related to audio entitled Bali which is played by the teacher appropriately.
3. Students are able to reconstruct text based on vocabulary related to audio in groups.

D. Teaching Materials

Descriptive text

This descriptive text is a text that describes or describes people, animals or objects both

in their shape, their properties, their numbers and so on.

1. Social Function

To be describe something, someone, or place.

2. Generic structure

a. Identification : this part identifies particular things to be described.

b. Description : this part describes the parts and characteristic

3. Language feature

a. Use adjectives and compound adjectives
e.g brown – skinned, attractive, and beautiful

b. use linking verb appear. E.g is , are etc.

c. use attributes has and have

d. use simple present tense

4. The example of descriptive text.

Kuta's Beach



Kuta is a very beautiful beach. Kuta beach located in Badung regency. It's close to the Ngurah Rai airport and is about 9 km from Denpasar. Kuta is a beach that is very popular both in Indonesia and international. In Kuta beach, there are a variety of facilities including accommodation, restaurant, bar, as well as a very famous surfing spots in the world. In Kuta beach, you will see a lot of tourists with a variety of activities in which they live. The usual tourist will take the time for sunbathing, kite flying, playing volleyball, walking around, and playing beach soccer. This is a beach that is very crowded every day.

The activity in Kuta beach is not only takes place during the day, but also in the night. Various types of pubs and restaurants provide night hours for visitors so they can enjoy a meal and entertainment throughout the night. The night life at Kuta beach starts at 23:00. When you visit Kuta beach, then you do not have to worry with the existing system of accommodation. In the vicinity of Kuta beach, there are many types of hotels and resorts that provide you with

an accommodation budget ranging from the lowest to the highest. Kuta Beach is a beach that is highly recommended for you. In addition to offering the natural beauty, the environment around it also gives a classy facility.

E. Learning activities

No.	Teacher Activities	Student Activities	Time
1.	<p>Preliminary Activities</p> <p>Teacher greetings to students</p> <p>1. Teacher checks the students attendance. (PPK = Discipline)</p> <p>2. Teacher asks some questions to students to review the previous material. (Literacy)</p>	<p>Students respond to greetings from the teacher.</p> <p>1. Students pay attention from teacher's checks attendance. (PPK = Discipline)</p> <p>2. Students answers the teacher's questions dealing with the previous material. (Literacy)</p>	<p>20 minutes</p>

	<p>3. Teacher gives a picture related to the topic.</p> <p>4. Teacher asks students to mention some vocabularies related the topic.</p> <p>5. Teacher divides students into 6 consists of 5 students.</p>	<p>3. Students observes a picture related to the topic.</p> <p>4. Students mentions some vocabularies related the topic</p> <p>5. Students makes 6 groups consists of 5 students.</p>	
	<p>Main Activities</p> <p>BkoF</p> <p>1. Teacher asks students to discuss some vocabularies from the picture. Teacher also introduces new or difficult vocabulary from</p>	<p>BkoF</p> <p>1. Students discusses actively some vocabularies from the picture and observe introduces new or difficult vocabulary from the audio.</p>	<p>60 minutes</p>

	<p>the audio before the students heard it.</p> <p>MoT</p> <p>2. Teacher plays a short audio related to the topic.</p> <p>3. For the first play, teacher asks students to get general topic.</p> <p>4. For the second play, teacher asks students to write content words.4C (Critical Thinking)</p>	<p>MoT</p> <p>2. Students listens be careful short audio related to the topic.</p> <p>3. Students gets to general topic.</p> <p>4. Students writes correctly content words.4C (Critical Thinking).</p>	
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	<p>JCoT</p> <p>5. Teacher asks students to discuss about idea or important words that they have.</p> <p>6. Teacher asks students to reconstruct the text that has been heard in their own language and sentence from the important words or vocabulary that has been collected.</p> <p>7. Teacher asks students to present the text's</p>	<p>JCoT</p> <p>5. Students discuss actively about idea or important words that they have.</p> <p>6. Students reconstruct the text that has been heard in their own language and sentence from the important words or vocabulary that has been collected.</p> <p>7. Students present the text's reconstruction results in front of the class. 4C</p>	
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	<p>reconstruction results in front of the class. 4C (Communicating)</p> <p>8. Teacher asks students to analyze of text from other student's worksheet.</p> <p>9. Teacher gives an evaluation to the students related to the activities carried out previously.</p>	<p>(Communicating).</p> <p>8. Students analyzes of text from other student's worksheet.</p> <p>9. Students pay attentions from evaluation by teacher.</p>	
	<p>Closing Activities</p> <p>1. Teacher gives students to summaries / conclusions of lessons and</p>	<p>1. Students summarize the lessons and give attention on teacher's feedback on learning processes and results.</p>	<p>10 minutes</p>

	<p>feedback on learning processes and results.</p> <p>2. Teacher gives students to assignments, both individual and group assignments in accordance with the learning outcomes of students.</p> <p>3. Teacher gives students to the learning plan at the next meeting.</p>	<p>2. Students pay attentions to assignments, both individual and group assignments.</p> <p>3. Students pay attentions to the learning plan at the next meeting.</p>	
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F. Source Materials:

1. English handbook for teacher from Kemendikbud
2. Students handout

3. Other Relevant textbooks

G. Teaching method

Dictogloss Technique, Cooperative Learning

H. Media

Audio, speaker, laptop, board, and handout, picture.

I. Assessment

1. From : Written test
2. Technique : Students with their past activities
3. Aspect : Content, grammar, organization, vocabulary, mechanic
4. Scoring guidance : Content, grammar, organization + vocabulary + mechanic

Assessment of Descriptive Writing

Aspect	Score	Performance Description
Content (C) - Topic, - Details	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear but the details are not relating to the topic

Organization (O) - Identification, - Description	4	Identification is complete, and description are arranged with proper connection
	3	Identification is almost complete, and description are arranged with almost proper connection
	2	Identification is not complete, and description are arranged with misuse of connection
	1	Identification is not complete, and description are arranged with proper connectives
Grammar (G) -Use present tense, - Agreement aspect	4	Very few grammatical for agreement inaccuracies
	3	Very few grammatical for agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical agreement inaccuracies
Vocabulary (V)	4	Effective choice of words and word forms, but to change the meaning
	3	Few misuse of vocabularies, word forms, but not change the meaning

	2	Limited range confusing words and word forms
	1	Very poor knowledge of words, word forms, and not understandable
Mechanics (M), - Spelling, - Punctuation, - Capitalization	4	It uses correct spelling, punctuation, and capitalization
	3	it has occasional errors of spelling, punctuation, and capitalization
	2	it has frequent errors of spelling, punctuation, and capitalization
	1	it has dominated by errors of spelling, punctuation, and capitalization

Scoring : Total x 5

J. Instrument

- a. Make a descriptive text with the theme later!!
- b. At least 10 sentences and 2 paragraphs.
- c. Time allotment for writing 30 minutes

Acknowledged by:

Jepara, 1 Oktober 2018

The English Teacher

The Researcher

Rofiq Prihantono, S.Pd

Eko Riski Apriliyanto

Appendix 3

LESSON PLAN FOR EXPERIMENTAL GROUP

School : MAN 1 JEPARA

Class : X/I

Subject : English

Skill : Writing

Material : Descriptive Text

Meeting : II

Time : 2 x 45 minutes

A. Basic Competences

3.4 Distinguishing social functions, text structure, and linguistic elements of some oral and written descriptive texts by giving and requesting information related to tourist attractions and historical buildings famous, short, and simple, according to the context of their use.

4.4 Descriptive text

4.4.3 Capturing contextual meaning related to social function, text structure, and linguistic elements of descriptive, oral and written, short and simple texts related to tourist attractions and famous historical buildings

4.4.4 Create oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, with due regard to social functions, text structures, and linguistic elements, correctly and in accordance with context.

B. Indicators of Competence Achievement

4.4.1.1. Respond to oral texts about descriptive texts related to tourist attractions and famous historical buildings

4.4.2.1. Make descriptive texts related to tourist attractions and famous historical buildings.

4.4.2.2. Demonstrate descriptive texts related to tourist attractions and famous

historical buildings.

C. Learning objectives

1. Students are able to mention some vocabulary related to the picture of the Kute's Beach correctly.

2. Students are able to write vocabulary related to audio entitled Bali which is played by the teacher appropriately.

3. Students are able to reconstruct text based on vocabulary related to audio in groups.

D. Teaching Materials

Descriptive text

This descriptive text is a text that describes or describes people, animals or objects both in their shape, their properties, their numbers and so on.

5. Social Function

To be describe something, someone, or place.

6. Generic structure

c. Identification : this part identifies particular things to be described.

d. Description : this part describes the parts and characteristic

7. Language feature

e. Use adjectives and compound adjectives

e.g brown – skinned, attractive, and beautiful

f. use linking verb appear. E.g is , are etc.

g. use attributes has and have

h. use simple present tense

8. The example of descriptive text

Kuta's Beach



Kuta is a very beautiful beach. Kuta beach located in Badung regency. It's close to the Ngurah Rai airport and is about 9 km from Denpasar. Kuta is a beach that is very popular both in Indonesia and international. In Kuta beach, there are a variety of facilities including accommodation, restaurant, bar, as well as a very famous surfing spots in the world. In Kuta beach, you will see a lot of tourists with a variety of activities in which they live. The usual tourist will take the time for sunbathing, kite flying, playing volleyball, walking around, and playing beach soccer. This is a beach that is very crowded every day.

The activity in Kuta beach is not only takes place during the day, but also in the night. Various types of pubs and restaurants provide night hours for visitors so they can enjoy a meal and entertainment throughout the night. The night life at Kuta beach starts at 23:00. When you visit Kuta beach, then you do not have to worry with the existing system of accommodation. In the vicinity of Kuta beach, there are many types of hotels and resorts that provide you with an accommodation budget ranging from the lowest to the highest. Kuta Beach is a beach that is highly recommended for you. In addition to offering the natural beauty, the environment around it also gives a classy facility.

E. Learning activities

No.	Teacher Activities	Student Activities	Time
1.	Preliminary		20 minutes

	<p>Activities</p> <p>Teacher greetings to students</p> <p>6. Teacher checks the students attendance. (PPK = Discipline)</p> <p>7. Teacher asks some questions to students to review the previous material. (Literacy).</p>	<p>Students respond to greetings from the teacher.</p> <p>6. Students pay attentions from teacher's checks attendance. (PPK = Discipline)</p> <p>7. Students answers the teacher's questions dealing with the previous material. (Literacy)</p>	
	<p>Main Activities</p> <p>JCoT</p> <p>1. Teacher asks students to continuing</p>	<p>JCoT</p> <p>1. Students continues writing reconstruct text from previous meeting.</p>	<p>60 minutes</p>

	<p>writing reconstruct text from previous meeting.</p> <p>2. Teacher asks students to analyze together some text's reconstruct result from other worksheet. 4C (Critical Thinking).</p> <p>3. Teacher asks students to presents their analyze in front of class.4C (Communicati</p>	<p>2. Students analyzes together some text's reconstruct result from other worksheet. 4C (Critical Thinking).</p> <p>3. Students presents their analyzes in front of class.4C (Communicating).</p>	
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	<p>ng).</p> <p>4. Teacher gives an evaluation to the students related to the activities carried out previously.</p>	<p>4. Students pay attentions from evaluation by teacher.</p>	
	<p>Closing Activities</p> <p>4. Teacher gives students to summaries / conclusions of lessons and feedback on learning processes and results.</p> <p>5. Teacher gives students to assignments, both individual and</p>	<p>4. Students pay attentions to summaries of lessons and feedback on learning processes and results.</p> <p>5. Students pay attentions to assignments, both individual and group assignments.</p>	<p>10 minutes</p>

	<p>group assignments in accordance with the learning outcomes of students.</p> <p>6. Teacher gives students to the learning plan at the next meeting.</p>	<p>6. Students pay attentions to the learning plan at the next meeting.</p>	
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F. Source Materials:

4. English handbook for teacher from Kemendikbud
5. Students handout
6. Other Relevant textbooks

G. Teaching method

Dictogloss Technique, Cooperative Learning

H. Media

Audio, speaker, laptop, board, and handout, picture.

I. Assessment

5. From : Written test
6. Technique :Students with their past activities
7. Aspect :Content, grammar, organization, vocabulary, mechanic
8. Scoring guidance :Content, grammar, organization + vocabulary + mechanic

Assessment of Descriptive Writing

Aspect	Score	Performance Description
Content (C) - Topic, - Details	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear but the details are not relating to the topic
Organization (O) - Identification, - - Description	4	Identification is complete, and description are arranged with proper connection
	3	Identification is almost complete, and description are arranged with almost proper connection
	2	Identification is not complete, and

		description are arranged with misuse of connection
	1	Identification is not complete, and description are arranged with proper connectives
Grammar (G) -Use present tense, - Agreement aspect	4	Very few grammatical for agreement innacuracies
	3	Very few grammatical for agreement innacuracies but not effect on meaning
	2	Numerous grammatical or agreement innacuracies
	1	Frequent grammatical agreement innacuracies
Vocabulary (V)	4	Effective choice of words and word forms, but to change the meaning
	3	Few misuse of vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge of ords, word forms, and not understandable
Mechanics (M), - Spelling, -	4	It uses correct spelling, punctuation, and capitalization
	3	it has occasional errors of spelling,

Punctuation, - Capitalization		punctuation, and capitalization
	2	it has frequent errors of spelling, punctuation, and capitalization
	1	it has dominated by errors of spelling, punctuation, and capitalization

Scoring = Total x 5

J. Instrument

- d. Make a descriptive text with the theme later!!
- e. At least 10 sentences and 2 paragraphs.
- f. Time allotment for writing 30 minutes

Acknowledged by:

Jepara, 1 Oktober 2018

The English Teacher

The Researcher

Rofiq Prihantono, S.Pd

Eko Riski Apriliyanto

Appendix 4

LESSON PLAN FOR CONTROL GROUP

School : MAN 1 JEPARA

Class : X/I

Subject : English

Skill : Writing

Material : Descriptive Text

Meeting : I

Time : 2 x 45 minutes

A. Basic Competences

3.4 Distinguishing social functions, text structure, and linguistic elements of some oral and written descriptive texts by giving and requesting information related to tourist attractions and historical buildings famous, short, and simple, according to the context of their use.

4.4 Descriptive text

4.4.5 Capturing contextual meaning related to social function, text structure, and linguistic elements of descriptive, oral and written, short and simple texts related to tourist attractions and famous historical buildings

4.4.6 Create oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, with due regard to social functions, text structures, and linguistic elements, correctly and in accordance with context.

B. Indicators of Competence Achievement

4.4.1.1. Respond to oral texts about descriptive texts related to tourist attractions and famous historical buildings

4.4.2.1. Make descriptive texts related to tourist attractions and famous historical buildings.

4.4.2.2. Demonstrate descriptive texts related to tourist attractions and famous historical buildings.

C. Learning objectives

1. Students are able to mention some vocabulary related to the picture correctly
2. Students are able to mention generic structure and language feature appropriately.
3. Students are able to demonstrate descriptive text.
4. Students are able to write descriptive text using mind mapping.

D. Teaching Materials

Descriptive text

This descriptive text is a text that describes or describes people, animals or objects both

in their shape, their properties, their numbers and so on.

9. Social Function

To be describe something, someone, or place.

10. Generic structure

e. Identification : this part identifies particular things to be described.

f. Description : this part describes the parts and characteristic

11. Language feature

i. Use adjectives and compound adjectives

e.g brown – skinned, attractive, and beautiful

j. use linking verb appear. E.g is , are etc.

k. use attributes has and have

l. use simple present tense

12. The example of descriptive text

The Eiffel Tower



The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair. The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the

second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants. The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

E. Learning activities

No.	Teacher Activities	Student Activities	Time
1.	<p>Preliminary Activities</p> <p>Teacher greetings to students</p> <p>1. Teacher checks the students attendance. (PPK = Discipline)</p> <p>2. Teacher review again to students of the previous material. (Literacy).</p>	<p>Students respond to greetings from the teacher.</p> <p>8. Students pay attention from teacher's checks attendance. (PPK = Discipline)</p> <p>9. Students listens the previous material. (Literacy).</p>	20 minutes
	Main Activities		60 minutes

	<p>BkoF</p> <ol style="list-style-type: none"> 1. Teacher shows an images of famous tourist to students 2. Teacher asks students to mentions some the vocabulary to help writing text descriptive. 3. Teacher gives example of writing descriptive texts to students 4. The teacher gives explanation of descriptive 	<p>BkoF</p> <ol style="list-style-type: none"> 5. Students observes intensively an images famous tourist. 6. Students mentions some the vocabulary to help writing text descriptive. 7. Students pay attentions from teacher's example. 8. Students pay attentions intensively from teacher's explanation material 	
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	<p>text's material.</p> <p>MoT</p> <p>5. Teacher divides into 6 groups, where each group consists of 5 students (4C = Collaborative)</p> <p>6. Teacher asks students' each group to makes descriptive text by writing a general to specific vocabulary. - 4C (Critical Thinking)</p> <p>JCoT</p> <p>7. Teacher asks students</p>	<p>MoT</p> <p>9. Students makes 6 groups, where each group consists of 5 students. (4C = Collaborative).</p> <p>10. Students' each group to makes descriptive text by writing a general to specific vocabulary. - 4C (Critical Thinking)</p> <p>JCoT</p> <p>11. students presents what they write in front of class. 4C</p>	
--	--	--	--

	<p>presents what they write in front of class.</p> <p>4C (Communicating).</p> <p>8. Teacher gives an evaluation to the students related to the activities carried out previously.</p>	<p>(Communicating)</p> <p>12. Students pay attentions from evaluation by teacher.</p>	
	<p>Closing Activities</p> <p>7. Teacher gives students to summarizes / conclusions of lessons and feedback on learning processes and results.</p>	<p>7. Students pay attentions to summaries of lessons and feedback on learning processes and results.</p>	<p>10 minutes</p>

	<p>8. Teacher gives students to assignments, both individual and group assignments in accordance with the learning outcomes of students.</p>	<p>8. Students pay attentions to assignments, both individual and group assignments.</p>	
	<p>9. Teacher gives students to the learning plan at the next meeting.</p>	<p>9. Students pay attentions to the learning plan at the next meeting.</p>	

F. Source Materials:

7. English handbook for teacher from Kemendikbud
8. Students handout
9. Other Relevant textbooks

G. Teaching method

Mind Mapping, Cooperative Learning

H. Media

Gambar, Kertas Karton, LCD, laptop, board, and handout

I. Assessment

9. From : Written test

10. Technique :Students with their past activities

11. Aspect :Content, grammar, organization, vocabulary, mechanic

12. Scoring guidance :Content, grammar, organization + vocabulary + mechanic

Assessment of Descriptive Writing

Aspect	Score	Performance Description
Content (C) - Topic, - Details	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear but the details are not relating to the topic
Organization (O) - Identification,	4	Identification is complete, and description are arranged with proper connection

- Description	3	Identification is almost complete, and description are arranged with almost proper connection
	2	Identification is not complete, and description are arranged with misuse of connection
	1	Identification is not complete, and description are arranged with proper connectives
Grammar (G) -Use present tense, - Agreement aspect	4	Very few grammatical for agreement innacuracies
	3	Very few grammatical for agreement innacuracies but not effect on meaning
	2	Numerous grammatical or agreement innacuracies
	1	Frequent grammatical agreement innacuracies
Vocabulary (V)	4	Effective choice of words and word forms, but to change the meaning
	3	Few misuse of vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge of ords, word

		forms, and not understandable
Mechanics (M), -	4	It uses correct spelling, punctuation, and capitalization
Spelling, -	3	it has occasional errors of spelling, punctuation, and capitalization
Punctuation, -		
Capitalization	2	it has frequent errors of spelling, punctuation, and capitalization
	1	it has dominated by errors of spelling, punctuation, and capitalization

Scoring = Total x 5

J. Instrument

- g. Make a descriptive text with the theme later!!
- h. At least 10 sentences and 2 paragraphs.
- i. Time allotment for writing 30 minutes

Acknowledged by:

Jepara, 1 Oktober 2018

The English Teacher

The Researcher

Rofiq Prihantono, S.Pd

Eko Riski Apriliyanto

Appendix 5

LESSON PLAN FOR CONTROL GROUP

School : MAN 1 JEPARA

Class : X/I

Subject : English

Skill : Writing

Material : Descriptive Text

Meeting : II

Time : 2 x 45 minutes

A. Basic Competences

3.4 Distinguishing social functions, text structure, and linguistic elements of some oral and written descriptive texts by giving and requesting information related to tourist attractions and historical buildings famous, short, and simple, according to the context of their use.

4.4 Descriptive text

4.4.7 Capturing contextual meaning related to social function, text

structure, and linguistic elements of descriptive, oral and written, short and simple texts related to tourist attractions and famous historical buildings

4.4.8 Create oral and written descriptive texts, short and simple, related to tourist attractions and famous historical buildings, with due regard to social functions, text structures, and linguistic elements, correctly and in accordance with context.

B. Indicators of Competence Achievement

4.4.1.1. Respond to oral texts about descriptive texts related to tourist attractions and famous historical buildings

4.4.2.1. Make descriptive texts related to tourist attractions and famous historical buildings.

4.4.2.2. Demonstrate descriptive texts related to tourist attractions and famous historical buildings.

C. Learning objectives

1. Students are able to mention some vocabulary related to the picture correctly
2. Students are able to mention generic structure and language feature appropriately.
3. Students are able to demonstrate descriptive text.
4. Students are able to write descriptive text using mind mapping.

D. Teaching Materials

Descriptive text

This descriptive text is a text that describes or describes people, animals or objects both in their shape, their properties, their numbers and so on.

13. Social Function

To be describe something, someone, or place.

14. Generic structure

g. Identification : this part identifies particular things to be described.

h. Description : this part describes the parts and characteristic

15. Language feature

m. Use adjectives and compound adjectives

e.g brown – skinned, attractive, and beautiful

n. use linking verb appear. E.g is , are etc.

o. use attributes has and have

p. use simple present tense

16. The example of descriptive text

Prambanan's Temple



Prambanan temple is the largest Hindust temple complex in Indonesia. The temple was built in the 10th century and was dedicated to Shiva. There are 8 big temples and 8 small temples at the main yard. There are also 222 smaller temple at the lower yard. Inside the big temples, there are statues. There are statues of Sviva, Brahma, and Visnu. They are the Hindust three highest Gods. There are also other statues. One of the most popular is roro jonggrang statues. The legend tells that it was actually a girl that cursed to be a stone. There is also relief about Ramayana at the temple wall. And we can also see Ramayana Ballet Dance at the temple complex at night.

E. Learning activities

No.	Teacher Activities	Student Activities	Time
1.	Preliminary Activities Teacher greetings	Students respond to greetings from the teacher.	20 minutes

	<p>to students</p> <p>3. Teacher checks the students attendance. (PPK = Discipline)</p> <p>4. Teacher review again to students of the previous material. (Literacy).</p>	<p>10. Students pay attention from teacher's checks attendance. (PPK = Discipline)</p> <p>11. Students listens the previous material. (Literacy).</p>	
	<p>Main Activities BkoF</p> <p>9. Teacher shows an images of famous tourist to students.</p> <p>10. Teacher asks students to mentions some the vocabulary to help writing text descriptive.</p> <p>11. Teacher gives example of writing descriptive texts to students.</p> <p>12. The teacher gives</p>	<p>BkoF</p> <p>13. Students observes intensively an images famous tourist.</p> <p>14. Students mentions some the vocabulary to help writing text descriptive.</p> <p>15. Students pay attentions from teacher's example.</p> <p>16. Students pay attentions intensively from teacher's</p>	<p>60 minutes</p>

	<p>explanation of descriptive text's material.</p> <p>MoT</p> <p>13. Teacher divides into 6 groups, where each group consists of 5 students (4C = Collaborative)</p> <p>.</p> <p>14. Teacher asks students' each group to makes descriptive text by writing a general to specific vocabulary. - 4C (Critical Thinking)</p> <p>JCoT</p> <p>15. Teacher asks students presents what they write in front of class. 4C (Communicating).</p> <p>16. Teacher gives an evaluation to the students</p>	<p>explanation material</p> <p>MoT</p> <p>17. Students makes 6 groups, where each group consists of 5 students. (4C = Collaborative).</p> <p>18. Students' each group to makes descriptive text by writing a general to specific vocabulary. -4C (Critical Thinking)</p> <p>JCoT</p> <p>19. students presents what they write in front of class. 4C (Communicating)</p> <p>20. Students pay attentions from evaluation by teacher.</p>	
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	related to the activities carried out previously.		
	<p>Closing Activities</p> <p>10. Teacher gives students to summarizes / conclusions of lessons and feedback on learning processes and results.</p> <p>11. Teacher gives students to assignments, both individual and group assignments in accordance with the learning outcomes of students.</p> <p>12. Teacher gives students to the learning plan at the next meeting.</p>	<p>10. Students pay attentions to summaries of lessons and feedback on learning processes and results.</p> <p>11. Students pay attentions to assignments, both individual and group assignments.</p> <p>12. Students pay attentions to the learning plan at the next meeting.</p>	10 minutes

F. Source Materials:

10. English handbook for teacher from Kemendikbud

11. Students handout

12. Other Relevant textbooks

G. Teaching method

Mind Mapping, Cooperative Learning

H. Media

Gambar, Kertas Karton, LCD, laptop, board, and handout

I. Assessment

13. From : Written test

14. Technique : Students with their past activities

15. Aspect : Content, grammar, organization, vocabulary, mechanic

16. Scoring guidance : Content, grammar, organization + vocabulary + mechanic

Assessment of Descriptive Writing

Aspect	Score	Performance Description
Content (C) - Topic, - Details	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear but the details are not relating to the topic
	1	The topic is not clear but the details are not relating to the topic
Organization	4	Identification is complete, and

(O) - Identification, - Description		description are arranged with proper connection
	3	Identification is almost complete, and description are arranged with almost proper connection
	2	Identification is not complete, and description are arranged with misuse of connection
	1	Identification is not complete, and description are arranged with proper connectives
Grammar (G) -Use present tense, - Agreement aspect	4	Very few grammatical for agreement inaccuracies
	3	Very few grammatical for agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical agreement inaccuracies
Vocabulary (V)	4	Effective choice of words and word forms, but to change the meaning
	3	Few misuse of vocabularies, word forms, but not change the meaning
	2	Limited range confusing words and

		word forms
	1	Very poor knowledge of words, word forms, and not understandable
Mechanics (M), -	4	It uses correct spelling, punctuation, and capitalization
Spelling, -	3	it has occasional errors of spelling, punctuation, and capitalization
Punctuation, -	2	it has frequent errors of spelling, punctuation, and capitalization
Capitalization	1	it has dominated by errors of spelling, punctuation, and capitalization

Scoring = Total x 5

J. Instrument

- j. Make a descriptive text with the theme later!!
- k. At least 10 sentences and 2 paragraphs.
- l. Time allotment for writing 30 minutes

Acknowledged by:

Jepara, 1 Oktober 2018

The English Teacher

The Researcher

Rofiq Prihantono, S.Pd

Eko Riski Apriliyanto

Appendix 6

Name of Experimental Class (X IIK)

No.	Students' Name	Students' Code
1	Abdullah Misbakhul Munir	E1
2	Ahmad Maimun Zuber	E2
3	Alfi Nur Halizah	E3
4	Alfina Laduni Nur Islami	E4
5	Almillatuz Zuhrotul Khasanah	E5
6	Amaliyatussifah	E6
7	Dzilla Dzun Nur'ain Ahmad	E7
8	Arinka Maunatul Khoridah	E8
9	Eko Setio Aldi	E9
10	Khubiba Dahbi Gustafa	E10
11	Khusma Hadi Saputra	E11
12	Lu'luul Mungfaridah	E12
13	Lutfiana Azizah	E13
14	Mauliya Kholifatul Khusniyah	E14
15	Mia Oktafiani	E15
16	Muhammad Afief Kurniawan	E16
17	Muhammad Akmal Kismana	E17
18	Muhammad Anas Al Hazmi	E18
19	Muhammad Hilmy Iqbal	E19
20	Muhammad Ilham Ma'rifat Salafudin	E20
21	Muhammad Imam Asyari	E21
22	Muhammad Rinou Azizy	E22
23	Muhammad Saiful Amin	E23
24	Nur Inayah Wulandzari	E24
25	Nur Nadhifah	E25
26	Reysza Diah Aryani	E26
27	Reza Nur Isnaini	E27
28	Rina Ainur Alfiani	E28
29	Roihatul Mufidah	E29
30	Roro Sekti Widiastuti	E30
31	Sabilatun Nailin Nikmatul Ulya	E31
32	Tsabita Imania Yusrika	E32
33	Wulan Yuni Nor Faizah	E33
34	Wafiq Azizaa	E34
35	Yanb'uan Ulul Albab	E35

Appendix 7

Name of Control Class (X IBB)

No.	Students' Name	Students' Code
1	Aditya Rifqi Yusuf Maulana	C1
2	Ahmad Zaki Maulana	C2
3	Allafna Tarisatunnisa	C3
4	Alma Syahwalani	C4
5	Anggria Vesty Wulandari	C5
6	Anggun Dwi Astutik	C6
7	Arjun Maulana	C7
8	Cholila Amaliyah	C8
9	Eva Amalia	C9
10	Fita Haafizhah Azzahara	C10
11	Iin Puspita	C11
12	Ismi Aprilia Zahro	C12
13	Joko Susanto	C13
14	Lisa Setiyawati	C14
15	M. Hery Kurniawan	C15
16	Mirna Khamidah	C16
17	Muhammad Agus Baihaqi	C17
18	Muhammad Ali Rahman	C18
19	Muhammad Arsyil Ferdiansyah	C19
20	Muhammad Fais Afrizal	C20
21	Muhammad Firdaus Amri	C21
22	Muhammad Idrus Ardiansyah	C22
23	Muhammad Iqbal Jalaluddin	C23
24	Muhammad Rizqi Maulana	C24
25	Muhammad Rifki Romdhoni	C25
26	Muhammad Sulkhan Fahmi	C26
27	Muhammad Wahyu Febriansyah	C27
28	Nisa Yuliana	C28
29	Riska Nailatul Hana	C29
30	Rohmat Harun Al Rasyid	C30
31	Sairoh	C31
32	Silvi Amelia	C32
33	Sinta Stianti	C33
34	Susanti	C34
35	Vina Aryana	C35

Appendix 8

INSTRUMENT OF PRETEST

Name :

Class :

Day/Date :

Instruction :

1. Write your full name, your class, and day/date
2. Make a 100 words descriptive text about Bandengan Beach no more than 45 minutes
3. Do not forget to write the title

Appendix 9

INSTRUMENT OF POSTTEST

Name :

Class :

Day/Date :

Instruction :

1. Write your full name, your class, and day/date.
2. Make a 100 words descriptive text about Malioboro no more than 45 minutes
3. Do not forget to write the title

Appendix 10

Kuesioner Pembelajaran Bahasa Inggris

A. Identitas Siswa

Nama :

Kelas :

Alamat :

B. Penjelasan Metode Dictogloss

Metode Dictogloss adalah salah satu metode pengajaran yang berfungsi membantu proses menulis siswa pada deskriptif teks. Metode ini mempunyai 3 tahap yakni: Yang pertama, guru membacakan sebuah teks deskriptif sebanyak 2 kali. Yang kedua, pada saat pembacaan teks deskriptif yang kedua siswa diminta untuk mengambil beberapa kata kunci lalu didiskusikan di dalam kelompok. Yang ketiga, siswa diminta untuk merekonstruksi atau membuat ulang kembali teks deskriptif dengan bantuan kata kunci yang telah didapatkan. Kemudian setelah melakukan tahapan – tahapan diatas siswa diminta mempresentasikan di depan kelas dan didiskusikan kembali dengan kelompok yang lain. Manfaat yang lain dari penggunaan metode ini adalah siswa tidak hanya dibantu proses menulisnya saja, tetapi juga dapat membantu memperkaya kosakata yang dibutuhkan dalam

mengembangkan kalimat saat melakukan penulisan. Berikut ini adalah kuesioner untuk memberikan tanggapan bagaimana pengaruh penerapan metode dictogloss ini saat proses pembelajaran dengan rincian tanggapan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Butir Kuesioner	Jawaban			
		SS	S	TS	STS
	Aspek Afektif				
1.	Melalui dictogloss technique, saya bisa mengeksresikan ide dengan mudah				
2.	Melalui dictogloss technique, kemampuan saya dalam menulis descriptive teks akan meningkat				
3.	Dictogloss technique, membuat saya merasa terbantu ketika menulis				

	bahasa Inggris				
4.	Saya menjadi suka menulis setelah mendapatkan pengajaran bahasa Inggris menggunakan metode dictogloss dalam proses menulis sebuah teks				
5.	Setelah mendapat pengajaran bahasa Inggris menggunakan metode dictogloss, saya lebih mudah memahami materi pelajaran				
6.	Setelah mendapat pengajaran bahasa Inggris menggunakan metode dictogloss, saya tidak takut menulis dalam bahasa Inggris				
7.	Setelah mendapat pengajaran bahasa Inggris menggunakan metode dictogloss, motivasi belajar saya meningkat				
8.	Metode dictogloss telah membantu saya untuk mempermudah merespon ide ide dalam proses menulis				

	bahasa Inggris				
9.	Dengan metode dictogloss, saya menjadi lebih mudah mengembangkan kosakata yang dibutuhkan saat menulis				
10.	Melalui dictogloss, saya menjadi lebih mudah mengetahui tatabahasa saat menulis bahasa Inggris				
11.	Metode dictogloss dapat memberikan saya semangat dalam menulis bahasa Inggris.				
12.	Melalui metode dictogloss, kemampuan mendengarkan bahasa Inggris saya lebih meningkat.				
13.	Melalui dictogloss, kosakata saya menjadi bertambah.				
14.	Dictogloss memberikan saya langkah yang paling mudah dalam menulis.				
15.	Dictogloss, membuat saya menjadi aktif dalam diskusi				

	untuk menyatukan ide-ide dari teman yang lain.				
16.	Dictogloss, membantu saya untuk mengetahui tatabahasa yang harus digunakan dalam menulis teks deskriptif.				
17.	Dengan metode dictogloss, saya bisa mengetahui kesalahan saya saat menulis teks deskriptif.				
18.	Melalui dictogloss, membuat saya untuk terus mencoba menulis dalam bahasa Inggris.				
19.	Dictogloss, dapat membantu saya dalam merekonstruksi / menulis ulang dalam bahasa Inggris dengan bahasa saya sendiri.				
20.	Setelah mendapat pengajaran bahasa Inggris menggunakan metode dictogloss, saya merasa lebih baik dibandingkan tidak menggunakan metode				

	dictogloss dalam menulis teks deskriptif dalam bahasa Inggris.				
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Appendix 11

The Observation Checklist for Teacher

No.	Teacher's Activities	Score				Note
		1	2	3	4	
1.	Teacher guides students to identify a picture related to the topic.					
2.	Teacher leads students to mention some vocabularies related to the topic.					
3.	Teacher prepares students' readiness to listen the audio.					
4.	Teacher leads students to discuss about important words from audio.					
5.	Teacher guides students to reconstruct the text					

8.	Teacher gives feedback to the result of students' reconstruction of text.					
9.	Teacher guides students to analyze of text from other student's worksheet.					
10.	Teacher leads the students to summarize the lesson learned.					

The scoring scale would be formed as follow:

Score 4 : If the teacher's complete and clear works relating to the activity.

Score 3 : If the teacher's almost complete and clear works relating to the activity

Score 2 : If the teacher's less complete and clear works relating to the activity.

Score 1 : If the teacher's are not complete and clear works relating to the activity. **The Observation Checklist for Students**

Student's Name :

Class :

No.	Students' Activities	Score				Note
		1	2	3	4	
1.	Students answers the teacher's questions dealing with the previous material.					
2.	Students observes a picture related to the topic.					
3.	Students mentions some vocabularies related the topic.					
4.	Students discusses actively some vocabularies from the picture and observe introduces new or difficult vocabulary from the audio.					
5.	Students listens carefully and intentionally the audio about "Bali".					

6.	Students able to get to general topic from the audio correctly.					
7.	Students writes content words correctly.					
8.	Students discusses actively about idea or important words that they have.					
9.	Students reconstructs the text that has been heard in their own language and sentence from the important words or vocabulary that has been collected					
10	Students presents the text's reconstruction results in front of the class.					
11	Students analyzes of text from other student's worksheet.					
12	Students pay attentions from evaluation by					

	teacher.					
13	Students summarize the lessons and give attention on teacher's feedback on learning processes and results.					
14	Students pay attentions to assignments, both individual and group assignments.					

The scoring scale would be formed as follow:

Score 4 : If the student's complete and clear works relating to the activity.

Score 3 : If the student's almost complete and clear works relating to the activity

Score 2 : If the student's less complete and clear works relating to the activity.

Score 1 : If the student's are not complete and clear works relating to the activity.

Appendix 12

The Script of Bali's Vacation on Treatment of Experimental Class

Just a short drive from Bali's International Airport, and renowned for its nightlife and shopping, it's hard to imagine this was once a sleepy fishing village. Yet Kuta's crescent shaped beach still retains a magical quality, casting a spell over sun worshippers from all over the world. From Kuta, grab your sarong and follow beach north, to the beaches of Legian, Double Six, and Seminyak, where things really mellow out. Step from the sand of Seminyak and into Petitenget Temple. The temple was built centuries ago, around a simple shrine built to appease troublesome spirits who haunted area.

Today, Seminyak is a tranquil place, known for its great restaurants and fashion boutiques. Bali has come a long way since it's days as just a backpacker destination. Head south from Kuta to the Bukit Penninsula where you'll the luxury resort enclave of Nusa Dua, a name synonymous with seclusion and style. On the Penninsula's westside is one of Bali's finest beaches, Jimbaran. Towards the end of the day, pull up a chair at one of the seafood restaurants, and experience an incredible spectacle, as Bali's gods hurl paint across the heavens.

Appendix 13

Name: Tsabita Inonia Yusrika

Class: X Religion

Day/Date: Thursday, 4th October 2018

Instruction :

1. Write your full name, your class, and day/date
2. Make a 100 words descriptive text about Bandengan Beach no more than 45 minutes
3. Do not forget to write the title

Bandengan Beach

The Bandengan Beach or Tirta Samudra is one of the beach in Jepara. It is located in Bandengan village. The place is very beautiful. In Bandengan Beach, there are variety of facilitas including accomodation, restaurant, mosque, and lodging.

This place is known as the best place to seeing the view of sunset in the evening. All people who come in Jepara will feel very happy if the can watch this panoramic sunset in this city. They can surf, play soccer beach, enjoy the beautiful scenery or just walk near the beach. This beach has many rides : Wave house, Banana boat, ATV, kids park, and others. We can also enjoy typical food from Jepara.

Needing hotel or lodgment to sleep near Bandengan Beach, do not worry because Bandengan will give best lodgment and resort which have a beach front locations with vary budget ranges. You can choose the best place. This place is the best beach and must visited Bandengan with beautiful beach will make tourist feel happy and want to come back again.

Name: Ahmad Maimun Zuber

Class: 7 IIX

Day/Date: Thursday, 4 October 2018

Instruction:

1. Write your full name, your class, and day/date
2. Make a 100 words descriptive text about Bandengan Beach no more than 45 minutes
3. Do not forget to write the title

2.)

Bandengan Beach / Water Ocean

Bandengan Beach or Tirta Samudra beach is the famous beach in Jepara. The place is very beautiful and romantic. People around Jepara, Kudus, Demak and Semarang know this place.

This place have white sand and pure water to good for swimming. This place also has more beautiful at dusk. we can see sunset with our family or friend.

Tirta samudra means water from ocean. many people Jepara use this place. we can go to long island from Bandengan beach.

we can play ~~with~~ surfing in Tirta Samudra beach. And we can burn sausage or socige with friend and family.

Tirta Samudra beach provide residence for tourist stay overnight. Tourist also can see beauty night in the Tirta samudra beach. And last tourist will see excited than back ~~from~~ to country.

* THANK for APPRECIATE

Appendix 14

Name: Riska Nailatul Hana

Class: x 1BB

Day/Date: Thursday / 4th October 2018

Instruction:

1. Write your full name, your class, and day/date
2. Make a 100 words descriptive text about Bandengan Beach no more than 45 minutes
3. Do not forget to write the title

• Bandengan beach

Bandengan beach is beautiful beach. Bandengan beach verandah in Jepara. We can see sunset in there. Color sea is blue and pure. There are scene Very beautiful. There are many kind fish. We can swimming in beach Bandengan because the wave is calm. We can rest and buy food and drink in side beach. And we can play sand because sand in there very white and soft. We also could take a picture. This place is located 7 kilometers north of Jepara city center. In there we can also see many boat wich in be parked. People Jepara know beach Bandengan.

Name: A. Zaki Maulana

Class: X IPS

Day/Date: Thursday, 9 October 2018

Instruction:

1. Write your full name, your class, and day/date
2. Make a 100 words descriptive text about Bandengan Beach no more than 45 minutes
3. Do not forget to write the title

Bandengan Beach

Bandengan of Wita Samudra beach is the famous beach in Jepara. The place is very beautiful and romantic. People around Jepara, Kudus, Demak know this place.

This place is located 7 kilometer north of Jepara city center. The way to get there is very easy. Just follow the traffic sign and you will find it from the town square, follow the road to Bangsri then turn left when reached Kawaten village, you can take public transportation or buy your own motorcycle.

The white sand beach which has pure water is good for swimming. The beach is safe enough for swimming because it is shallow and the wave is not so big. This place is more beautiful at dusk. We can see the beautiful sunset with our family or friend.

Appendix 15

Name: Sabilkum Nuzul N.A.

Class: X IIS

Day/Date: 18-10-18

Instruction :

1. Write your full name, your class, and day/date
2. Make a 100 words descriptive text about Malioboro no more than 45 minutes
3. Do not forget to write the title

Malioboro is the most famous street in Yogyakarta. This is the city's main street located in the heart of Yogyakarta, Malioboro is the biggest shopping beside for a recreation place. There are many interesting place in Malioboro, like distro, hotel, mall, restaurant and many more. There are many facilities there like mosque, toilet and etc. It free to use.

In Malioboro the tourist can choose what they want because there so many variety store. If you want to buy clothes you can to distro mall or if you want to buy some special snack from Yogyakarta you can buy it in ~~the~~ special snack store that can found along in Malioboro street like "Bakpia Paksi", if you are after some batik to formal batik wear, this street has them all. Batik can also be made in to bags, table cloth etc.

Name: Muhammad Anas Al Hazmi

Class: X 1K

Day/Date: 18 October 2018

Instruction:

1. Write your full name, your class, and day/date
2. Make a 100 words descriptive text about Malioboro no more than 45 minutes
3. Do not forget to write the title

Malioboro

Identification

Malioboro is the most famous street in Yogyakarta. This is the city's main street. Located in the heart of Yogyakarta, Malioboro is the biggest shopping center in Yogyakarta. Malioboro is also for shopping beside for a recreation place. There are many interesting place in Malioboro, like distro, hotel, mall, restaurant and many more. There are many facilities there like mosque, toilet and etc. It free to use.

Description

In Malioboro the tourist can choose what they want because there so many variety store. If you want to buy ~~clo~~ clothes you can to distro or mall, or if you want to buy some special snack from Yogya you can buy it in special snack store that can found along in Malioboro street like "Balepa Patok". If you are after some bank to take home as a souvenir, then Malioboro is the right place for you. From house dresses to formal bank wear, this street has them all. Bank can also be made into bags, table clothes, bed sheets, hats and a whole lot more.

Appendix 16

Name: Joke Susanto

Class: X Language

Day/Date: Kamis, 18 October

Instruction:

1. Write your full name, your class, and day/date
2. Make a 100 words descriptive text about Malioboro no more than 45 minutes
3. Do not forget to write the title

"Malioboro"

Malioboro, The biggest shop center. Malioboro is the biggest shopping centre in Yogyakarta. Malioboro is also for shopping beside for a recreation place. There are many interesting place in malioboro, like distro, hotel, mall, restaurant and many more. It is a good place for spending a lot of money. There are many facilities there like mosque, toilet, etc.

It free to use. In malioboro the tourist can choose what they want because there so many variety store.

If you want to buy clothes you can to distro or mall, or if you want to buy some special snack from Yogyakarta like "Barpia patok" you can buy it in special special snack store that can found along in malioboro street.

Name: *Mirra Khanidala*

Class: *X Bahasa*

Day/Date :

Instruction :

1. Write your full name, your class, and day/date
2. Make a 100 words descriptive text about Malioboro no more than 45 minutes
3. Do not forget to write the title

Malioboro

Malioboro is the most famous street in Yogyakarta, located in the heart of Yogyakarta. This is the city's main street.

Malioboro the biggest shop center. Malioboro is the biggest shopping center in Yogyakarta. Malioboro is also for shopping beside for a recreation place. There are many interesting place in malioboro. like distro, retel, mall, restaurant and many more it is a good place for spending a lot of money. There are many facilities there like mosque, toilet and etc. It free to use. in malioboro the tourist can choose what they want because there so many variety store.

Appendix 17

Kuesioner Pembelajaran Bahasa Inggris

A. Identitas Siswa

Nama : Amaliyat usifah
Kelas : X IIK
Alamat :

B. Penjelasan Metode Dictogloss

Metode Dictogloss adalah salah satu metode pengajaran yang berfungsi membantu proses menulis siswa pada deskriptif teks. Metode ini mempunyai 3 tahap yakni: Yang pertama, guru membacakan sebuah teks deskriptif sebanyak 2 kali. Yang kedua, pada saat pembacaan teks deskriptif yang kedua siswa diminta untuk mengambil beberapa kata kunci lalu didiskusikan di dalam kelompok. Yang ketiga, siswa diminta untuk merekonstruksi atau membuat ulang kembali teks dekskriptif dengan bantuan kata kunci yang telah didapatkan. Kemudian setelah melakukan tahapan – tahapan diatas siswa diminta mempresentasikan di depan kelas dan didiskusikan kembali dengan kelompok yang lain. Manfaat yang lain dari penggunaan metode ini adalah siswa tidak hanya dibantu proses menulisnya saja, tetapi juga dapat membantu memperkaya kosakata yang dibutuhkan dalam mengembangkan kalimat saat melakukan penulisan. Berikut ini adalah kuesioner untuk memberikan tanggapan bagaimana pengaruh penerapan metode dictogloss ini saat proses pembelajaran dengan rincian tanggapan:

SS : Sangat Setuju
S : Setuju
TS : Tidak Setuju
STS : Sangat Tidak Setuju

No.	Butir Kuesioner	Jawaban			
		SS	S	TS	STS
	Aspek Afektif				
1.	Melalui dictogloss technique, saya bisa mengekspresikan ide dengan mudah	√			
2.	Melalui dictogloss technique, kemampuan saya dalam menulis descriptive teks akan meningkat		√		
3.	Dictogloss technique, membuat saya merasa terbantu ketika menulis bahasa Inggris	√			
4.	Saya menjadi suka menulis setelah mendapatkan pengajaran bahasa Inggris menggunakan metode dictogloss dalam proses menulis sebuah teks	√			
5.	Setelah mendapat pengajaran bahasa Inggris menggunakan metode dictogloss, saya lebih mudah memahami materi pelajaran	√			
6.	Setelah mendapat pengajaran bahasa Inggris menggunakan metode dictogloss, saya tidak takut menulis dalam bahasa Inggris	√			
7.	Setelah mendapat pengajaran bahasa Inggris menggunakan metode dictogloss, motivasi belajar saya meningkat	√			
8.	Metode dictogloss telah membantu saya untuk mempermudah merespon ide ide dalam proses menulis bahasa Inggris		√		
9.	<i>Dengan metode dictogloss, saya menjadi lebih mudah mengembangkan kosakata yang dibutuhkan saat menulis</i>		√		
10.	Melalui dictogloss, saya menjadi lebih mudah		√		

	mengetahui tatabahasa saat menulis bahasa Inggris				
11.	Metode dictogloss dapat memberikan saya semangat dalam menulis bahasa Inggris.	✓			
12.	Melalui metode dictogloss, kemampuan mendengarkan bahasa Inggris saya lebih meningkat.		✓		
13.	Melalui dictogloss, kosakata saya menjadi bertambah.	✓			
14.	Dictogloss memberikan saya langkah yang paling mudah dalam menulis.	✓			
15.	Dictogloss, membuat saya menjadi aktif dalam diskusi untuk menyatukan ide-ide dari teman yang lain.		✓		
16.	Dictogloss, membantu saya untuk mengetahui tatabahasa yang harus digunakan dalam menulis teks deskriptif.		✓		
17.	Dengan metode dictogloss, saya bisa mengetahui kesalahan saya saat menulis teks deskriptif.		✓		
18.	Melalui dictogloss, membuat saya untuk terus mencoba menulis dalam bahasa Inggris.	✓			
19.	Dictogloss, dapat membantu saya dalam merekonstruksi / menulis ulang dalam bahasa Inggris dengan bahasa saya sendiri.		✓		
20.	Setelah mendapat pengajaran bahasa Inggris menggunakan metode dictogloss, saya merasa lebih baik dibandingkan tidak menggunakan metode dictogloss dalam menulis teks deskriptif dalam bahasa Inggris.	✓			

Kuesioner Pembelajaran Bahasa Inggris

A. Identitas Siswa

Nama : M. Apief Kurniawan
Kelas : X UK
Alamat :

B. Penjelasan Metode Dictogloss

Metode Dictogloss adalah salah satu metode pengajaran yang berfungsi membantu proses menulis siswa pada deskriptif teks. Metode ini mempunyai 3 tahap yakni: Yang pertama, guru membacakan sebuah teks deskriptif sebanyak 2 kali. Yang kedua, pada saat pembacaan teks deskriptif yang kedua siswa diminta untuk mengambil beberapa kata kunci lalu didiskusikan di dalam kelompok. Yang ketiga, siswa diminta untuk merekonstruksi atau membuat ulang kembali teks deskriptif dengan bantuan kata kunci yang telah didapatkan. Kemudian setelah melakukan tahapan – tahapan diatas siswa diminta mempresentasikan di depan kelas dan didiskusikan kembali dengan kelompok yang lain. Manfaat yang lain dari penggunaan metode ini adalah siswa tidak hanya dibantu proses menulisnya saja, tetapi juga dapat membantu memperkaya kosakata yang dibutuhkan dalam mengembangkan kalimat saat melakukan penulisan. Berikut ini adalah kuesioner untuk memberikan tanggapan bagaimana pengaruh penerapan metode dictogloss ini saat proses pembelajaran dengan rincian tanggapan:

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

No.	Butir Kuesioner	Jawaban			
		SS	S	TS	STS
	Aspek Afektif				
1.	Melalui dictogloss technique, saya bisa mengeksresikan ide dengan mudah	✓			
2.	Melalui dictogloss technique, kemampuan saya dalam menulis descriptive teks akan meningkat	✓			
3.	Dictogloss technique, membuat saya merasa terbantu ketika menulis bahasa Inggris	✓			
4.	Saya menjadi suka menulis setelah mendapatkan pengajaran bahasa Inggris menggunakan metode dictogloss dalam proses menulis sebuah teks		✓		
5.	Setelah mendapat pengajaran bahasa Inggris menggunakan metode dictogloss, saya lebih mudah memahami materi pelajaran	✓			
6.	Setelah mendapat pengajaran bahasa Inggris menggunakan metode dictogloss, saya tidak takut menulis dalam bahasa Inggris	✓			
7.	Setelah mendapat pengajaran bahasa Inggris menggunakan metode dictogloss, motivasi belajar saya meningkat		✓		
8.	Metode dictogloss telah membantu saya untuk mempermudah merespon ide ide dalam proses menulis bahasa Inggris	✓			
9.	Dengan metode dictogloss, saya menjadi lebih mudah megembangkan kosakata yang dibutuhkan saat menulis	✓			
10.	Melalui dictogloss, saya menjadi lebih mudah	✓			

	mengetahui tatabahasa saat menulis bahasa Inggris				
11.	Metode dictogloss dapat memberikan saya semangat dalam menulis bahasa Inggris.	✓			
12.	Melalui metode dictogloss, kemampuan mendengarkan bahasa Inggris saya lebih mmeningkat.	✓			
13.	Melalui dictogloss, kosakata saya menjadi bertambah.	✓			
14.	Dictogloss memberikan saya langkah yang paling mudah dalam menulis.	✓			
15.	Dictogloss, membuat saya menjadi aktif dalam diskusi untuk menyatukan ide-ide dari teman yang lain.		✓		
16.	Dictogloss, membantu saya untuk mengetahui tatabahasa yang harus digunakan dalam menulis teks deskriptif.	✓			
17.	Dengan metode dictogloss, saya bisa mengetahui kesalahan saya saat menulis teks deskriptif.	✓			
18.	Melalui dictogloss, membuat saya untuk terus mencoba menulis dalam bahasa Inggris.		✓		
19.	Dictogloss, dapat membantu saya dalam merekonstruksi / menulis ulang dalam bahasa Inggris dengan bahasa saya sendiri.		✓		
20.	Setelah mendapat pengajaran bahasa Inggris menggunakan metode dictogloss, saya merasa lebih baik dibandingkan tidak menggunakan metode dictogloss dalam menulis teks deskriptif dalam bahasa Inggris.		✓		

Appendix 18

Teacher's Observation Worksheet

No	Checklist Observation	Score				Note
		1	2	3	4	
1	Teacher guides students to identify a picture related to the topic.			√		Guru kurang memotivasi siswa agar lebih siap dalam mempersiapkan pelajaran
2	Teacher leads students to mention some vocabularies related to the topic.			√		
3	Teacher prepares students' readiness to listen the audio.			√		
4	Teacher leads students to discuss about important words from audio.		√			Penjelasan guru kurang sederhana dan jenis tujuannya.
5	Teacher guides students to reconstruct the text			√		
6	Teacher gives feedback to the result of students' reconstruction of text.			√		Pemberian feedback kepada siswa masih kurang jelas
7	Teacher guides students to analyze of text from other student's worksheet.			√		
8	Teacher leads the students to summarize the lesson learned			√		Kesimpulan dari pembelajaran lebih dominan ke guru

Appendix 19

The Observation Checklist for Students

Student's Name: *Udan Yuni Nur Fairah*

Class : *X IIC*

No.	Students' Activities	Score				Note
		1	2	3	4	
1.	Students answers the teacher's questions dealing with the previous material.				✓	
2.	Students observes a picture related to the topic.			✓		
3.	Students mentions some vocabularies related the topic.				✓	
4.	Students discusses actively some vocabularies from the picture and observe introduces new or difficult vocabulary from the audio.			✓		
5.	Students listens carefully and intentionally the audio about "Bali".			-	✓	
6.	Students able to get to general topic from the audio correctly.			✓		
7.	Students writes content words correctly.				✓	
8.	Students discusses actively about idea or important words that they have.			✓		
9.	Students reconstructs the text that has been heard in their own language and sentence from the important words or vocabulary that has been collected			✓		
10.	Students presents the text's reconstruction results in front of the class.		✓			
11.	Students analyzes of text from other student's worksheet.			✓		
12.	Students pay attentions from evaluation by teacher.				✓	

13.	Students summarize the lessons and give attention on teacher's feedback on learning processes and results.			✓		
14.	Students pay attentions to assignments, both individual and group assignments.			✓		

The scoring scale would be formed as follow:

Score 4 : If the student's complete and clear works relating to the activity.

Score 3 : If the student's almost complete and clear works relating to the activity

Score 2 : If the student's less complete and clear works relating to the activity,

Score 1 : If the student's are not complete and clear works relating to the activity

The Observation Checklist for Students

Student's Name: *Yanb'uan Ul Albeb*

Class : *X IIR*

No.	Students' Activities	Score				Note
		1	2	3	4	
1.	Students answers the teacher's questions dealing with the previous material.			✓		
2.	Students observes a picture related to the topic.			✓		
3.	Students mentions some vocabularies related the topic.			✓		
4.	Students discusses actively some vocabularies from the picture and observe introduces new or difficult vocabulary from the audio.				✓	
5.	Students listens carefully and intentionally the audio about "Bali".			-	✓	
6.	Students able to get to general topic from the audio correctly.				✓	
7.	Students writes content words correctly.			✓		
8.	Students discusses actively about idea or important words that they have.		✓			
9.	Students reconstructs the text that has been heard in their own language and sentence from the important words or vocabulary that has been collected			✓		
10.	Students presents the text's reconstruction results in front of the class.			✓		
11.	Students analyzes of text from other student's worksheet.				✓	
12.	Students pay attentions from evaluation by teacher.				✓	

13.	Students summarize the lessons and give attention on teacher's feedback on learning processes and results.			✓		
14.	Students pay attentions to assignments, both individual and group assignments.			✓		

The scoring scale would be formed as follow:

Score 4 : If the student's complete and clear works relating to the activity.

Score 3 : If the student's almost complete and clear works relating to the activity

Score 2 : If the student's less complete and clear works relating to the activity.

Score 1 : If the student's are not complete and clear works relating to the activity

Appendix 20

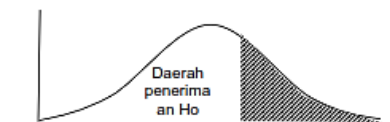
Pretest and Posttest Score (Experimental and Control Class)						
No	Students' Code	Experimental Class		Students' Code	Control Class	
		Pretest	Posttest		Pretest	Posttest
1	E1	55	60	C1	55	75
2	E2	55	55	C2	55	70
3	E3	65	75	C3	75	65
4	E4	40	50	C4	40	45
5	E5	45	80	C5	45	80
6	E6	55	70	C6	55	55
7	E7	50	65	C7	50	60
8	E8	75	85	C8	75	50
9	E9	80	90	C9	80	55
10	E10	65	95	C10	65	60
11	E11	55	60	C11	55	75
12	E12	35	55	C12	40	70
13	E13	40	75	C13	40	65
14	E14	75	50	C14	75	45
15	E15	60	80	C15	60	80
16	E16	75	70	C16	60	45
17	E17	50	65	C17	50	60
18	E18	70	85	C18	70	50
19	E19	65	90	C19	65	55
20	E20	55	85	C20	55	60
21	E21	35	60	C21	40	75
22	E22	60	55	C22	60	70
23	E23	75	75	C23	75	65
24	E24	50	50	C24	50	45
25	E25	70	80	C25	70	80
26	E26	80	70	C26	85	65
27	E27	65	65	C27	65	60
28	E28	35	85	C28	40	70
29	E29	40	70	C29	40	55
30	E30	45	95	C30	45	60
31	E31	60	60	C31	60	75
32	E32	75	55	C32	75	70
33	E33	50	75	C33	50	65
34	E34	70	50	C34	70	55
35	E35	85	80	C35	85	80
	Σ	2045	2465	Σ	2075	2210
	Average	58.43	70.43	Average	59.29	63.14
	Variance	189.37	188.78	Variance	191.39	117.77
	Standard of Deviation	13.76	13.74	Standard of Deviation	13.83	10.85
	MAX	80	95	MAX	85	80
	MIN	35	50	MIN	40	45

Uji Homogenitas (Pretest)

Untuk menguji homogenitas digunakan rumus :

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila $F < F_{\frac{1}{2}\alpha}(v_1, v_2)$



Tabel penolong homogenitas

No.	Kelas	
	X IIK	X IBB
1	55	55
2	55	55
3	65	75
4	40	40
5	45	45
6	55	55
7	50	50
8	70	75
9	80	80
10	65	65
11	55	55
12	35	40
13	40	40
14	70	75
15	60	60
16	75	60
17	50	50
18	70	70
19	65	65
20	55	55
21	35	40
22	60	60
23	75	75

24	50	50
25	70	70
26	80	85
27	65	65
28	35	40
29	40	40
30	45	45
31	60	60
32	75	75
33	50	50
34	70	70
35	80	85
Σ	2045	2075
N	35	35
\bar{X}	58.43	59.29
S^2	189.37	191.39
S	13.76	13.83

Berdasarkan tabel diperoleh:

$$F_{hitung} = \frac{191.39}{189.37}$$

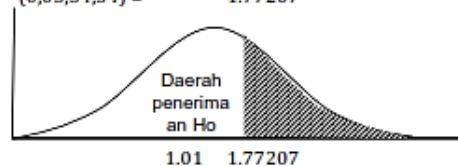
$$F_{hitung} = 1.01$$

Pada $\alpha = 5\%$ dengan :

dk pembilang = $n-1 = 35-1 = 34$

dk penyebut = $n-1 = 35-1 = 34$

$$F_{tabel} (0,05,34,34) = 1.77207$$



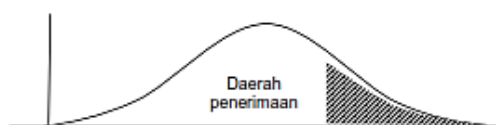
Karena $F_{hitung} < F_{tabel}$ maka dapat disimpulkan bahwa kedua kelas mempunyai varians yang sama (**Homogen**)

Uji Homogenitas Posttest

Untuk menguji homogenitas digunakan rumus :

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

Ho diterima apabila $F < F_{\frac{\alpha}{2}}(v_1, v_2)$



Tabel penolong homogenitas

No.	Kelas	
	X IIK	X IBB
1	60	75
2	55	70
3	75	65
4	50	45
5	80	80
6	70	55
7	65	60
8	85	50
9	90	55
10	95	60
11	60	75
12	55	70
13	75	65
14	50	45
15	80	80
16	70	45
17	65	60
18	85	50
19	90	55
20	85	60
21	60	75
22	55	70
23	75	65
24	50	45
25	80	80
26	70	65
27	65	60
28	85	70
29	70	55

30	95	60
31	60	75
32	55	70
33	75	65
34	50	55
35	80	80
Σ	2465	2210
N	35	35
\bar{X}	70.43	63.14
S^2	188.78	117.77
S	13.74	10.85

Berdasarkan tabel diperoleh:

$$F_{hitung} = \frac{188.78}{117.77}$$

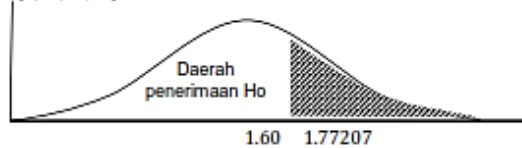
$$F_{hitung} = 1.60$$

Pada $\alpha = 5\%$ dengan :

dk pembilang = $n-1 = 35-1 = 34$

dk penyebut = $n-1 = 35-1 = 34$

$$F_{tabel} (0,05,34,34) = 1.77207$$



Karena $F_{hitung} < F_{tabel}$ maka dapat disimpulkan bahwa kedua kelas mempunyai varians yang sama (**Homogen**)

Uji Normalitas (Pretest) Kelas Eksperimen (X IIK)

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika $H_0 : \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimum	:	80		
Nilai minimum	:	35		
Rentang nilai (R)	:	$80-35+1$	$= 46$	
Banyaknya kelas (k)	:	$1+3,3 \log 35$	$= 6.095$	$\approx 6 \text{ kelas} / 7 \text{ kelas}$
Panjang kelas (P)	:	46	$= 7.667$	≈ 8
		6		

Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$			
1	55	-3	9			
2	55	-3	9			
3	65	7	49			
4	40	-18	324			
5	45	-13	169			
6	55	-3	9			
7	50	-8	64			
8	70	12	144			
9	80	22	484			
10	65	7	49			
11	55	-3	9			
12	35	-23	529			
13	40	-18	324			
14	70	12	144			
15	60	2	4			
16	75	17	289			
17	50	-8	64			
18	70	12	144			
19	65	7	49			
20	55	-3	9			
21	35	-23	529			
22	60	2	4			
23	75	17	289			
24	50	-8	64			
25	70	12	144			
26	80	22	484			
27	65	7	49			
28	35	-23	529			
29	40	-18	324			
30	45	-13	169			
31	60	2	4			
32	75	17	289			
33	50	-8	64			
34	70	12	144			
35	80	22	484			
Jumlah	2045		6445			

Rata-rata (\bar{X}) =	$\frac{\sum X}{N} = \frac{2045}{35} = 58.43$							
Simpangan baku (S)								
S =	$\sqrt{\frac{\sum (X - \bar{X})^2}{n - 1}} = \sqrt{\frac{6445}{35 - 1}}$							
$S^2 =$	189.3697							
S =	13.76							

Daftar nilai frekuensi kelas X IIK

Kelas	Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
	34.5	- 1.7	0.4590				
35 -	42			0.0825	6	2.8876	3.3547
	42.5	- 1.2	0.3765				
43 -	50			0.1587	6	5.5552	0.0356
	50.5	- 0.6	0.2177				
51 -	58			0.2198	5	7.6935	0.9430
	58.5	0.0	-0.0021				
59 -	66			0.2192	7	7.6710	0.0587
	66.5	0.6	-0.2212				
67 -	74			0.1420	5	4.9716	0.0002
	73.5	1.1	-0.3633				
75 -	82			0.0966	6	3.380	2.0298
	82.5	1.7	-0.4599				
Jumlah					35		6.4220

Keterangan :

Bk	=	Batas kelas bawah - 0,5 atau batas kelas atas + 0,5
Z_i	=	$\frac{Bk - \bar{X}}{S}$
$P(Z_i)$	=	Nilai Z_i pada luas tabel di bawah lengkung kurva normal standar dari 0 s/d Z
Luas daerah	=	$P(Z_1) - P(Z_2)$
E_i	=	Luas daerah $\times N$
O_i	=	f_i

Untuk $\alpha = 5\%$ dengan $dk = 6 - 3 = 3$, diperoleh $\chi^2_{tabel} = 7.8147$
 Karena $\chi^2_{hitung} < \chi^2_{tabel}$, maka data tersebut berdistribusi normal

Uji Normalitas (Pretest) Kelas Kontrol (X IBB)

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika $H_0 : \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimum	:	85			
Nilai minimum	:	40			
Rentang nilai (R)	:	$75-40+1$	$=$	46	
Banyaknya kelas (k)	:	$1+3,3 \log 35$	$=$	6.095	≈ 6 kelas
Panjang kelas (P)	:	46	$=$	7.667	≈ 8
		6			

Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	55	-4.00	16
2	55	-4.00	16
3	75	16.00	256
4	40	-19.00	361
5	45	-14.00	196
6	55	-4.00	16
7	50	-9.00	81
8	75	16.00	256
9	80	21.00	441
10	65	6.00	36
11	55	-4.00	16
12	40	-19.00	361
13	40	-19.00	361
14	75	16.00	256
15	60	1.00	1
16	60	1.00	1
17	50	-9.00	81
18	70	11.00	121
19	65	6.00	36
20	55	-4.00	16
21	40	-19.00	361
22	60	1.00	1
23	75	16.00	256
24	50	-9.00	81
25	70	11.00	121
26	85	26.00	676
27	65	6.00	36
28	40	-19.00	361
29	40	-19.00	361
30	45	-14.00	196
31	60	1.00	1
32	75	16.00	256
33	50	-9.00	81
34	70	11.00	121
35	85	26.00	676
Jumlah	2075		6510

Rata-rata (\bar{X}) =	$\frac{\sum X}{N} = \frac{2075}{35} = 59,29$
Simpangan baku (S)	
$S = \sqrt{\frac{\sum(X - \bar{X})^2}{n - 1}} = \sqrt{\frac{6510}{35 - 1}}$	
$S^2 = 191,3866$	
$S = 13,83$	

Daftar nilai frekuensi kelas X IBB

Kelas	Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
40	39.5	- 1.4	0.4237	0.1208	8	4.2279	3.3653
	47.5	- 0.9	0.3029				
48	55.5	- 0.3	0.1078	0.1950	9	6.8267	0.6919
	63.5	0.3	-0.1197				
56	71.5	0.9	-0.3114	0.2275	4	7.9624	1.9718
	79.5	1.5	-0.4280				
64	87.5	2.0	-0.4793	0.1917	6	6.7088	0.0749
72				0.0513	5	4.0831	0.2059
80					3	1.795	0.8092
Jumlah					35		7.1190

Keterangan :

Bk	=	Batas kelas bawah - 0,5 atau batas kelas atas + 0,5
Z_i	=	$\frac{Bk - \bar{X}}{S}$
$P(Z_i)$	=	Nilai Z_i pada luas tabel di bawah lengkung kurva normal standar dari 0 s/d Z
Luas daerah	=	$P(Z_1) - P(Z_2)$
E_i	=	Luas daerah \times N
O_i	=	f_i

Untuk $\alpha = 5\%$ dengan dk = 6- 3 = 3, diperoleh $\chi^2_{tabel} = 7.8147$
 Karena χ^2 hitung < χ^2 tabel, maka data tersebut berdistribusi normal

Uji Normalitas (Posttest) Kelas Eksperimen (X IIK)

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika $H_0 : \chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimum	:	95			
Nilai minimum	:	50			
Rentang nilai (R)	:	$90-50+1$	$=$	46	
Banyaknya kelas (k)	:	$1+3,3 \log 35$	$=$	6.095	≈ 6 kelas
Panjang kelas (P)	:	46	$=$	7.667	≈ 8
		6			

Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$				
1	60	-10	100				
2	55	-15	225				
3	75	5	25				
4	50	-20	400				
5	80	10	100				
6	70	0	0				
7	65	-5	25				
8	85	15	225				
9	90	20	400				
10	95	25	625				
11	60	-10	100				
12	55	-15	225				
13	75	5	25				
14	50	-20	400				
15	80	10	100				
16	70	0	0				
17	65	-5	25				
18	85	15	225				
19	90	20	400				
20	85	15	225				
21	60	-10	100				
22	55	-15	225				
23	75	5	25				
24	50	-20	400				
25	80	10	100				
26	70	0	0				
27	65	-5	25				
28	85	15	225				
29	70	0	0				
30	95	25	625				
31	60	-10	100				
32	55	-15	225				
33	75	5	25				
34	50	-20	400				
35	80	10	100				
Jumlah	2465		6425				

Rata-rata $(\bar{X}) = \frac{\sum X}{N} = \frac{2465}{35} = 70.43$

Simpangan baku (S)

$$S = \sqrt{\frac{\sum(X - \bar{X})^2}{n - 1}} = \sqrt{\frac{6425}{35 - 1}}$$

$$S^2 = 188.7815$$

$$S = 13.74$$

Daftar nilai frekuensi kelas X IIK

Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
			49.5	- 1.5	0.4361				
50	-	57	57.5	- 0.9	0.3266	0.1095	8	3.8328	4.5306
58	-	65	65.5	- 0.4	0.1401	0.1865	7	6.5290	0.0340
66	-	73	73.5	0.2	-0.0884	0.2285	4	7.9988	1.9991
74	-	81	81.5	0.8	-0.2898	0.2014	8	7.0481	0.1285
82	-	89	88.5	1.3	-0.4058	0.1160	4	4.0590	0.0009
90	-	97	97.5	2.0	-0.4756	0.0698	4	2.443	0.9918
Jumlah							35		7.6849

Keterangan :

- Bk = Batas kelas bawah - 0,5 atau batas kelas atas + 0,5
- $Z_i = \frac{Bk - \bar{X}}{S}$
- $P(Z_i)$ = Nilai Z_i pada luas tabel di bawah lengkung kurva normal standar dari 0 s/d Z
- Luas daerah = $P(Z_1) - P(Z_2)$
- E_i = Luas daerah \times N
- O_i = f_i

Untuk $\alpha = 5\%$ dengan $dk = 6 - 3 = 3$, diperoleh $\chi^2_{tabel} = 7.8147$
 Karena $\chi^2_{hitung} < \chi^2_{tabel}$, maka data tersebut berdistribusi normal

Uji Normalitas (Posttest) Kelas Kontrol (XIBB)

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

diterima jika H_0 : $\chi^2_{hitung} < \chi^2_{tabel}$

Pengujian Hipotesis

Nilai maksimum	:	80		
Nilai minimum	:	45		
Rentang nilai (R)	:	$80-45+1$	$=$	36
Banyaknya kelas (k)	:	$1+3,3 \log 35$	$=$	6.095 \approx 6 kelas
Panjang kelas (P)	:	$\frac{36}{6}$	$=$	6.000 \approx 6

Tabel perhitungan Rata-rata dan Simpangan baku

No.	X	$X - \bar{X}$	$(X - \bar{X})^2$			
1	75	12.00	144.00			
2	70	7.00	49.00			
3	65	2.00	4.00			
4	45	-18.00	324.00			
5	80	17.00	289.00			
6	55	-8.00	64.00			
7	60	-3.00	9.00			
8	50	-13.00	169.00			
9	55	-8.00	64.00			
10	60	-3.00	9.00			
11	75	12.00	144.00			
12	70	7.00	49.00			
13	65	2.00	4.00			
14	45	-18.00	324.00			
15	80	17.00	289.00			
16	45	-18.00	324.00			
17	60	-3.00	9.00			
18	50	-13.00	169.00			
19	55	-8.00	64.00			
20	60	-3.00	9.00			
21	75	12.00	144.00			
22	70	7.00	49.00			
23	65	2.00	4.00			
24	45	-18.00	324.00			
25	80	17.00	289.00			
26	65	2.00	4.00			
27	60	-3.00	9.00			
28	70	7.00	49.00			
29	55	-8.00	64.00			
30	60	-3.00	9.00			
31	75	12.00	144.00			
32	70	7.00	49.00			
33	65	2.00	4.00			
34	55	-8.00	64.00			
35	80	17.00	289.00			
Jumlah	2210		4005			

Rata-rata $(\bar{X}) = \frac{\sum X}{N} = \frac{2210}{35} = 63.14$

Simpangan baku (S)

$$S = \sqrt{\frac{\sum(X - \bar{X})^2}{n - 1}} = \sqrt{\frac{4005}{35 - 1}}$$

$S^2 = 117.7731$

$S = 10.85$

Daftar nilai frekuensi kelas XIBB

Kelas	Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
	44.5	- 1.7	0.4571				
45 -	50			0.0791	6	2.7685	3.7718
	50.5	- 1.2	0.3780				
51 -	56			0.1482	5	5.1877	0.0068
	56.5	- 0.6	0.2298				
57 -	62			0.2062	6	7.2153	0.2047
	62.5	- 0.1	0.0236				
63 -	68			0.2128	5	7.4493	0.8053
	68.5	0.5	-0.1892				
69 -	74			0.1408	5	4.9291	0.0010
	73.5	1.0	-0.3301				
75 -	80			0.1151	8	4.028	3.9172
	80.5	1.6	-0.4451				
Jumlah					35		4.7896

Keterangan :

Bk = Batas kelas bawah - 0,5 atau batas kelas atas + 0,5

$Z_i = \frac{Bk - \bar{X}}{S}$

$P(Z_i) =$ Nilai Z_i pada luas tabel di bawah lengkung kurva normal standar dari 0 s/d Z

Luas daerah = $P(Z_1) - P(Z_2)$

$E_i =$ Luas daerah $\times N$

$O_i =$ f_i

Untuk $\alpha = 5\%$ dengan dk = 6 - 3 = 3, diperoleh $\chi^2_{tabel} = 7.8147$

Karena $\chi^2_{hitung} < \chi^2_{tabel}$, maka data tersebut berdistribusi normal

**UJI PERSAMAAN DUA RATA-RATA NILAI PRE-TEST
KELAS X IIK DAN X IBB**

Hipotesis

$$H_0 = \mu_1 \leq \mu_2$$

$$H_1 = \mu_1 > \mu_2$$

Uji Hipotesis

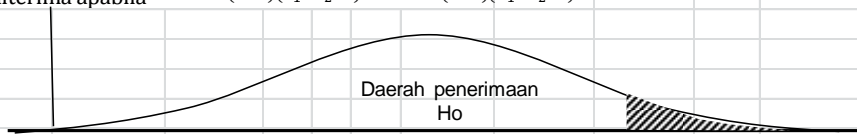
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dengan

$$s^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ho diterima apabila $-t_{(1-\alpha)(n_1+n_2-2)} < t < t_{(1-\alpha)(n_1+n_2-2)}$



Sumber	X IIK	X IBB
Jumlah	2045	2075
n	35	35
\bar{x}	58.43	59.29
s^2	189.37	191.39
S	13.76118	13.83437747

Berdasarkan rumus diatas diperoleh

$$S = \frac{(35-1)}{35} \cdot 189.37 + \frac{(35-1)}{35} \cdot 191.39$$

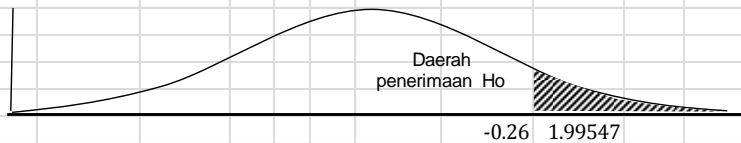
$$S^2 = 190.38$$

$$S = 13.80$$

$$t = \frac{58.43 - 59}{13.80 \sqrt{\frac{1}{35} + \frac{1}{35}}} = -0.26$$

Pada $\alpha = 5\%$ dengan $df = 35 + 35 - 2 = 68$ diperoleh

$$t_{1-(0.05)(68)} = 1.99547$$



Karena t berada pada daerah penerimaan H_0 , maka dapat disimpulkan bahwa ada persamaan rata-rata dari kedua kelas

**UJI PERBEDAAN DUA RATA-RATA NILAI POST-TEST
KELAS X IIK dan X IIBB**

Hipotesis

$$H_0 = \mu_1 \leq \mu_2$$

$$H_1 = \mu_1 > \mu_2$$

Uji Hipotesis

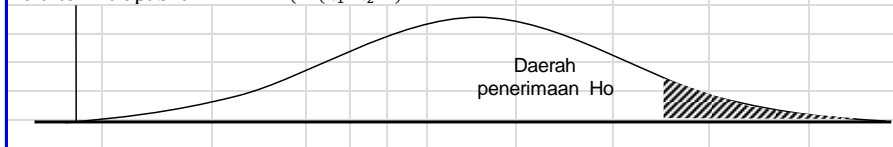
Untuk menguji hipotesis digunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

dengan

$$S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Ha diterima apabila $t > t_{(1-(n_1+n_2-2))}$



Sumber	X IIK	X IBB
Jumlah	2465	2210
n	35	35
\bar{x}	70.43	63.14
S^2	188.78	117.77
S	13.73972	10.8521887

Berdasarkan rumus diatas diperoleh

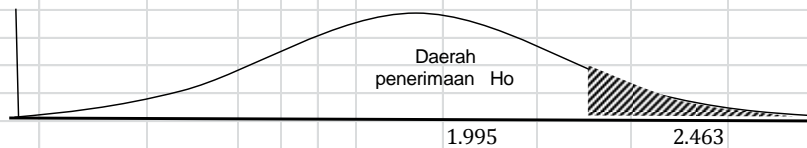
$$S^2 = \frac{(35-1)}{35} \cdot 188.78 + \frac{(35-1)}{35} \cdot 117.77$$

$$S^2 = 153.275$$

$$S = 12.38$$

$$t = \frac{70.43 - 63}{12.38 \sqrt{\frac{1}{35} + \frac{1}{35}}} = 2.46$$

Pada $\alpha = 5\%$ dengan $dk = 35 + 35 - 2 = 68$ diperoleh $t_{1-(0,05)(68)} = 1.995$



Karena t berada pada daerah penolakan H_0 , maka dapat disimpulkan bahwa ada perbedaan rata-rata dari kedua kelas

Appendix 29

SPSS Test of Questionnaire

Frequencies

Notes

Output Created	26-NOV-2018 13:29:12
Comments	
Active Dataset	DataSet0
Filter	<none>
Weight	<none>
Input	
Split File	<none>
N of Rows in Working Data File	35
Missing Value Handling	
Definition of Missing	User-defined missing values are treated as missing.
Cases Used	Statistics are based on all cases with valid data.

Syntax		FREQUENCIES VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 /ORDER=ANALYSIS.	
Resources	Processor Time		00:00:00.02
	Elapsed Time		00:00:00.02

[DataSet0]

Statistics

		Q1	Q2	Q3	Q4	Q5	Q6	Q7
N	Valid	35	35	34	35	35	35	35
	Missing	0	0	1	0	0	0	0

Statistics

		Q8	Q9	Q10	Q11	Q12	Q13	Q14
N	Valid	35	35	35	35	35	35	35

Missing	0	0	0	0	0	0	0
---------	---	---	---	---	---	---	---

Statistics

		Q15	Q16	Q17	Q18	Q19	Q20
N	Valid	35	35	35	35	35	35
	Missing	0	0	0	0	0	0

Frequency Table

Q1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	7	20.0	20.0	20.0
	2.00	24	68.6	68.6	88.6
	3.00	4	11.4	11.4	100.0
	Total	35	100.0	100.0	

Q2

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	7	20.0	20.0	20.0
Valid 2.00	28	80.0	80.0	100.0
Total	35	100.0	100.0	

Q3

	Frequency	Percent	Valid Percent	Cumulative Percent
1.00	12	34.3	35.3	35.3
2.00	21	60.0	61.8	97.1
Valid 3.00	1	2.9	2.9	100.0
Total	34	97.1	100.0	
Missing System	1	2.9		
Total	35	100.0		

Q4

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 1.00	6	17.1	17.1	17.1
2.00	17	48.6	48.6	65.7
3.00	12	34.3	34.3	100.0
Total	35	100.0	100.0	

Q5

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 1.00	4	11.4	11.4	11.4
2.00	18	51.4	51.4	62.9
3.00	10	28.6	28.6	91.4
4.00	3	8.6	8.6	100.0
Total	35	100.0	100.0	

Q6

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 1.00	7	20.0	20.0	20.0
2.00	25	71.4	71.4	91.4
3.00	3	8.6	8.6	100.0
Total	35	100.0	100.0	

Q7

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 1.00	6	17.1	17.1	17.1
2.00	24	68.6	68.6	85.7
3.00	5	14.3	14.3	100.0
Total	35	100.0	100.0	

Q8

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 1.00	8	22.9	22.9	22.9
2.00	16	45.7	45.7	68.6
3.00	11	31.4	31.4	100.0
Total	35	100.0	100.0	

Q9

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 1.00	7	20.0	20.0	20.0
2.00	19	54.3	54.3	74.3
3.00	9	25.7	25.7	100.0
Total	35	100.0	100.0	

Q10

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 1.00	4	11.4	11.4	11.4
2.00	24	68.6	68.6	80.0
3.00	7	20.0	20.0	100.0
Total	35	100.0	100.0	

Q11

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 1.00	10	28.6	28.6	28.6
2.00	15	42.9	42.9	71.4
3.00	10	28.6	28.6	100.0
Total	35	100.0	100.0	

Q12

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 1.00	9	25.7	25.7	25.7
2.00	17	48.6	48.6	74.3
3.00	9	25.7	25.7	100.0
Total	35	100.0	100.0	

Q13

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 1.00	11	31.4	31.4	31.4
2.00	20	57.1	57.1	88.6
3.00	4	11.4	11.4	100.0
Total	35	100.0	100.0	

Q14

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 1.00	8	22.9	22.9	22.9
2.00	24	68.6	68.6	91.4
3.00	3	8.6	8.6	100.0
Total	35	100.0	100.0	

Q15

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 1.00	7	20.0	20.0	20.0
2.00	21	60.0	60.0	80.0
3.00	4	11.4	11.4	91.4
4.00	3	8.6	8.6	100.0
Total	35	100.0	100.0	

Q16

	Frequenc y	Percent	Valid Percent	Cumulative Percent
1.00	9	25.7	25.7	25.7
2.00	15	42.9	42.9	68.6
Valid 3.00	10	28.6	28.6	97.1
4.00	1	2.9	2.9	100.0
Total	35	100.0	100.0	

Q17

	Frequenc y	Percent	Valid Percent	Cumulative Percent
1.00	13	37.1	37.1	37.1
2.00	16	45.7	45.7	82.9
Valid 3.00	6	17.1	17.1	100.0
Total	35	100.0	100.0	

Q18

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 1.00	9	25.7	25.7	25.7
2.00	22	62.9	62.9	88.6
3.00	4	11.4	11.4	100.0
Total	35	100.0	100.0	

Q19

	Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid 1.00	5	14.3	14.3	14.3
2.00	22	62.9	62.9	77.1
3.00	8	22.9	22.9	100.0
Total	35	100.0	100.0	

Q20

	Frequenc y	Percent	Valid Percent	Cumulative Percent
1.00	4	11.4	11.4	11.4
2.00	17	48.6	48.6	60.0
3.00	14	40.0	40.0	100.0
Total	35	100.0	100.0	

Appendix 30

DOCUMENTATION

Pretest of Experimental Class



Treatment of Experimental Class



Posttest of Experimental Class



Pretest of Control Class



Treatment of Control Class



Posttest of Control Class





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : B-4481/Un.10-3/D.3/TL.00/9/2018 20 September 2018

Lampiran : -

Perihal : Izin Riset

Yth.

Kepala MAN 01 JEPARA
di Jepara

Assalaamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : Eko Riski Apriliyanto

NIM : 1403046029

Alamat : Ds. Ngabul Kec. Tahunan Kab. Jepara

Judul Skripsi : "THE EFFECTIVENESS OF DICTOGLOSS
TECHNIQUE ON TEACHING STUDENTS' WRITING SKILL OF
RECOUNT TEXT" (AN EXPERIMENTAL RESEARCH AT TENTH
GRADE OF MAN 01 JEPARA IN ACADEMIC YEAR OF 2018/2019)

Pembimbing : 1. Moh. Nafi Annury, M.Pd.

2. Lulut Widyaningrum, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 1 bulan, mulai tanggal 25 September 2018 sampai dengan tanggal 12 November 2018.

Demikian atas kerjasamanya kami ucapkan terima kasih.

Wassalaamu'alaikum Wr. Wb.

A.n. Dekan,
Ket. Dekan Bidang Akademik

Syukur

Tembusan disampaikan kepada Yth.
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEPARA
MADRASAH ALIYAH NEGERI (MAN) 1 JEPARA**

Jalan Raya Bawu Batealit Km. 7 Jepara KP 59461
Telepon (0291) 596090 Faksimili (0291) 596090
email: manbawujepara@yahoo.co.id

SURAT KETERANGAN

Nomor : 964/Ma.11.42/PP.00/10/2018

Yang bertanda tangan di bawah ini,

nama : Drs. H. AH RIF AN, M.Ag.
NIP : 196612121992031004
pangkat/Gol : Pembina Utama Muda, IV.c
jabatan : Kepala MAN 1 Jepara

menerangkan dengan sesungguhnya bahwa,

n a m a : EKO RISKI APRILIYANTO
N I M : 1403046029
fakultas : Ilmu Tarbiyah dan Keguruan
program studi : Pendidikan Bahasa Inggris
perguruan tinggi : Universitas Islam Negeri Walisongo Semarang

telah melaksanakan kegiatan penelitian/riset di Madrasah Aliyah Negeri 1 Jepara mulai tanggal 25 September 2018 s.d. 19 Oktober 2018 dengan judul *THE EFFECTIVENESS OF DICTOGLOSS TECHNIQUE ON TEACHING STUDENTS' WRITING SKILL OF RECOUNT TEXT (AN EXPERIMENTAL RESEARCH AT TENTH GRADE OF MAN 01 JEPARA IN ACADEMIC YEAR OF 2018/2019)*.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jepara, 16 Oktober 2018

Kepala,





AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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Telp. (024) 7608786 Fax (024) 7619177 - *website* : aismuh.ac.id

PENELITI : Eko Riski Apriliyanto

NIM : 1403046029

JURUSAN : Pendidikan Bahasa Inggris

JUDUL : THE EFFECTIVENESS OF AUDIO BASED DICTOGLOSS
TECHNIQUE ON TEACHING STUDENTS' WRITING SKILL OF
DESCRIPTIVE TEXT (AN EXPERIMENTAL RESEARCH AT THE
TENTH GRADE OF MAN 1 JEPARA IN ACADEMIC YEAR 2018/2019)

HIPOTESIS:

a. Hipotesis Normalitas Data Tahap Awal

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

b. Hipotesis Normalitas Data Tahap Akhir

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

c. Hipotesis Uji Homogenitas Data Tahap Awal

$H_0: \sigma_1^2 = \sigma_2^2$

$H_1: \sigma_1^2 \neq \sigma_2^2$

d. Hipotesis Uji Homogenitas Data Tahap Akhir

$H_0: \sigma_1^2 = \sigma_2^2$

$H_1: \sigma_1^2 \neq \sigma_2^2$

e. Hipotesis Perbedaan Rata-Rata Data Tahap Awal

$H_0: \mu_1 \leq \mu_2$

$H_1: \mu_1 > \mu_2$

f. Hipotesis Perbedaan Rata-Rata Data Tahap Akhir

$H_0: \mu_1 \leq \mu_2$

$H_1: \mu_1 > \mu_2$



AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

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HASIL DAN ANALISIS DATA

Descriptive Statistics Pre-Test

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
eksperimen_Pretest	35	35	80	58.43	13.761	189.370
kontrol_Pretest	35	40	85	59.29	13.834	191.387
Valid N (listwise)	35					

Descriptive Statistics Posttest

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
eksperimen_Post	35	50	95	70.43	13.740	188.782
kontrol_post	35	45	80	63.14	10.852	117.773
Valid N (listwise)	35					

One-Sample Kolmogorov-Smirnov Test

		eksperimen_Pre test	kontrol Pretest
N		35	35
Normal Parameters ^{a,b}	Mean	58.43	59.29
	Std. Deviation	13.761	13.834
Most Extreme Differences	Absolute	.114	.107
	Positive	.084	.107
	Negative	-.114	-.101
Test Statistic		.114	.107
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.
- This is a lower bound of the true significance.



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Keterangan:

Sig. = $0.200 \geq 0.05$, maka H_0 diterima artinya kelas eksperimen tersebut berdistribusi normal

Sig. = $0.200 \geq 0.05$, maka H_0 diterima artinya kelas Kontrol tersebut berdistribusi normal

One-Sample Kolmogorov-Smirnov Test Posttest

		eksperimen_Pos	
		t	kontrol_post
N		35	35
Normal Parameters ^{a,b}	Mean	70.43	63.14
	Std. Deviation	13.740	10.852
Most Extreme Differences	Absolute	.119	.108
	Positive	.119	.100
	Negative	-.100	-.108
Test Statistic		.119	.108
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Keterangan:

Sig. = $0.200 \geq 0.05$, maka H_0 diterima artinya kelas eksperimen tersebut berdistribusi normal

Sig. = $0.200 \geq 0.05$, maka H_0 diterima artinya kelas Kontrol tersebut berdistribusi normal



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Uji Homogenitas Data Tahap Awal

F-Test Two-Sample for Variances

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	59.28571429	58.42857143
Variance	191.3865546	189.3697479
Observations	35	35
df	34	34
F	1.0106501	
P(F<=f) one-tail	0.487770496	
F Critical one-tail	1.772066477	

Keterangan:

Sig. = $0.487 \geq 0.05$, maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**.

F-Test Two-Sample for Variances

	<i>ekperimen</i>	<i>kontrol</i>
Mean	70.42857143	63.14285714
Variance	188.7815126	117.7731092
Observations	35	35
df	34	34
F	1.602925437	
P(F<=f) one-tail	0.087021785	
F Critical one-tail	1.772066477	

Keterangan:

Sig. = $0.087 \geq 0.05$, maka H_0 diterima artinya kedua kelas tersebut **memiliki varians yang sama (Homogen)**.



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Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai_pretest	Equal variances assumed	.000	.989	-.260	68	.796	-.857	3.298	-7.439	5.725
	Equal variances not assumed			-.260	67.998	.796	-.857	3.298	-7.439	5.725

Keterangan:

Sig. = 0.796 > 0.05, maka H_0 diterima artinya bahwa tidak ada perbedaan (Identik) rata-rata nilai Kelas Eksperimen dan Kelas Kontrol



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Telp. (024) 7608786 Fax (024) 7619177 - *website* : aismuh.ac.id

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai_Post	Equal variances assumed	2.737	.103	2.462	68	.016	7.286	2.960	1.380	13.191
	Equal variances not assumed			2.462	64.537	.017	7.286	2.960	1.374	13.197

Keterangan:

Sig. = 0.016 < 0.05, maka H_0 ditolak artinya bahwa ada perbedaan antara rata-rata nilai Kelas Eksperimen) dan Kelas Kontrol

Semarang, 10 Desember 2018

Kepala Laboratorium



Deden Istiawan, S.Si., M.Kom

CURRICULUM VITAE

A. PERSONAL IDENTITY

1. Full Name : Eko Riski Apriliyanto
2. Place, Date of Birth : Pati, April 8th 1997
3. Original Address : Desa Ngabul RT 04 RW 02
Tahunan Jepara
4. Phone : 085712690107
5. E-mail : ekoriski46@gmail.com

B. EDUCATION BACKGROUND

1. Formal Education
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 - b. SMPN 3 Jepara
 - c. MAN 1 Jepara
 - d. UIN Walisongo Semarang
2. Informal Education
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