Improving Students' Writing Ability in Descriptive Text by Using Digtogloss Technique at Seventh Grade of SMP Swasta Hosana Medan

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Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan menulis siswa dalam teks deskriptif dengan menggunakan teknik dictogloss di kelas tujuh SMP Hosana Medan. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus, yang terdiri dari perencanaan, tindakan, observasi, dan refleksi. Data dikumpulkan menggunakan metode kuantitatif dan kualitatif, termasuk tes, wawancara, dan observasi kelas. Temuan kuantitatif menunjukkan adanya peningkatan signifikan dalam pencapaian menulis siswa. Pada pra-siklus, hanya 10 siswa (29%) yang mencapai tingkat penguasaan, sementara pada siklus I jumlahnya meningkat menjadi 18 siswa (53%). Pada siklus II, 28 siswa (80%) berhasil memenuhi Kriteria Ketuntasan Minimal (KKM), yang menunjukkan kemajuan yang signifikan. Selain itu, data kualitatif mengungkapkan bahwa suasana belajar menjadi lebih interaktif, dan siswa lebih antusias serta terlibat dalam aktivitas menulis. Berdasarkan hasil ini, dapat disimpulkan bahwa Teknik Dictogloss efektif dalam meningkatkan kemampuan menulis siswa pada teks deskriptif.

Kata Kunci: Kemampuan Menulis; Teks Deskriptif; Teknik digtogloss

Abstract

This research aimed to improve students' writing ability in descriptive texts by using dictogloss technique at the seventh grade of SMP Hosana Medan. The study employed Classroom Action Reserch (CAR) conducted in two cycles, consisting of planning, action, observation, nd reflection. Data were collecting using both quantitative and qualitative method, including tests, interviews, and classroom observations. The quantitative findings showed a significant improvement in students' writing achievement. In the pre-cycle, only 10 students (29%) achived the mastery level, while in cycle l the number increased to 18 students (53%). By cycle ll 28 students (80%) successfully met the Minimum Mastery Criteria (MMC), indicating notable progress. Furthemore, qualitative data revealed that the learning environment became more interactive, and students were more enthusiastic and engaged in writing activities. Based on these results, it can be concluded that the Dictogloss Technique effectively enhances students' writing ability in descriptive texts.

Keywords: Writing Ability; Descriptive Texts; Dictogloss Technique

Introduction

Writing is one essential ability in learning English as a foreign language. It plays a vital role in healping students express their ideas, thoughts, and experiences in a coherent and meaningful way. However, writing is considered one of the most challenging skill for students master, especially for those who learn English as foreign language. It requires not only grammatical accuracy and vocabulary mastery but also the ability organize ideas logically and creatively.

In the context of Indonesia junior high school, writing is one competencies amphasized in the English curriculum, which includes various the types such as narrative, recount, procedure, and descriptive text. Among these, descriptive texts is the basic genre taught to seventh grade students. According to Anderson (2003), a descriptive text aims to describe a particular person, place, or thing in detail so that the reader can imagine it clearly. Writing a good descriptive text requires students to choose the right vocabulary, use appropriate grammar, and structure their ideas systematically to create a vivid image for the reader.

However, many studets in indonesia still face significant difficulties in writing descriptive texts. They often encounter problems such as limited vocabulary, poor, grammar, lack of organization, and difficulty expressing their thoughts. Based on the researcher's observation at SMP Swasta Hosana Medan, most seventh grade students struggled to write descriptive text effectively. From a total of 34 students, only 20% reached the Minimum Mastery Criteria (MMC) of 70%, while 80% scored below the standard. This finding indicates that students writing ability is still low that they need an effective teaching technique to help them improve.

Several factors contribute to this issue including low motivation, limited exposure to English, and teaching method that are often teacher-centered. Therefore, teachers must employ effective and engaging strategies that encourage students to participateactively in the writing process. One of strategies that can be applied is Dictogloss Technique.

Dictogloss is a collaborative learning technique that listening, note-taking, and writing activities. According to Wajnryb (1990), dictogloss is a classroom activity in which students listen to a short text read by the teacher, take brief note, and then work together to reconstruct the text using the using their own words. This precess helps students to understand text structure, use grammar accurately, and develop vocabulary in context. Wilson (2003) explains that dictogloss has several stages: preparations, dictation, reconstruction, and analysis. These stages encourage students to engage actively and cooperate in learning, which enhances both their listening and writing ability.

Method

This study examines the teaching and learning process in the classroom using the Classroom Action Research (CAR) method. The goal is to identify the challenges that students face during the learning process and to find solutions through collaborative reflection between researchers and teacher and planned interversations. The specific goal of this study is to enhance students' writing abilities by using the dictogloss technique as a more efficient method of instruction. In the 2024-2025 school year, 34 seventh-grade students participanted in this study at SMP Hosana in Medan, which is situated at jl. Metal No.7 Tanjung Mulia.

The four of John Elliott's merhodology planning activity, observation, and reflection are referred to as the research model. Two cycle of research were carried out, covering all four stages. If the issues in the first cycle had not been fixed, the second cycle was put into acvtion. In order to prepare intervations for the following cycle, a preliminary study was carried out prior to the action being taken in order to comprehend the initial conditions of writing learning and the difficulties that teachers and students faced.

Researchers created the procedures required to include the whole sentence technique into the learning process at the plannings phase. This stage's activities included making sure that all learning requirements were appororiately available, preparing the learning instruments to be used, and creating teaching materials in line with the authorized module. During the action stage, the researcher welcomes the students and leads a prayer before taking attendance and making sure everyone is appropriately attired and prepared to study.

After that, the reasercher encourages the students to participate in the learning activity by outlining the learning objectives and providing words of support. Iin an attempt to help students become better writers, the instructor then goes over how to use the dictogloss technique to descriptive prose. Students have the chance to ask questions on the challenges they had on

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comprehending the subject matter. The teacher assessed the students comprehension of the content by administreding a test at the congclutions of the class. This action stage's activities were all completed efficiently and in a systematic manner.

Researchers take on the role of observers during the obseservation phase, actively observing, documenting, and recording every action taken by teachers and students during the learning process. Researcher utilize observation sheets as a guide to document classroom behaviors and interactions in order to guareantee that observations are methodical and targeted. In order to supports and corroborate their research findings, researchers also visually record by taking pictures throughout learning activities.

Researchers then assess and examine all of the informantion gathered tyhroughout the observation procedure during the reflection step. This phase seeks to determine how well the dictogloss technique has been used to enhance students' writing abilities and how well the success criteria have been met. Finding enabling elements and roadblocks that appear throughout the action's executions is another purpose reflection. The outcomes of this reflection serve as the foundation for assessing whether learning proceeded as intended or wherher adjustsments and enhancements are required in the following cycle to attain better outcomes.

Data was gathered using a variety of tools, such as field notes, observation sheet, interviews, comprehansion tests, and documentation. Descriptive writing assigments centered on certain subject were used for both pre-test and post tests. A rubric that covered vocabulary, grammar, coherence, and text organization was used to evaluate the the students' work. Each criteria had a maximum score of 20 points on a range of 1 to 5. Students' writing before and after using the dictogloss technique could be compared thanks to this rubric, which offered an objective evaluation.

Result and Discussion

The results of this study indicate a significant improvement in students' descriptive writing ability after the application of the dictogloss technique. This improvement can be seen from the qualitative and quantitative data analysis collected through pre-tests, post-test 1 in Cycle I, and post-test 2 in Cycle II. Each

assessment stage shows clear progress in students' ability to understand the structure of descriptive texts and produce more organized, grammatically correct, and vocabulary-rich writing. Details of the improvement in students' abilities at each stage are described as follows.

1. Pre-Test in the Preliminary Study

In this cycle, researchers found that students still had difficulty writing. In the pre-test stage, students showed low ability in writing descriptive texts using the dictogloss technique. Of the 34 students, only 3 achieved the minimum passing score of 75, while 21 students scored below that. The average score of 38.73 showed that most students had not yet reached the expected level of performance.

Tabel 1. *The Percentage of Students' Scores in Pre-Test*

Categories	Scores	Frequency	%
VERY GOOD	90-100	3	9%
GOOD	70-80	3	9%
ENOUGH	50-60	4	12%
LESS	30-40	10	29%
POOR	0-20	14	41%
Total		34	100%

Based on the table above, students' writing skills show varying results. Of the 34 students, only three (9%) showed "Very Good" comprehension, and three students (9%) were rated "Good." Most students still performed at a lower level. Four students (12%) fell into the "Enough" category, ten students (29%) were classified as "Low," and fourteen (41%) fell into the "Very Low" category. These results show that although some students demonstrated strong writing skills, the majority still need significant improvement to achieve a higher level of writing proficiency.

2. Firs Post-Test in Cycle I

At this stage, researcher determined the writing challenges that students experienced. The average score of students who used the dictogloss technique to enhance their writing abilities was 54.26, and 15 of them met or surpassed the Minimum Mastery Criteria (MMC). Researchers chose to move on to the second cycle,

or post-test 2, after assessing and analyzing the data.

Table 2. Students' Percentage of Firs Post Test Scores in Cycle I

Categories	Scores	Frequency	%
VERY GOOD	90-100	10	29%
GOOD	70-80	5	14%
ENOUGH	50-60	3	9%
LESS	30-40	8	24%
POOR	0-20	8	24%
Total		34	100%

The table above shows the improvement in students' writing ability during post test 1. Specifically, 10 students (29%) achieved a 'very good' , 5 students (14%) achieved a 'good' category, and 3 students (9%) were in the 'enough' category. Meanwhile, only 8 students (24%) remained in the 'low' category, and finally 8 students (8%) fell into the 'very low' category. The researchers noted a significant improvement in students' writing performance, with the proportion of students meeting the Minimum Mastery Criteria (MMC) increasing from 17.16% in the pre-test to 44.12% after the first cycle. As a result, the researchers decided to proceed to the second cycle post-test.

3. Second Post-Test in Cycle II

The second post-test cycle showed a significant increase in students' ability to write descriptive texts. The students' average score increased to 73.88. This stage aimed to determine the number of students who met or exceeded the Minimum Mastery Criteria (MMC), which was set at a score above 70. The observation results showed that students demonstrated greater improvement and motivation in developing their descriptive writing skills.

Table 3. Students' Percentage of Second Post Test Scores in Cycle II

Categories	Scores	Frequency	%
VERY GOOD	90-100	18	53%
GOOD	70-80	7	21%
ENOUGH	50-60	3	9%
LESS	30-40	4	12%
POOR	0-20	2	6%
Total		18	53%

The researcher then asked the students for their opinions on the process of learning to write using the digtogloss technique. Initially, the researcher established a relaxed classroom environment and instructed students to adhere to the method that will be used throughout class activities. Students' average score rose to 73.88% as a result.

Before the implementation of the Dictogloss technique, the findings revealed that students experienced several difficulties in writing descriptive texts. They showed a lack of interest in writing activities, had limited vocabulary, and demonstrated weaknesses in grammar mastery. Their writing was often influenced by Indonesian language structures, resulting in inappropriate English sentence patterns. Furthermore, students lacked confidence in expressing ideas in written English due to the fear of making mistakes and being ridiculed by peers. Some students also admitted that they struggled to start writing or connect ideas into coherent sentences. These issues indicate that students' writing competence was still below the expected level.

Interviews with the English teacher supported these findings, explaining that although students had potential, they were not accustomed to expressing ideas in written English. They tended to write short sentences without developing them into paragraphs. The main problems were limited vocabulary, weak grammar mastery, and low motivation. The teacher also observed that students were hesitant to write because of low self-confidence and fear of making mistakes.

The pre-cycle data confirmed these observations. Students' writing scores were still low, with an average of 38.73. Their writings contained frequent errors in vocabulary use, grammar, and sentence construction, and the influence of the mother tongue made their compositions difficult to understand. This showed that traditional learning methods were ineffective in improving students' writing abilities.

After implementing the Dictogloss technique in Cycle I, students began to show improvement. They became more active in group discussions, collaborated to reconstruct sentences, and corrected each other's work. Consequently, the average score increased to 54.26. Although the improvement was not yet optimal, this indicated that Dictogloss provided

opportunities for students to better understand sentence structure and vocabulary through collaborative learning.

In Cycle II, students demonstrated significant improvement with an average score of 73.88. They were more confident, made fewer grammatical errors, and wrote more coherent and detailed descriptive texts. The comparison of results from the pre-cycle, Cycle I, and Cycle II clearly shows that the Dictogloss technique effectively improved students' writing ability in descriptive texts.

The success of Dictogloss lies in its integration of listening, note-taking, discussion, and writing. It allows students to reconstruct texts collaboratively, promoting interaction, comprehension, and critical thinking. This method not only enhances individual writing skills but also builds teamwork, motivation, and confidence.

These findings are consistent with previous research. Ritonga (2021) found that Dictogloss effectively improved narrative writing skills. Fikri (2016) also reported similar results in descriptive writing, proving that the technique helps students understand vocabulary and sentence structure better. Likewise, Ariyuni (2021) demonstrated that students' writing scores increased significantly after applying Dictogloss, while Syafei (2019) concluded that Dictogloss was more effective than conventional teaching methods in writing classes. The present study strengthens these findings, showing that Dictogloss can enhance students' writing performance and engagement in English classes.

Interviews conducted after the implementation also showed positive responses. Students stated that the Dictogloss technique made learning enjoyable and collaborative, as they could listen, take notes, discuss, and reconstruct texts together. Teachers observed that the classroom atmosphere became more interactive and that students were more confident and motivated to write in English.

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In conclusion, the Dictogloss technique effectively improves students' writing skills in descriptive texts by fostering active participation, collaboration, and motivation. The integration of listening and writing activities helps stu dents build a deeper understanding of sentence structures and vocabulary usage. Therefore, Dictogloss is recommended as an effective and engaging strategy for teaching writing at the junior high school level.

Conclusion

Based on the finding of this reserch, it can be concluded that both qualitative and quantitative data were colleded. The results indicated that students writing ability improved throught the use of dictogloss technique, with a mastery level reacing 80% conclude that both qualitative and quantitaive data were colleted. This achivement was seen through the comparison of data from the pre-cycle, cycle l, and cycle ll. In the pre-cycle, only 10 students (29%) achived succesess while 24 students (71%) did not. In cycle l, the number of successful students increased to 18 students (53%), while 16 students (47%) were unseccessful. By cycle ll, the number of students who reached the mastery criteria score to 28 students (80%), leaving only 6 students (20%) who had not.

In additation, qualitative data gathered from interview and classroom with the English teacher revealed that the learning environment became more engaging and studenta showed greater enhtusiasm in learning English, particulaty in developing their writing ability through descriptive texts. Therefore, it can be concluded that using dictogloss technique in teacing descriptive text effectively enhances the writing abilitu of seventh grade students at SMP Hosana Medan. The improvement was significant, as shown by the increase in students average scores from the pre test in cycle l and ll.

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Curriculum Vitae

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