



**THE EFFECT OF APPLYING DICTOGLOSS TECHNIQUE ON STUDENTS'
ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT TENTH GRADE
OF SMA AL WASHLIYAH 3 MEDANIN ACADEMIC YEAR 2017/2018**

THESIS

*Submitted to Faculty of Tarbiyah and Teachers Training UIN SU Medan as a
Partial fulfillment of the Requirement for the degree of Sarjana Pendidikan*

By:

DINUL QOYYIMAH
NIM: 34.14.1.004

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2018



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DINUL OOYYIMAH
NIM: 34.14.1.004

Advisor I

Dr. Abdillah, M.Pd
NIP 19680805 199703 1 002

Advisor II

Ernita Daulay, S.Pd, M.Hum
NIP 19801201 200912 2 003

**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2018

Name : Istimewa Medan, 01 Agustus 2018
Lamp : 6 (eks) Kepada Yth:
Perihal : Skripsi Bapak Dekan Fak. Ilmu Tarbiyan dan Keguruan

An. Dinul Qoyyimah

Assalamu'alaikum Wr. Wb

Setelah saya membaca, meneliti dan memberi saran perbaikan
seperlunya terhadap skripsi mahasiswa:

Nama : Dinul Qoyyimah
NIM : 34.14.1.004
Jurusan : Pendidikan Bahasa Inggris
Judul : **THE EFFECT OF APPLYING DICTOGLOSS TECHNIQUE ON
STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE
TEXT AT TENTH GRADE OF SMA AL WASHLIYAH 3 MEDAN
IN ACADEMIC YEAR 2017/2018**

Maka Kami berpendapat bahwa skripsi ini sudah dapat diterima
untuk dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan
Keguruan UIN Sumatera Utara Medan.

Demikianlah kami sampaikan atas perhatian saudara kami ucapkan
terima kasih.

Wassalamu'alaikum Wr.Wb.

Medan, 01 Agustus 2018

Advisor I

Advisor II

Dr. Abdillah, M.Pd
19680805 199703 1 002

Ernita Daulay, S.Pd., M.Hum
19801201 200912 2 003

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

Nama : Dinul Qoyyimah

NIM : 34.14.1.004

Jurusan : Pendidikan Bahasa Inggris

Judul : THE EFFECT OF APPLYING DICTOGLOSS
TECHNIQUE ON STUDENTS' ACHIEVEMENT IN
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OF SMA AL WASHLIYAH 3 MEDAN IN ACADEMIC
YEAR 2017/2018

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri kecuali kutipan-kutipan dari ringkasan yang semuanya telah saya jelaskan sebelumnya. Apabila dikemudian hari terbukti dapat dibuktikan skripsi ini hasil ciplakan, maka gelar yang diberikan institute batal saya terima.

Medan, 01 Agustus 2018

Yang membuat pernyataan

DINUL OOYYIMAH
NIM. 34141004

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Medan, August 2018

The Writer

Dinul Qoyyimah
NIM. 34.14.1.004

ABSTRACT

Dinul Qoyyimah. 2018. The Effect of Applying Dictogloss Technique on Students' Achievement in Writing Descriptive Text at Tenth Grade of SMA AL WASHLIYAH 3 MEDAN in Academic Year 2017/2018.

Writing is one of skills in English. It is often considered a difficult subject by the students. One of the technique that can applied in teaching writing is dictogloss technique. Dictogloss technique is a language teaching technique by using classroom dictation activity where the learners reconstruct a text by listening and noting down the key words of the text. This researcher used the descriptive text as the test. Descriptive text is a text that describe or illustrate the object, place, person or idea by his/her eyes physically. The objective of the study was to find out the effect of applying dictogloss technique on students' achievement in writing descriptive text at tenth grade of SMA Al Washliyah 3 Medan.

The study was conducted by using experimental research design. The population of this study was three classes of tenth grade of SMA Al Washliyah 3 Medan. The samples were taken by using clustering technique and two of three classes were taken into samples, one class as experimental group and another class as control group. In the treatment, the experimental group was taught by applying Dictogloss technique. Writing descriptive text test was used as the instrument of collecting the data. Therefore, after analyzing the data, it was found that the value of t_o was 2.10 with the degree of freedom (df) = 54 at that level of significance ($\alpha = 0.05$) = 2.009. It means that t_o was considerably higher than t_t ($2.10 > 2.009$). The result of this study showed Dictogloss technique had a significant effect on students' achievement in writing descriptive text.

Key words: Dictogloss, Descriptive Text, Writing Achievement

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CHAPTER I

INTRODUCTION

A. The Background of Study

In learning English, there are four skills that the students should be mastered in their study. They are speaking, listening, reading, and writing. Writing was one of the four skills that must be mastered by students. Writing begins at the time when man learns to communicate his thought and feeling. It means that by writing, people can express their ideas, opinions, experiences, events and histories into a sequence of words combined into sentences in a form of paragraph in which every sentence was related one with another words. It is also one of the most important skills that can improve students' achievement in learning foreign language.

As one of the basic language skills, writing has a very complex process. Therefore writing was not easy as some people think. Writing was one of the four skills that must be mastered by the students. Writing begin at the time when man learns to communicate his thought and feeling. It means that by writing, people can express their ideas, opinions, experiences, events and histories into a sequence of words combined into sentences in a form of paragraph in which every sentence in related one with another words.

The teacher ask the students to write about whatever was on their mind and write about whatever they want to write about. In fact, the teacher did not teach the students how to write well, they just ask the students to write about what everything they want to write. Of course, the students cannot think of

anything to write, they go blank, feel empty, bored, and sometimes they say, "I'm not good in writing" or "English was not one of my favorite subject". Students think that they did not have talent for writing, while others do, and they try to avoid writing and when they do writing, they do not try their best. It was also because before writing, some assumptions appear in their mind that they will make some mistakes, especially in grammar and they will produce bad writing.¹In the Hadist also explain how the important of writing.

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ: لَيْسَ أَحَدٌ مِنْ أَصْحَابِ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ دِينًا عَنْ رَسُولِ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِلَّا عَبْدَ اللَّهِ بْنِ عَمْرٍو فَإِنَّهُ كَانَ يَكْتُبُ وَكَذَلِكَ أَكْتُبُ (رواه الترمذي)

The meaning:

I heard Abu Hurayrah said: "There is no one of the companions of Rasulullah sallallahu alaihi wasallam who has more hadith from Rasulullah sallallahu alaihi wasallam than me, except Abdullah bin Amr, because indeed he wrote, whereas I did not write." (H.R.Tirmidhiy)

From the hadith above can be concluded that writing is very important for our life and daily life. Writing is very important to save our memory in the past. Like Qur'an and Hadist we can recite that right now because the Qur'an and hadist have written from Tabi'in at that time. It show us how important of writing itself. Actually, teachers should teach the students how to write well as what Langan states that a realistic attitude about writing must build on the idea that writing was a skill. It likes driving, typing, cooking and like any skills.

¹Syamsiah Br Marpaung 2014. *The Effect of Dictogloss Technique on Students Achievement in Listening Procedure* p.1

It means that basically, every students has the talent for writing, it just needs learning and practice to improve that skills.

From the explanation above, it can be concluded that writing was important to be learnt and every students should write well. In fact, many researchers have found that there are many students that cannot write. Because of the teacher don't give opportunity for students to use their productive grammar in the task of the text creation. It has been known that writing was the most difficult skill in teaching learning process of English.

The writer also found this condition based on the write's experience through Teaching Practice (PPL), it is shown that 5 students of 30 students get score under 70 in writing descriptive text. In fact, many students could not pass the Minimal Completeness Criterion (Kriteria Ketuntasan Minimal) applied at the school, which is 70 in English subject. The students got many difficulties in writing descriptive text, especially in grammar and words choice. Another, that the students wrote text, which was not relevant to the topic provided.

There were some factors why the students might think that writing was difficult. First, they find difficulties in gathering their ideas and organizing them in a good paragraph unity. Second, students do not have much idea of what to write and how to start writing. As a matter of fact, they waste too much time thinking about what they are going to write instead of free writing. Third, students are afraid of making errors. Most students only focus about not make errors, spelling, grammar, and punctuations to their writing than strengthening their ideas to be vivid. Spelling, grammar, and punctuation are

also important parts in writing a paragraph, but the most important part is how the writers can give clear views through their writing. Finally, most English teachers tend to the traditional technique such as dictation technique. Here, the teacher takes the major role explaining everything, doing what the student is supposed to do while the student's role is only listening to what was uttered to their teacher.

Those problems can be decreased if the teacher can apply some techniques in the teaching learning process, especially in teaching writing descriptive text. One of the techniques was dictogloss technique. In this case, dictogloss technique makes students get their own ideas and put them down in a good text. Dictogloss facilitates the learners to write fluently.

As Wajnryb says that one of the aims of dictogloss technique was to provide an opportunity for learners to use their productive grammar in the task of the text creation. It means that the teacher lets the students to express their ideas, write all the information based on the text that they have already heard. So, the writer is convinced that by applying dictogloss technique in teaching writing descriptive text, it can improve the students' writing ability.

According to the research that has been done by Anwar found that Dictogloss was effective to improve students' listening comprehension.² In addition, it also improves the students' vocabulary, pronunciation, and the most important thing that it can make students interested in joining the class. Endah Ratnaningsih found that this technique can be maximized to teach writing not only in terms of grammar in context but also can be used to

²Anwar. 2013. *Improving Students' Listening Comprehension of SMA Negeri 2 Luwuk Through Adapting Dictogloss*. e-Jurnal Bahasantodea, Volume I Nomor 1 p.59

maximize interaction (students' involvement) because this technique requires the interaction of the learners to interact each other to reconstruct the text as cooperative endeavor.³

Based on the explanations above, the writer focused on conducting a research entitled: **“THE EFFECT OF APPLYING DICTOGLOSS TECHNIQUE ON STUDENTS’ ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT AT TENTH GRADE OF SMA AL WASHLIYAH 3 MEDAN”**.

B. The Identification of Study

Many problems that can be the obstacle for the students to improve their writing achievement especially in senior high senior students' and all of the students problems commonly are:

1. The students' ability in writing descriptive is still low
2. The students' often make mistakes in writing
3. The English teachers did not use various technique in teaching writing especially in writing descriptive text

C. The Formulation of Study

Based on the background of the study above, the writer identified one question as follows:

Is there any significant effect of the students' achievement in writing descriptive text by applying Dictogloss Technique?

³EndahRatnaningsih. 2016. *Improving Students' Writing ability Through The Use of DictoglossTechnique*.Tranformatika.Volume 12.No. 2. p. 13

D. The Objective of Study

Specifically, the purpose of this study was to get the information about:

To find out the significant effect of the students' achievement in writing descriptive text by applying Dictogloss Technique.

E. The Scope of the Study

This study was focused on the application of dictation technique and dictogloss technique in teaching writing descriptive text to the students of the first year of SMA AL WASHLIYAH 3MEDAN.

F. The Significance of the Study

The findings of this study will be expected to be useful and relevant for:

1. Theoritically, to develop and enhance the concept and knowledge about teaching writing descriptive text by applying dictogloss technique.

2. Practically

For the teachers, to selected dictogloss technique as better way in increased students' achievement in writing descriptive text.

For the students, to improved students' ability in writing descriptive text by applying dictogloss technique.

For the next reseachers, to developed the knowledge about teaching writing descriptive text by applying dictogloss technique.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting this research, theories were needed to explain some concepts or terms, to avoid misunderstanding and to make the same perception between the researcher and the reader. The terms need to be clarified. The terms function was to give limited concept, which specially meant in particular context. Theoretical framework of this research was presented and discussed as the following:

1. Students' Achievement

Travers states that achievement was the result of what an individual has learned from some educational experiences.⁴ Additionally, Hornby states that achievement was a thing done successfully especially with afford and skill. Achievement concerns with that someone has actually learned. Simply, achievement can be concluded as the outcome of mastering what have already learned in some educational experiences.⁵

There are three aspects of learning achievement based on Bloom's taxonomy – cognitive, affective and psychomotor. Cognitive consists of knowledge, understanding, application, analysis, synthetic and evaluation. It means that students must have existing knowledge in their memories.

⁴<http://hmsofyanisnianspd.blogspot.co.id/2009/08/definition-of-achievement.html>.
accessed on Tuesday 1st May at 15:33 pm

⁵Hornby. 2000. *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University

Affective was the changing of behavior that effects someone lies to do something and psychomotor was a skills to do something based on physic, emotion and self-control. Hence, to measure achievement should include these three domains.⁶

B. Definition of Writing

A successful and effective communication can be achieved trough the use of correct and appropriate language that fits to situation, and a good command of vocabulary and grammar are essential. The mastery of these language components was partly supported through learning the four basic English skills, and one of very important basic skill of learning English was writing. There are many definition of writing. It was defined from different point of view.

Writing was a psychological activity of the language user to put information in the written text.⁷ Writing is the expression of language in the form of letters, symbol, or words. The primary purpose of writing was communication”. Utami Dewi also states that “writing was a fluid process created by writers move back and forth between the stages of the process, both consciously and unconsciously.⁸ Writing as a process of expressing ideas or thoughts in words.⁹ According to Harmer writing was one of the four skills in English. Writing was considered as the productive skill since it allows the

⁶TauadaSilalahi, 2017 *Strategi Pembelajaran*. Medan: Unimed Press. p. 16

⁷SanggamSiahaan. 2008. *Issues in Linguistic*. Yogyakarta: Grahallmu. p. 215

⁸Utami Dewi.2013. *How to Write*.Medan: La-Tansa Press. p. 2

⁹Sutanto Leo, dkk. 2007. *English for Academic Purpose: Essay Writing*. Yogyakarta: Andi Offset. p.1

user to produce texts. Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.¹⁰

According to Pranoto writing means pouring the mind into the form of writing or tell something to others through writing. Writing can also be interpreted as an expression or expression of feelings poured in the form of writing. In other words, through the process of writing we can communicate indirectly.¹¹

Allah SWT also tell us to write in Al Qur'an, surah Al Alaq verse 1-5 as follows:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (۱) الْإِنْسَانَ مِنْ عَلَقٍ (۲) أَوْرَثُكَ الْأَكْرَامُ (۳)
لَذِي أَعَلَّمَ بِرِيعَالِمٍ (۴) الْإِنْسَانَ مَا لَمْ يَعْلَمْ (۵)

The meaning:

1. Read! In the Name of your Lord, Who has created (all that exists), 2. Has created man from a clot (a piece of thick coagulated blood). 3. Read! And your Lord is the Most Generous, 4. Who has taught (the writing) by the pen (the first person to write was Prophet Idrees). 5. Has taught man that which he knew not.¹²

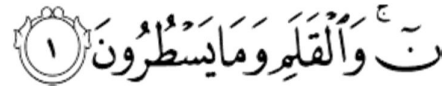
From the verse above we can see that these surah inform of the knowledge sometimes is in the mind, sometimes on the tongue, and sometimes in writing with the fingers. Thus, it may be intellectual, spoken and written. And while the last (written) necessitates the intellectual and spoken.

¹⁰Jeremy Harmer. 2007. *How to Teach Writing*. Malaysia: Longman. p. 31

¹¹PranotoNaning. 2004. *Creative Writing: 72 JuruJituSeniMengarang*. Jakarta:PT. Primadia Pustaka.p.9

¹²Muhammad Muhsin, *The Nobel Qur'an English Translation of Meaning and the Commentary*, Madinah: King Fahd complex of the Holy Qur'an. p. 824

In the Holy Qur'an surah Al Qalam verse 1, also explain that writing is one of important skills that should be learned and the existence of writing, as follow:



The meaning: *Nun, by the pen and by the (Record) which (men) write.*

Based on the verse, Allah SWT explained that He taught human being by pen (Qalam). The “pen” indicates the basic foundation of the knowledge that come through writing. Discovery of pen and writing are the greatest gifts from Allah SWT. By writing, one generation can transfer their knowledge to the next generation. It shows that the tool of writing and writing itself has important roles. Allah says that writing is one of ways getknowledge to development his knowledge and status in society. Therefore, by writing, human get knowledge.

1. Writing Process

Jeremy Harmer states that the writing process was the stages that a writer goes through in order to produce something (a written text) before it becomes a final draft. The stages are:

1) Planning

In this first stage, the writer has to plan what he or she was going to write. The writer must think about three main issues. Those are the purpose, the reader, and content structure. The purpose of writing will influence not only the type of text that the writer chooses to include. The writer also thinks

of the reader. The reader will influence not only the shape of the writing (how it was laid out or how the paragraph is structured) but also the choice of language (formal or informal language). The writer has to consider the content structure of the piece. It means that how the writer sequences the fact, ideas, or argument.

2) Drafting

In this stage, the writer puts down his or her ideas into words. Drafting is often done on the assumption that a text will be amended later. When the writer is drafting the writing, he or she uses the ideas which are generated from planning as a guide. The writer also should remember to:

- a. Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
- b. Stick the topic does not include information that does not directly support the main ideas.
- c. Arrange the sentences so that the other ideas make sense. Use signal words to help the reader understand how the ideas on your paragraph are connected.

3) Editing (Revising)

After making a draft, the writer perhaps will find some mistakes on the order of information which was not clear or the wrong discourse marker. Editing or revising can be used as a way to revise and improve the writing. The writer can edit or revise his/her own works in grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual

material such as quotations and examples. The writer also can edit or revise his/her writing by asking helps from the readers to give comments or suggestion.

4) Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. The writer was ready to send the written text to its audience.¹³

5) Publishing

The final step of the writing process namely publishing. This means different things depending on the piece you're working on.

- Bloggers need to upload, format and post their piece of completed work.
- Students need to produce a final copy of their work, in the correct format. This often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number.
- Journalist need to submit their piece (usually called "copy") to an editor. Again, there will be a certain format for this.
- Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow them. If you've written a novel, look for an agent who represents your genre.¹⁴

¹³Jeremy Harmer. 2007. *How to Teach Writing*. Malaysia: Longman. p. 4

¹⁴UtamiDewi. 2013. *How to Write*. Medan: La-Tansa Press. p. 23

Every written text (essay, article, and research papers) must have: (1) opening paragraph; (2) content paragraph; (3) closing paragraph.¹⁵

According to Langan, writing a paper is a process that can be divided into the following steps:

Step 1 : Getting started through prewriting

Step 2 : Preparing a scratch outline

Step 3 : Writing the first draft

Step 4 : Revising

Step 5 : Editing and Proofreading¹⁶

There are 6 qualities of good writing are:

1) Ideas

Most interesting writing begins with a good idea an unusual perspective or view-point. This first step toward making your own writing captivating was coming up with interesting ideas to write about. Think about the topics that fascinate you most and that you think will be of interest to others. Then, decide how you can present topic in unique way.

2) Organization

Once you have some interesting ideas to present in your writing, it essential to present them in logical, organized way. Think about your topic and type of writing that you do, and choose the organization that makes the most sense to you. For example, if you are comparing and contrasting two

¹⁵Pardiyono.2006.12 *Writing Clues for Better Writing Competence*. Yogyakarta: AndiOffest. p.192

¹⁶John Langan. 2004. *Sentence Skills a workbook for Writers*. New York: McGraw-Hill Companies. Seventh Edition.p. 16

items, you may want to present all of the similarities first, and then present all of the differences.

3) Voice

Voice refers to all of the qualities that set your writing apart from the work to others. The qualities include the words you use, the way you put your words together, the topics you explore, and more. Focus on developing your voice to give your writing a personal touch.

4) Word choice

Words are most essential components of writing. Choosing the right word can make a difference to a reader understands what you try to convey the exact meaning you intend and stir up the types of emotions you desire from your audience.

5) Sentence fluency

Use transition and variety of sentence lengths and structures to product a rhythm in your writing and to ensure that one sentence flows smoothly into the next.

6) Conventions

Make sure that all of your writing follows the convention of English grammar, usage, mechanics, and spelling.¹⁷

¹⁷Prentice Hall. 2001. *Writing and Grammar (Communication in Action Diamond Level)*. New Jersey: Prentice Hall. p.3

2. Types of writing

Types of writing activities to perform writing should be based on the students' level and capacity. According to Brown, there are five categories of writing:

1) Imitative

It was at the beginning level of learning writing. The learners will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.

2) Intensive or controlled

This writing typically appears in controlled, written grammar exercise. This type of writing does not allow much creativity on the part of writer. A controlled writing is to present in which the learners have to alter a given structure throughout.

3) Self-writing

The most salient instance of this category in classroom was note-taking by the learners. Diary or journal writing belongs into this category.

4) Display writing

For all language learners, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills of ESL learners that they need to master is a whole array of display writing techniques.

5) Real writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

3. The Purpose of Writing

The purpose of writing adopted by Hugo Harting written by Tarigan are:

1. Assignment purpose

The purpose of this assignment actually has no purpose at all. The author writes something because it was assigned, not of its own accord (eg the students assigned to summarize the book, the secretary was assigned to make a report or meeting minutes).

2. Altruistic purpose

The author aims to please the reader, avoid the position of the reader, to help the reader understand, appreciate his feelings and reasoning, to make the reader's life easier and more enjoyable with his work. One can not write properly if he believes, both consciously and unconsciously that the reader or the connoisseur of his work is "opponent" or "enemy". The purpose of altruistic is the key to the readability of something written.

3. Persuasive purpose (persuasive purpose).

Writing that aims to convince the reader of the truth of the idea being distributed.

4. Informational purpose (informational purpose, implementation purpose)

Writing that aims to provide information or information lighting/ illumination to the readers.

5. Self-expressive purpose

Writings aimed at introducing or declaring the author to the reader.

6. Creative purpose

This purpose was closely related to the purpose of self-statement. But creative desires here outweigh self-assertion and engage him with the desire to attain artistic norms, or ideal arts, the arts of art. This paper aims to achieve artistic values, art values

7. Problem-solving purpose (problem solving)

According to Hipple, in writing like this the author wants to solve the problems encountered. The author wants to explain, clear his own thoughts and ideas in order to be understood and accepted by the readers.¹⁸

4. Genre of writing

The genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is kind of text or writing work itself. It views that the language (writing form) must be related to social function. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. In this case, there is a certain process of production and reproduction. Genre as an approach, of course provides some stages or steps to follow.

Basically, teaching and learning writing through genre approach is a matter of mixture among the process the text of writing, and social practice. Genre writing as a new approach to teaching and learning truly combines two things the product of the writing and the way or technique or strategy of how the product is produced.

¹⁸HG. Tarigan, 2008. *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa. p.22-23

According to Dirgeyasa, there are some genre of text in writing, they are:

1. Descriptive text

Description or descriptive is a text that describe or illustrate the object, person or idea by his/her eyes physically.

2. Recount text

Recount text is a text that retelling or recounting of an event or an experience or recount is a text that retells events or experiences in the past.

3. Narrative text

Narrative text is a text that amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn in a solution.

4. Procedure text

Procedure text is a text that discusses and explains how something works or how something is done. Procedure text is a text that designed to describe how something is achieved through a sequence of actions or steps.

5. Report text

Report text is a text to describe the way things in around of our environment are designed. Usually tells the natural or non natural phenomena or even social phenomena.

6. Explanation text

Explanation text is a text that explaining a process of formation. This genre explain why an object exists as it is or to describe how an object works.

7. Discussion text

Discussion text is a text which presents a problematic discourse. This problem will be discussed from different points of view.

8. Hortatory exposition text

Hortatory exposition is a type of English text that belongs to the class of argumentation.

9. Analytical exposition text

Analytical expotision text is a text that elaborates the write's idea about the phenomenon surrounding. This genre will often involve the writer comparing opposite points of view, analyzing the arguments and concluding with an overriding opinion or conclusive argument.

10. News item text

News item is a text that informs the daily and real factual happenings in human life.

11. Spoof text

Spoof text is a text that tells a funny incident or event that has happened in the past.

12. Anecdote text

Anecdote is a text shares with others an account of an unusual or amusing incident.

13. Commentary text

Commentary is a text that uses analysis and interpretation to find patterns of meaning in events, trends, and ideas.

14. Book review text

Book review is both a description and an evaluation of book. It should focus on the book's purpose, contents, and authority.

15. Critical review text

Critical review is the summarization and evaluation of the ideas and information in an article.¹⁹

C. Descriptive Text

Descriptive text etymologically was derived from the word "describe". Describe means to draw, to illustrate or to picture object, place, person in order to have visual appearance of the object described. However, descriptive text can also describe idea or point of view in order to have visual appearance of it.

In composition, a description is also considered as text. It is a text in which a writer tries to picture out to the readers. The object can be anything. It can be a concrete object such as a person, or an animal, or a plant, or a car, and etc. In other words, descriptive text is a piece of writing which visualize and performs the appearance of thing by describing the details of subject.

¹⁹I Wy. Dirgeyasa. 2014. *Collage Academic Writing: A Genre-Based Perspective*. Medan: Unimed Press. p.3

In descriptive text writing, there are several things that should be understood as a following:

1. Social Function

The social function of descriptive text was to describe a particular person, place, thing, or animal.

2. Generic Structure

Tabel 2.1. Generic Structure of Descriptive Text

Generic Structure	Function
Identification	Identifies phenomenon that will be described.
Description	Describes about parts, qualities, characteristics of something or someone in skill.

3. Grammatical Features

In descriptive text use:²⁰

- a. Specific Nouns, e.g. my car, my new house etc.
- b. Simple Present tense, e.g. I live in a simple house; the house was very beautiful, it has a wonderful park.
- c. Detailed Noun Phrase to give information about subject. e.g. I have white skinned girl friend, etc.

²⁰ Alexander Mongot Jaya. 2008. *English Revolution*, Jepara: Mawwaas Press. p. 14.

- d. Some adjectives (describing, numbering, classifying), e.g. two strong legs, sharp white fangs, etc.
- e. Relating verbs to give information about subject, e.g. My mum was really cool: it has very thick fur, etc.
- f. Thinking verb or feeling verb to express personal writer view about subject, e.g. police believed the suspect armed, I think it a clever animal, etc.
- g. Action verb e.g. our new puppy bites our shoes, my cat eats mouse, etc.
- h. Adverbials to give addition information about its behavior, e.g. fast, at tree house, etc.

One of the text or paragraph that are taught in Senior High School level is descriptive. Descriptive was a kind of text which is aimed to describe a particular person, place, or thing.

So, it can be said that this text descriptive text that describes what kind of person or an object described, good shape, its properties, numbers and others. Objective (purpose) of any clear descriptive text, is to explain, describe or express a person or an object.

When writing a descriptive text, there are several general compositions or generic structure. It also has generic structure which is summarized as follows:

1. Identification which identifies phenomenon to be described. Identification contains about identifying things or person will be described.
2. Description which describes parts, qualities, characteristics.

3. The Language Feature of Descriptive Text

1. The linguistic feature in this text was focused on specific participants, the use of attributive and identifying process, the frequent.
2. Use of epithets and classifier in nominal groups, at and the use simple present tense.

4. The Linguistic Features

1. The Relevant Grammatical Patterns

The grammatical patterns or language usages of certain genre writing have their own distinct or specific features. This may occur because different genre writing states different and distinctive communicative purpose, readers, and contexts in terms of when it happens, how it happens, or why it happens. The common grammatical features of narrative writing are:

- a. It mostly often uses the past tense, but may be in the immediate present for effect.
- b. It varies in sentence lengths: simple, compound, or complex.
- c. It tends to use short sentences to increase tension, longer sentences provide contrast and detail.
- d. The use of dialogue will develop action and characters.
- e. Tense may change within the dialogue.
- f. Active nouns: make nouns actually do something, e.g. "It was raining" could become "Rain splashed down" or "There was a large cabinet in the lounge could become "A large cabinet seemed to fill the lounge".

- g. Careful use of adjectives and adverbs: Writing needs judicious use of adjectives and adverbs to bring it alive, qualify the action and provide description and information for the reader.
- h. Use of the senses: where appropriate, the senses can be used to describe and develop the experiences, setting, and character:

What does it smell like?

What can be heard?

What can be seen – details?

What does it taste like?

What does it feel like?

In many cases, to make the story more stressful and stronger, the imagery language may be used. The types of imagery language may vary and it depends on the story itself and the writer's style. It sometimes shows the stylistics such as:

- a. Simile: A direct comparison, using likes or as or as though, e.g. *The Sea looked as rumpled as a blue quilted dressing gown. Or, the wind wrapped me up like a cloak.*
- b. Metaphor: An indirect or hidden comparison, e.g. *She has a heart of stone or He is a stubborn mule or the man barked out the instructions.*
- c. Onomatopoeia: A suggestion of sound through words, e.g. *crackle, splat, ooze, squish, boom*, e.g. *The tyres whir on the road. The pitter-patter of soft rain. The mud oozed and squished through my toes.*

- d. Personification: Giving nonliving things (inanimate) living characteristics,
e.g. *The steel beam clenched its muscles. Clouds limped across the sky.*
The pebbles on the path were grey with grief.

2. The Related Vocabulary Usages

In general, the related vocabulary usages of the narrative text are:

- a. Action verbs: action verbs provide interest to the writing. For example, instead of the old man was in his way and you can say the old man barred his path. Instead of she laughed you might choose she cackled.
- b. It is written in the first person (I, we) or the third person (he, she, they).It uses material
- c. Processes (behavioral and verbal).
- d. It uses temporal conjunction and temporal circumstances.
- e. It uses relational processes and mental processes.
- f. It focuses on specific and usually individualized participant.
- g. It uses circumstances of time and place.
- h. Setting – when and where the story occurs.
- i. Characters – the most important people or characters in the story.
- j. Initiating event – an action or occurrence that establishes a problem and/or goal.
- k. Conflict/goal – the focal point around which the whole story is organized.
- l. Events – one or more attempts by the main characters to achieve the goal or solve the problem.
- m. Resolution – the outcome of the attempts to achieve the goal.

- n. Time words connect events (e.g. After that....; Then....; A few moments later....)
- o. Specific nouns: Strong nouns have more specific meanings, e.g. oaks opposed to tree.²¹

The Example of Descriptive Text

My Classmate, Yuta

Yuta is one of the 150 International students at the ELC of Brigham Young University. He is from Japan. He grew up in Japan, and he is 19 years old. There are six people in his family, a father, a mother, three sisters and himself. He is the youngest in his family. He is also the only boy in his family, but now he is in Provo, Utah, studying English. Yuta likes the United States very much and he thinks everything is cheap. Yuta thinks his English classes are excellent and the teachers are professionals. Yuta thinks someone in his class is noisy so he doesn't like that. In his free time he spends too much time sleeping, so it seems that he has a sleeping sickness.²²

6. Writing Assesment

Test of language were something that must be done by teachers in language learning. Through the assessment will be known objectively student learning outcomes. Assessment will get good result if aspects are assessed in writing presented in more detail.

²¹I Wy.Dirgeyasa. 2016. *College Academic Writing: A Genre-Based Perspective*. Jakarta: Kencana. p. 18-20

²²<http://www.englishindo.com/2018/01/koleksi-contoh-descriptive-text-singkat.html> accessed on 28 february at 04:13 am

According to Heaton, there are five scoring scales namely content, organization, vocabulary, language use, and mechanics.

1. Content

The scoring of the content depends on the students' capability to write their ideas and information in the form of logical sentences. The criteria of giving the score is as the following:

Table 2.2. Scoring scale of the content of a paragraph

Scoring Scale	Alternative Competence of Paragraph Content
30 – 27	Excellent to very good: knowledge, substantive
26 – 22	Good to average: some knowledge of subject, adequate range
21 – 17	Fair to poor: limited knowledge of subject, little substance
16 – 13	Very poor: does not show knowledge of subject, non substantive

2. Organization

The organization refers to the students' capability to write their ideas and information such a good logical order to topic and supporting sentences are clearly stated. The criteria of giving the score as the following:

Table 2.3. Scoring scale of organization of a paragraph

Scoring Scale	Alternative Competence of Paragraph Content
20 – 18	Excellent to very good: fluent expression, ideas clearly stated
17 – 14	Good to average: somewhat choppy, loosely organized, but the main ideas stand out
13 – 10	Fair to poor: non-fluent, ideas confused, and disconnected.
9 – 7	Very poor: does not communicate, no organization or not enough to evaluate

3. Vocabulary

The scoring of vocabulary depends on the students' capability to use words or idioms to express ideas logically. The criteria of scoring vocabulary are given below:

Table 2.4. Scoring scale of vocabulary of a paragraph

Scoring Scale	Alternative Competence of Paragraph Content
20 – 18	Excellent to very good: sophisticated, effective word choice and usage
17 – 14	Good to average: adequate range, occasional error of words/idiom choice, usage but meaning not obscured
13 – 10	Fair to poor: limited range, frequent errors of

	words/idioms form, choice, and usage
9 – 7	Very poor: essential translation, little knowledge of English vocabulary

4. Language Use

Language use refers to competence in writing down the sentence either in simple. Complex or compound sentence correctly or logically. It also refers to the ability if using the arrangement in the sentences and some other words such as: nouns, adjectives and time signals. The criteria for scoring the language use are given below:

Table 2.5. Scoring scale of language use of a paragraph

Scoring Scale	Alternative Competence of Paragraph Content
25 – 22	Excellent to very good: effective complex constructions, little mistake in appropriate word function word, article pronoun, preposition
21 – 18	Good to average: effective but simple instruction, a little mistake in appropriate word
17 – 11	Fair to poor: major problem in simple/complex constructions, a little mistake in appropriate word, article, and preposition confused
10 – 5	Very poor: virtually no mastery of sentence construction rules, so many mistakes in sentences

	that is not communicatively, not enough to evaluate.
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5. Mechanics

The score for mechanic depends on the students' competence to write spelling, punctuation, capitalization, paragraphing, and hand writing whether or not can be read. The criteria of scoring the mechanic are given below:

Table 2.6. Scoring scale of mechanics of a paragraph

Scoring Scale	Alternative Competence of Paragraph Content
5	Excellent to very good: demonstrative mastery of convention, little mistake in spelling, punctuation, capitalization
4	Good to average: occasionally error of spelling, punctuation, capitalization, but meaning not obscured
3	Fair to poor: frequent errors of spelling, punctuation, capitalization, and meaning not obscured
2	Very poor: no mastery of convention, dominated by errors of punctuation, capitalization, paragraphing, and writing not

	enough to evaluate.
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D. Technique

Technique was the specific activities manifested in the classroom, which are consistent with a method and therefore in harmony with an approach as well. States that technique was wide variety of exercise, activities or task used in the language classroom for realizing lesson objectivities. An approach as the first level is followed by a method that in turn is followed by technique.²³

Technique was the way that adopted toward an objective by the teacher to direct the learners' activities. In fact technique was kind of strategy to make a lesson more understandable to the students'.

1. Dictation

Dictations is without doubt, a handy technique from teachers who need to exert a little crowd control, and there are few teachers who do not need to impose a little discipline on their classes from time to time. But there was a multitude of ways in which the basic idea of dictation can be adapted to provide extensive opportunities for more learner-centre, motivating and communicative classroom work. Dictation obviously involves, first and foremost, listening and writing, but it was not difficult to integrate all four skills in lessons based on around dictations, and the texts of dictations can provide a rich source of material for language-focus

²³Brown, 2002.*Principles of Language Learning and Teaching*. San Francisco University: Longman. p. 16

tasks. An additional practical advantage is that by using dictated texts, we can minimize the amount of lesson preparation which is needed.

The dictations that you can find here are designed to offer a wide choice of methodical possibilities. Each forms the centre-piece of a complete (approximately one hour) lesson for higher level students. All the suggested lesson plans offer plenty of scope for student interaction and for language development. In addition, one or more activities in each lesson will also focus students' attention on various features of the Macmillan English Dictionary. Successful learners' know how to make best use of the learning tools they have at their disposal. For this reason, an element of learner-training is also included alongside the focus on particular features of the language.

2. Dictogloss Technique

Generally, technique can be defined as a procedure to complete a task. Technique in teaching learning process can be defined as any of wide variety of exercises, activities, or tasks, used in language classroom for realizing lesson objectives. One of techniques which can be used in teaching learning process, especially teaching writing was dictogloss technique.

Dictogloss from the English language, and composed of words, namely dictation or dictate and gloss, which means interpretation. This technique was a combination of two techniques, dictation and interpretation.

Wajnryb explains that dictogloss was a relatively recent procedure in language teaching. It borrows a little from traditional dictation (hence part of its name) but in fact is quite distinct from dictation in both procedure and objectives. Meanwhile, Vasiljevic states that dictogloss was a classroom dictation activity where learners listen to a passage, note down key words and then work together to create a reconstructed version of the text. Therefore, it can be concluded that dictogloss is a language teaching technique by using classroom dictation activity where the learners reconstruct a text by listening and noting down the key words of the text.²⁴

In dictogloss technique also, all four language skills are practiced:

- Listening (to the teacher during dictation, to peers when discussing the reconstruction of the text)
- Speaking (to peers during the reconstruction and presentation)
- Reading (notes taken while listening to the teacher, the group's reconstruction, and the original text)
- Writing (writing the reconstruction)

Wajnryb proposes several aims of dictogloss, such as:

1. Providing an opportunity for learners to use their productive grammar in the task of text creation. Learner's linguistic resources are called upon as they pool their fragmented notes and consider the various language options available to them.

²⁴Zorana Vasiljevic. 2010. *Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners*. III (1) 41-52

2. Encouraging learners to find out what they do and do not know about English. This is realized the attempts to reconstruct the text and in the subsequent analysis of those attempts.
3. Upgrading and refining the learners' use of the language through a comprehensive analysis of language options in the correction of the learners' approximate texts.

What she have said can be followed in order to improve the quality of teaching writing descriptive text because in writing students need to use their productive grammar, knowing about English to reconstruct a text, and analyze the learners' language options.

The key to the dictogloss was interaction. The technique requires learners in the classroom to interact with each other in small groups so as to reconstruct the text as a cooperative effort. Working in this way, learners are actively engaged in the learning process. Through active learner involvement students come to confront their own strength and weakness in English language use. Then they find out what they do not know and they find out what they need to know. It is through this process that they improve their language skills.

3. The Purposes of Dictogloss Technique

According to Wajnryb, dictogloss has a number of purposes:

1. To introduce key words at the beginning of a work sequence
2. To encourage students to focus on meaning when listening to a text

3. To provide an opportunity for learners to use their productive grammar in the text of text creation
4. To develop proof reading and editing strategies
5. To encourage learners to find out what they do and do not know about language. This is realized in the attempts to reconstruct the text and in the subsequent analysis of those attempts
6. To develop effective listening strategy
7. To provide an authentic opportunity for cooperative learning.

4. The Procedures of Dictogloss Technique

There are four stages in the procedure of dictogloss technique, they were:

1) Preparation: Students will be prepared for the task by being involved in a discussion and vocabulary presentation related to the topic.

2) Dictation: Teacher will read the text twice at natural speed. Students will take notes while listening in order to be able to reconstruct the text read to them.

3) Reconstruction: Students will be arranged in small groups or pairs. They will pool their notes and reconstruct their own version of the passage. During this step, teacher will not provide them with any information.

4) Analysis/ Feedback: During this stage, students' writings will be corrected first by the teacher just by giving them some codes, and then students will compare their own version with the original one to be informed about their mistakes and be able to correct them.²⁵

Preparation

At this stage, teachers should:

1. Prepare learners for the text they will be hearing by exploiting the warp-up suggestions in each lesson. This type of topical warm up prepares learners for the subject matter and makes them more receptive effectively when they are able to anticipate what they will hear, when their interest in the topic has been aroused, and when they become personally involved in the discussion.
2. Prepare learners for the vocabulary of the text. The list in each unit is a suggestion only. Vocabulary should be pre-taught if the teacher suspects that it was unknown to the learners or difficult for them to infer.
3. Ensure that learners know what they are expected to do at each stage of the procedure.
4. Organize learners into groups before the dictation begins.

²⁵Masoom Kooshafar. 2012. Journal of Language Teaching and Research. *The Effect of Dictogloss Technique on Learners' Writing Improvement in Terms of Writing Coherent Texts*. Vol. 3, No.4. p. 2

Dictation

As a standard procedure, learners should hear the dictation twice. The first time, they should not write, but allow the words to wash over them. The second time, they should take down notes. When the students take notes during the dictation, they should be encouraged to write down the type of word that will help them to piece together the text in the later reconstruction stage. Such words are content or information words, for example, farmer, sold, horse, that serve as memory cues or triggers. The grammar or function words, for example, the and his are to be provided by the learners themselves as part of the productive process of reconstruction of the text.

The next should be dictated at normal spoken speed. The general pace is comparable to that of news broadcast on radio or TV. The dictating should not be conducted in the traditional way where the sentence was broken up into isolated words units. Between sentences, the pauses should be slightly longer than usual; a brisk count to five under one's breath is a good standard. As far as possible, the two readings should be identical.

Reconstruction

As soon as the dictation was finished, the learners working in groups proceed to pool their notes and work on their version of the next. It helps if each group has a scribe through whom all suggestions are channeled.

The scribe writes down the group's text as it emerge from discussion group. When it was complete, the group's checks the text for grammar, textual cohesion and logical sense.

Analysis and Correction

The last stage of the dictogloss was the analysis and correction of the learner's text. There were various ways of conducting this. Teachers will conduct this session in their preferred fashion.

1. Using the blackboard, the students' texts were written up for all to see and discuss. This way does a good conducted on student understand in combine the sentences from each group before moving on to the next sentences of each group.
2. Instead of the blackboard, an overhead projector can be used.
3. Each text can be photocopied and the class can be examined them, either as a total unit or on a sentence by sentence basis. A sentence base was preferred, then it helps to cut paste the text into sentence groupings before photocopying.
4. Another technique (which can accompany any of the correction ideas listed here) was to keep a copy of the original text (as directed) on an overhead projector and scroll it forward sentence after the students' versions have been examined.

5. The Advantages of Dictogloss Technique

First, dictogloss technique has a clear task and output of the learning activity. The students are asked to write a reconstruction text based on their fragmentary notes from the dictation stage. By having the task, the students were promoted to involve activity in the learning process.

Second, dictogloss technique combines bottom up and top down the processing. It enables the teachers to apply bottom up processing in the vocabulary preparation. Similarly, it lets the students recall their knowledge about the topic to help them understand the text (top down processing) in topical warm up.

Third, applying dictogloss technique uniquely combines teaching writing and self-assessment. In analysis and correction stage, the students will see how well they have done. They will check their text and see where they have done well and what they need to improve by analyzing their mistakes.

Finally, dictogloss technique encourages collaborative learning in the class. It has a task that then students do in small group. The students are expected to help each other to do the task. They will share their notes with their friends to reconstruct the text.²⁶

²⁶Zorana, Vasiljevic. 2010 *Journal of English Language Teaching*, Vol 2 No.1 September 2013

E. Related Studies

In fact, there were similar studies had been conducted by using dictogloss technique for teaching writing strategies.

1. Fanny Amelia Purba has done research on the title “The Effect of Dictogloss Technique on Students’ Achievement in Students’ Writing Spoof Text”. It was conducted to the students of the second year of SMA Dharmawangsa Medan. This research was conducted by using quasi experimental research.
2. Jannah Nora Nikmatul has done research on the title “The Effectiveness of Using Dictogloss Technique to Improve Students’ Listening Ability at the eight grade of MTs Al Huda Bandung in academic year 2014/2015. In this research, the writer used pre-experimental design in the form of one-group pre-test and post-test. In which, the group is given a pretest before the treatment. After, the treatment is finished the post test is administered to see the achievement.

F. Conceptual Framework

Writing was a productive skill to express the ideas, feelings, opinions, and experiences of someone into words in a meaningful form and to mentally interact with the message.

There were two important elements of writing, material and language itself. Before writing begins, someone has already been thinking about the material that writer wants to write. Not only thinking about that,

but also be mastering the material. Besides mastering the material, he also has to be mastering the language. Someone can not write well, if he did not master the language itself.

There were thirteen genres of academic writing. One of them was descriptive text. Descriptive text was a piece of text describes a particular person, place, or thing. While Broad man and Jia states that descriptive text was a kind of text that used to describe what something looks like by using a good technique teaching, the teacher can introduce how to write descriptive text easily and correctly, do students can improve their writing ability. They do not have confident in writing by their own words because they are not sure with ideas, and teachers do not strategy in teaching the lesson to the students.

Dictation was technique use in both language teaching and language testing into students, with pauses during which they must try to write down what they have heard. Basically, this a technique used to know how much the students ability to recognize and identify the spoken language. The teacher just comes to the class, greets them and starts the lesson, then the teacher applies the dictation by reading a story and after the reading the teacher asks the students to rewrite the story read. As the result the student can not get the point of the dictation and the feel hard to write the story. They finally cannot improve their achievement in writing skills.

One of the alternative techniques which can be used by the teachers is dictogloss technique. Dictogloss technique was a language teaching

technique using classroom dictation activity where the learners reconstruct a text by listening and noting down the key words of the text. As what Wajnryb says that one of the aims of dictogloss was to provide an opportunity for learners to use their productive grammar in the task of the text creation.

It means that the teacher lets the students to express their experiences on to a paper. The teacher will tell the text first, and the student should write the key note of the text. Some words in the key note are very useful because it can make students easier to compose their writing. Then the teacher will retell the text for the second, the students should create their writing based on key note that they have made.

It can help the students to write their composition easily. It also integrates the four language skills. There are listening, reading, speaking, and writing. It helps the students to ease them to write their composition and gives them idea to write by using the key words. These key words will become the guidance for the students to write their composition.

G. Hypothesis

The research hypothesis was formulated as follows:

Ha: There is significant effect of applying Dictogloss technique on students' achievement in writing descriptive text.

Ho: There is no significant effect of applying Dictogloss technique on students' achievement in writing descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

The writer chosen SMA AL WASHLIYAH 3 MEDAN as the place of the research. The researcher wants to introduce dictogloss technique that was suitable to teaching writing descriptive better. The location of research was on Garu II No.2- Medan Amplas.

The researcher chosen that location was due to the students have low achievement in writing, the researcher find the problem which was related to the title of this research and the same research never conducted there.

The research study would be conducted at the tenth grade second semester of the academic year of 2017/2018.

B. Population and Sample

1. Population

Population is the whole objects that will be researched.²⁷ In this study, the population was the X of SMA AL WASHLIYAH 3 MEDAN academic year of 2017/2018 that consists of 84 students in 3 classes.²⁸ It can be seen from the table:

²⁷Syahrum, Salim. 2007. *Metodologi Penelitian Kuantitatif*. Bandung: Citapustaka Media. p. 113.

²⁸<http://sekolah.data.kemendikbud.go.id/index.php/chome/profil/ab8288cb-6950-4bbe-a9b6-f4ba4d638bcc>. accessed on sunday june 3rd 2018 at 10:40 am

Table 3.1.
The Population of Research

No.	Class	Students
1	X-IPA 1	28
2	X-IPA 2	28
3	X-IPS	28
Total		84

2. Sample

A sample is part population who researched. It called by research sample when we mean to generalize the results of research sample.²⁹

In selecting the sample, the researcher used cluster random sampling. Fraenkel and Wallen say that the selection of groups, cluster of subjects rather than individuals was known as cluster random sampling. It means that the experimental and control class were chosen randomly by using a small pieces of paper and the name of each class was write in a small pieces of paper and the papers roll and shake.³⁰

In doing the research, the researcher take the sample in two classes that were divide into two groups namely: experimental and control group. The classes X-IPA 2 as the experimental group would be teach by using

²⁹SuharsimiArikunto. 2002. *ProsedurPenelitianSuatuPendekatanPraktek*. Jakarta: PT RinekaCipta. p. 108-109

³⁰Jack Fraenkel R & Norman E Wallen. 2007. *How to Design and Evaluate Research in Education*. New York: McGraw-Hill

Dictogloss and class X-IPA 1 as the control group would be teach by using Dictation.

Table 3.2.
The Sample of Research

No.	Class	Total of Students
1	X-IPA 1	28
2	X-IPA 2	28
Total		56

C. Research Design

This research would be conducted by using experimental design, which consists of pre-test and post-test in order to know the effect of applying dictogloss technique on students' achievement in writing. In conducting the experimental research, the sample divides into 2 groups. They were control group, which would be teach by applying dictation technique and experimental group which would be teach by dictogloss technique. So, the researcher divided into two variable, there were: Dictogloss technique as method (X-variabel) and writing descriptive text as (Y-variable). The design of this research can be seen as follows:

Table 3.3.
Research Design

Group	Pre-test	Treatment	Post-test	Class
Experimental	√	Dictogloss technique	√	X-IPA 2
Control	√	Dictation technique	√	X-IPA 1

D. Definiton of Operational Variable

To avoid misunderstanding in defining the terms, so the researcher makes definition of the variables, they were:

1. Dictoglosstechnique include into cooperative learning. This technique aims to providing an opportunity for learners to use their productive grammar in the task of test creation, and encouraging learners to find out what they did and did not know about English.
2. The students writing achievement is when they can write a text by fulfill characteristics of good writing like coheren, the diction, unity, development, and correctness.

E. Instrument of Collecting Data

The researcher must uses instrument in order to get the better data. The instrument of the research was a tool or facility that was used by researcher for collecting the data in order to get better result. To make this research successful, the researcher uses some instruments to collect data, they are follows:

1. Test

A test, in simple term is a method of measuring a person's ability, knowledge, or performance in a given domain.³¹ The test was used to collect the students' writing that must be analyzed to identify students' achievement in writing descriptive text.

F. Technique of Collecting the Data

Technique of collecting data is the technique or methods that can be used by researcher for collecting the data. Data collection can be interpreted as reseach activities in order to gather a number of field data needed to answer the research or test hypotesis. In this research it will be used pre-test, treatment, and post-test.

1. Pre-test

The pre-test will be conducted before treatment. The same pre-test was given to both experimental and control group in order to investigate the students writing achievement. Both experimental and control group will be ask to write based on the text given.

2. Treatment

The treatment would be conducted after pre-test in experimental group. The students would be teach by applying dictoglosstechnique and control group which would be teach by dictation technique. Both experimental and control group were teach by the same material.

³¹H.Douglas Brown. 2004. *Language Assessment Principles and Classroom Practice*. p. 3

3. Post-Test

The post-test was used writing test. It will give after the treatment finish. The objective of this was to get the data about the result of treatment to be analyze in order to know the improvement the students' achievement in writing descriptive text at SMA AL WASHLIYAH 3 MEDAN.

G. Technique of Analyzing Data

In order to find the different effect between experimental and control group, the t-test formula was applied. The formula was stated as the following:

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

Where:

x_1 = Average value of sample group owning highest score

x_2 = Average value of sample group owning lowest group

s = Standard deviation merger

In this research, the data obtain from the experiment and control class. To significantly whether there was effect of dictogloss technique on students' achievement in writing descriptive text, the researcher should do the requirement test at the first by using normality and homogeneity test.

1. Normality Test

Normality test used to determine if a data set was well-modeled by a normal distribution and to compare how likely it was random variable underlying the data to be normally distribution. The normality test of variable X used Lilifors test :

- Perception x_1, x_2, \dots, x_n , made permanent number z_1, z_2, \dots, z_n , by formula :

$$z_i = \frac{x - \bar{x}}{s}$$

Where : X = Score of student

\bar{x} = Mean Score

S = Standard Deviation

- To every this permanent number and by using enlist of permanent normal distribution, and then calculated the opportunity $F(z_1) = P(z \leq z_1)$
- Here in after calculated a proportion z_1, z_2, \dots, z_n the smaller is equal to z_i
- Count the difference $F(z_i) - S(z_i)$ and then determine its absolute price
- Take the biggest price among absolute price among absolute price the difference. Mention the price the L_0 . If $L_0 < L$ obtained from critical value price test the Liliefors with real level $\alpha = 0.05$, hence distribution normal

2. Homogeneity Test

To test whether variants of both homogenous sample, used by two variants equality test, that is :

$$F = \frac{\text{The biggest variants}}{\text{the smallest variants}}$$

Here in after compare with the table F.

Its criterion if $F_{count} < F_{table}$, so both sample are homogenous.

After the writer found whether both groups have normal distribution and homogeneity. The writer will be used validity test to find out the instrument valid or not, and realibility test to consistency and accuracy in scoring.

3. Validity of the test

Validity refers to the extent which the results of an evaluation procedure serves the particular uses for which they are make intended. It was important to measure the students' achievement in writing.

The formula applied to find out the validity of the test is:

$$P = \frac{\sum R}{\sum T}$$

Where :

P : Index of difficulty

$\sum R$: Right Answer

$\sum T$: Number of sample

4. Reliability of the test

Realibility was the consistency of a test, survey, observation, or other measuring device. Reliability means consistency and accuracy in scoring that would have come from one measure which is investigated. Realibility is one of the characteristic of good test. It refers to the consistency of the measurement. The test in this study used writing test form. The scoring of the writing test

involved the subjectively, thus find out whether the test was reliable, the writer used the inter-rater reliability.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

Where :

r : the reliability of the test

n : Number of students

$\sum x$: sum of rate I (R1)

$\sum Y$: Sum of rate II (RII)

5. Hypothesis Test

The hypothesis to be tested in the form :

$$H_0 : \mu_x = \mu_y$$

$$H_a : \mu_x \neq \mu_y$$

Where:

H_0 : null hypothesis

H_a : alternative hypothesis

μ_x : the mean score of the students' teach by using Dictogloss technique

μ_y : the mean score of students' teach by using Dictation technique

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Description of the Data

To collect the data of this research, the writer observed the tenth grade of SMA Al Washliyah 3 Medan. There were three classes, namely X IPA 1, X IPA 2, and X IPS. For the X IPA 1, the writer used Dictation technique and for the X IPA 2 writer used Dictogloss Technique. Then writer gave pre test to get the data before using the technique. After the writer used the technique in the class, the writer gave post test to students to get the data about the effect of applying dictogloss technique in writing descriptive text. After getting the data, the writer analyzed each of the data. The data of the students' scores drawn as follow:

Table 4.1

The Students' Score in Experimental Group

No	Students' Initial	Pre Test	Post Test
1	AA	75	80
2	AR	55	70
3	AS	80	90
4	CADS	40	70
5	DRR	75	80
6	ESS	40	70
7	HB	50	70
8	MB	70	75
9	MY	40	70
10	ND	40	70
11	NAP	50	60
12	RD	50	75
13	RS	55	65

14	RSH	70	75
15	RN	60	75
16	RW	75	90
17	SA	60	75
18	SEZ	40	70
19	SNR	40	60
20	SO	40	65
21	STW	50	60
22	TF	60	75
23	TM	55	60
24	TSB	70	80
25	UM	70	75
26	V	40	65
27	VW	50	65
28	YP	75	90
	Total	1575	2025
	Mean	56.25	72.32

From the table above, the students' writing achievement was taught by applying Dictogloss technique showed the minimum score of pre test was 40, the maximum score pre test was 75 and the mean of pre test was 56.25. On the other hand the minimum score of post test was 60, the maximum score of post test was 90, the mean of pre test was 72.32.

Table 4.2
The Students' Score in Control Group

No	Students' Initial	Pre Test	Post Test
1	AF	45	55
2	AH	60	70
3	ALL	50	60
4	CK	55	70
5	DAA	40	55
6	DD	60	75
7	DW	65	70

8	DW	50	60
9	JPS	40	50
10	KN	60	65
11	KS	55	60
12	LI	45	60
13	LW	70	75
14	MAR	50	60
15	MRP	65	70
16	MS	40	50
17	MZ	55	65
18	RU	45	60
19	RS	45	55
20	SM	40	60
21	SML	60	65
22	SNN	40	55
23	SR	70	75
24	TRS	55	65
25	YAV	40	55
26	YP	60	65
27	Z	70	75
28	ZH	55	65
	Total	1485	1765
	Mean	53.04	63.04

From the table above, the students' writing achievement was taught without applying Dictogloss technique showed the minimum score of pre test was 40, the maximum score pre test was 70 and the mean of pre test was 53.04. On the other hand the minimum score of post test was 50, the maximum score of post test was 75, the mean of pre test was 63.04.

B. Calculation of Normality Test

1. Normality Testing of Experimental Group

Table 4.3

Frequency Distribution of Pre Test in Experimental Group

No	X_i	F_i	$F_i \cdot X_i$	X_i^2	$F_i \cdot X_i^2$
1	40	8	320	1600	12800
2	50	5	250	2500	12500
3	55	3	165	3025	9075
4	60	3	180	3600	10800
5	70	4	280	4900	19600
6	75	4	300	5625	22500
7	80	1	80	6400	6400
Total	430	28	1575	27650	93675

Based on the data above, the result of $F_i \cdot X_i^2$ was 93675 and $F_i X_i$ was 1575. Then the following was the calculation of mean, variant and standartdeviation .

a. Mean

$$x = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

x = mean of variabel

$\sum F_i X_i$ = total number of score

$\sum F_i$ =number of sample

So,

$$x = \frac{\sum F_i X_i}{\sum F_i}$$

$$x = \frac{1575}{28}$$

$$x = 56,25$$

b. Variant

Where :

$$S^2 = \text{Variant}$$

n = number of sample

$$\begin{aligned} S^2 &= \frac{n \cdot \sum f_{ixi}^2 - (\sum f_{ixi})^2}{n(n-1)} \\ &= \frac{28 \times 93675 - (1575)^2}{28(28-1)} \\ &= \frac{2.622.900 - 2.480.625}{28(27)} \\ &= \frac{142.275}{756} \\ &= 188.19 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{188,19} \\ &= 13.71 \end{aligned}$$

After getting the calculation of mean, variant and deviation standart, the the text step was to found the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality writing speaking can be seen in the following table :

Table 4.4

Normality Testing Of Pre Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	-1.18	0.118	0.29	-0.17
2	40	-1.18	0.118	0.29	-0.17
3	40	-1.18	0.118	0.29	-0.17
4	40	-1.18	0.118	0.29	-0.17
5	40	-1.18	0.118	0.29	-0.17
6	40	-1.18	0.118	0.29	-0.17
7	40	-1.18	0.118	0.29	-0.17
8	40	-1.18	0.118	0.29	-0.17
9	50	-0.46	0.324	0.46	-0.140
10	50	-0.46	0.324	0.46	-0.140
11	50	-0.46	0.324	0.46	-0.140
12	50	-0.46	0.324	0.46	-0.140
13	50	-0.46	0.324	0.46	-0.140
14	55	-0.09	0.464	0.57	-0.108
15	55	-0.09	0.464	0.57	-0.108
16	55	-0.09	0.464	0.57	-0.108
17	60	0.27	0.608	0.68	-0.071
18	60	0.27	0.608	0.68	-0.071
19	60	0.27	0.608	0.68	-0.071
20	70	1.00	0.842	0.82	0.020
21	70	1.00	0.842	0.82	0.020
22	70	1.00	0.842	0.82	0.020
23	70	1.00	0.842	0.82	0.020
24	75	1.37	0.914	1	-0.086
25	75	1.37	0.914	1	-0.086
26	75	1.37	0.914	1	-0.086
27	75	1.37	0.914	1	-0.086
28	80	1.73	0.958	1.04	-0.077
Total	1575		Lo =	0.02	
Mean	56.25		Lt =	0.161	

a. Finding Z Score

Formula: $Z_i = \frac{x_i - \bar{x}}{s}$

Where ;

x_i = value

x = mean

S = standard deviation

$$Z_i 1 = \frac{40 - 56,25}{13.71} = -1.18$$

$$Z_i 2 = \frac{50 - 56.25}{13.71} = -0.46$$

$$Z_i 3 = \frac{55 - 56.25}{13.71} = 0.09$$

$$Z_i 4 = \frac{60 - 56.25}{13.71} = 0.27$$

$$Z_i 5 = \frac{70 - 56.25}{13.71} = 1.00$$

$$Z_i 6 = \frac{75 - 56.25}{13.71} = 1.37$$

$$Z_i 7 = \frac{80 - 56.25}{13.71} = 1.73$$

b. Finding $S(Z_i)$

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_i) = \frac{8}{28} = 0.28$$

$$S(Z_i) = \frac{13}{28} = 0.46$$

$$S(Z_i) = \frac{16}{28} = 0.57$$

$$S(Z_i) = \frac{19}{28} = 0.67$$

$$S(Z_i) = \frac{23}{28} = 0.82$$

$$S(Z_i) = \frac{28}{28} = 1$$

$$S(Z_i) = \frac{29}{28} = 1.03$$

From the table above it can be seen that Liliefors observationor $L_o = 0.02$ with $n = 28$ and real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.161$. It was known that the coefficient of $L_o (0.02) < L_t (0.161)$. So, it can be concluded that the data distribution of the student's achievement in writing was **normal**.

Table 4.5
Frequency of Distribution Post Test in Experimental Group

No	X_i	F_i	$F_i \cdot X_i$	X_i^2	$F_i \cdot X_i^2$
1	60	4	240	3600	14400
2	65	4	260	4225	16900
3	70	7	490	4900	34300
4	75	7	525	5625	39375
5	80	3	240	6400	19200
6	90	3	270	8100	24300
Total	440	28	2025	32850	148475

Based on the data above, the result of $F_i \cdot X_i^2$ was 148475 and $F_i X_i$ was 2025. Then the following was the calculation of mean, variant and standard deviation .

a. Mean

$$x = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

x = mean of variabel

$\Sigma FiXi$ = total number of score

ΣFi = number of sample

So,

$$x = \frac{\Sigma FiXi}{\Sigma Fi}$$

$$x = \frac{2025}{28}$$

$$x = 72.32$$

b. Variant

Where :

$$S^2 = \text{Variant}$$

n = number of sample

$$\begin{aligned} S^2 &= \frac{n \cdot \Sigma fixi^2 - (\Sigma fixi)^2}{n(n-1)} \\ &= \frac{28 \times 148475 - (2025)^2}{28(28-1)} \\ &= \frac{4157300 - 4100625}{28(27)} \\ &= \frac{56675}{756} \\ &= 74.96 \end{aligned}$$

c. Standard Deviation

$$\begin{aligned} S &= \sqrt{S^2} \\ &= \sqrt{74.96} \\ &= 8.6 \end{aligned}$$

After getting the calculation of mean, variant and deviation standart, the the text step was to found the normality of the test. It means

that there was given to the students was observed by Liliefors test. The calculation of normality writing can be seen in the following table :

Table 4.6
Normality Testing Of Post Test in Experimental Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	60	-1.42	0.077	0.14	-0.065
2	60	-1.42	0.077	0.14	-0.065
3	60	-1.42	0.077	0.14	-0.065
4	60	-1.42	0.077	0.14	-0.065
5	65	-0.85	0.199	0.29	-0.087
6	65	-0.85	0.199	0.29	-0.087
7	65	-0.85	0.199	0.29	-0.087
8	65	-0.85	0.199	0.29	-0.087
9	70	-0.27	0.394	0.54	-0.141
10	70	-0.27	0.394	0.54	-0.141
11	70	-0.27	0.394	0.54	-0.141
12	70	-0.27	0.394	0.54	-0.141
13	70	-0.27	0.394	0.54	-0.141
14	70	-0.27	0.394	0.54	-0.141
15	70	-0.27	0.394	0.54	-0.141
16	75	0.31	0.621	0.79	-0.164
17	75	0.31	0.621	0.79	-0.164
18	75	0.31	0.621	0.79	-0.164
19	75	0.31	0.621	0.79	-0.164
20	75	0.31	0.621	0.79	-0.164
21	75	0.31	0.621	0.79	-0.164
22	75	0.31	0.621	0.79	-0.164
23	80	0.89	0.812	0.89	-0.080
24	80	0.89	0.812	0.89	-0.080
25	80	0.89	0.812	0.89	-0.080
26	90	2.04	0.979	1.00	-0.021
27	90	2.04	0.979	1.00	-0.021
28	90	2.04	0.979	1.00	-0.021
Total	2025		Lo		-0.021
Mean	72.32		Lt		0.161

a. Finding Z Score

$$Z_i = \frac{x_i - \bar{x}}{s}$$

Where ;

x_i = value
 \bar{x} = mean
 S = standard deviation

$$Z_{i1} = \frac{60 - 72.32}{8.66} = -1.42$$

$$Z_{i2} = \frac{65 - 72.32}{8.66} = -0.85$$

$$Z_{i3} = \frac{70 - 72.32}{8.66} = 0.27$$

$$Z_{i4} = \frac{75 - 72.32}{8.66} = 0.31$$

$$Z_{i5} = \frac{80 - 72.32}{8.66} = 0.89$$

$$Z_{i6} = \frac{90 - 72.32}{8.66} = 2.04$$

b. Finding $S(Z_i)$

$$S(Z_i) = \frac{F_{kum}}{N}$$
$$S(Z_i) = \frac{4}{28} = 0.14$$

$$S(Z_i) = \frac{8}{28} = 0.29$$

$$S(Z_i) = \frac{15}{28} = 0.54$$

$$S(Z_i) = \frac{22}{28} = 0.79$$

$$S(Z_i) = \frac{25}{28} = 0.89$$

$$S(Z_i) = \frac{28}{28} = 1$$

From the table above it can be seen that Liliefors observation or $L_o = -0.021$ with $n = 28$ and real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.161$. It was known that the coefficient of $L_o (0.02) < L_t (0.161)$. So, it can be concluded that the data distribution of the student's achievement in writing was **normal**.

2. Normality Testing of Control Group

Tabel 4.7
Frequency Distribution of Pre Test in Control Group

No	X_i	F_i	$F_i \cdot X_i$	X_i^2	$F_i \cdot X_i^2$
1	40	6	240	1600	9600
2	45	4	180	2025	8100
3	50	3	150	2500	7500
4	55	5	275	3025	15125
5	60	5	300	3600	18000
6	65	2	130	4225	8450
	70	3	210	4900	14700
Total	385	28	1485	21875	81475

Based on the data above, the result of $F_i \cdot X_i^2$ was 81475 and $F_i X_i$ was 1485. Then the following was the calculation of mean, variant and standart deviation.

a. Mean

$$x = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

x = mean of variabel

$\sum F_i X_i$ = total number of score

$\sum F_i$ =number of sample

So,

$$x = \frac{\sum FiXi}{\sum Fi}$$

$$x = \frac{1485}{28}$$

$$x = 53.04$$

b. Variant

Where :

$$S^2 = \text{Variant}$$

n = number of sample

$$S^2 = \frac{n \cdot \sum fixi^2 - (\sum fi \cdot i)^2}{n(n-1)}$$
$$= \frac{28 \times 81475 - (1485)^2}{28(28 - 1)}$$

$$= \frac{2281300 - 2205225}{28(27)}$$

$$= \frac{76075}{756}$$

$$= 100.62$$

c. Standard Deviation

$$S = \sqrt{S^2}$$

$$= \sqrt{100.62}$$

$$= 10.03$$

After getting the calculation of mean, variant and deviation standart, the next step was to found the normality of the test. It means that the test was given to the students was observed by Liliefors test. The calculation of normality writing can be seen in the following table :

Table 4.8

Normality Testing Of Pre Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	-1.30	0.097	0.21	-0.117
2	40	-1.30	0.097	0.21	-0.117
3	40	-1.30	0.097	0.21	-0.117
4	40	-1.30	0.097	0.21	-0.117
5	40	-1.30	0.097	0.21	-0.117
6	40	-1.30	0.097	0.21	-0.117
7	45	-0.80	0.212	0.36	-0.146
8	45	-0.80	0.212	0.36	-0.146
9	45	-0.80	0.212	0.36	-0.146
10	45	-0.80	0.212	0.36	-0.146
11	50	-0.30	0.381	0.46	-0.083
12	50	-0.30	0.381	0.46	-0.083
13	50	-0.30	0.381	0.46	-0.083
14	55	0.20	0.578	0.64	-0.065
15	55	0.20	0.578	0.64	-0.065
16	55	0.20	0.578	0.64	-0.065
17	55	0.20	0.578	0.64	-0.065
18	55	0.20	0.578	0.64	-0.065
19	60	0.69	0.756	0.82	-0.065
20	60	0.69	0.756	0.82	-0.065
21	60	0.69	0.756	0.82	-0.065
22	60	0.69	0.756	0.82	-0.065
23	60	0.69	0.756	0.82	-0.065
24	65	1.19	0.884	0.89	-0.009
25	65	1.19	0.884	0.89	-0.009
26	70	1.69	0.955	1.00	-0.045
27	70	1.69	0.955	1.00	-0.045
28	70	1.69	0.955	1.00	-0.045
Total	1485	Lo			-0.009
Mean	53.04	Lt			0.161

a. Finding Z Score

Formula: $Z_i = \frac{x_i - x}{s}$

Where ;

x_i = value

x = mean

S = standard deviation

$$Z_i 1 = \frac{40 - 53.04}{10.03} = -1.30$$

$$Z_i 2 = \frac{45 - 53.04}{10.03} = -0.80$$

$$Z_i 3 = \frac{50 - 53.04}{10.03} = -0.30$$

$$Z_i 4 = \frac{55 - 53.04}{10.03} = 0.20$$

$$Z_i 5 = \frac{60 - 53.04}{10.03} = 0.69$$

$$Z_i 6 = \frac{65 - 53.04}{10.03} = 1.19$$

$$Z_i 7 = \frac{70 - 53.04}{10.03} = 1.69$$

b. Finding S(Z_i)

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_i) = \frac{6}{28} = 0.21$$

$$S(Z_i) = \frac{10}{28} = 0.36$$

$$S(Z_i) = \frac{13}{28} = 0.46$$

$$S(Z_i) = \frac{18}{28} = 0.64$$

$$S(Z_i) = \frac{23}{28} = 0.82$$

$$S(Z_i) = \frac{25}{28} = 0.89$$

$$S(Z_i) = \frac{28}{28} = 1.00$$

From the table above it can be seen that Liliefors observation or $L_o = -0.009$ with $n = 28$ and real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.161$. It was known that the coefficient of $L_o (0.02) < L_t (0.161)$. So, it can be concluded that the data distribution of the student's achievement in writing was **normal**.

Tabel 4.9
Frequency Distribution of Post Test in Control Group

No	X_i	F_i	$F_i \cdot X_i$	X_i^2	$F_i \cdot X_i^2$
1	50	2	100	2500	5000
2	55	5	275	3025	15125
3	60	7	420	3600	25200
4	65	6	390	4225	25350
5	70	4	280	4900	19600
6	75	4	300	5625	22500
Total	375	28	1765	23875	112775

Based on the data above, the result of $F_i \cdot X_i^2$ was 112775 and $F_i X_i$ was 1765. Then the following was the calculation of mean, variant and standard deviation .

a. Mean

$$x = \frac{\sum F_i X_i}{\sum F_i}$$

Where:

x = mean of variabel

$\sum F_i X_i$ = total number of score

ΣFi = number of sample

So,

$$x = \frac{\Sigma FiXi}{\Sigma Fi}$$

$$x = \frac{1765}{28}$$

$$x = 63.03$$

b. Variant

Where :

$$S^2 = \text{Variant}$$

n = number of sample

$$\begin{aligned} S^2 &= \frac{n \cdot \Sigma fixi^2 - (\Sigma fixi)^2}{n(n-1)} \\ &= \frac{28 \times 112775 - (1765)^2}{28(28-1)} \\ &= \frac{3157700 - 3115225}{28(27)} \\ &= \frac{42475}{756} \\ &= 56.18 \end{aligned}$$

c. Standard Deviation

$$S = \sqrt{s^2}$$

$$= \sqrt{56.18}$$

$$= 7.49$$

After getting the calculation of mean, variant and deviation standard, the next step was to find the normality of the test. It means that the test was

given to the students was observed by Liliefors test. The calculation of normality writing speaking can be seen in the following table :

Table 4.10
Normality Testing Of Post Test in Control Group

No	Score	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	50	-1.74	0.041	0.07	-0.030
2	50	-1.74	0.041	0.07	-0.030
3	55	-1.07	0.142	0.25	-0.108
4	55	-1.07	0.142	0.25	-0.108
5	55	-1.07	0.142	0.25	-0.108
6	55	-1.07	0.142	0.25	-0.108
7	55	-1.07	0.142	0.25	-0.108
8	60	-0.41	0.343	0.50	-0.157
9	60	-0.41	0.343	0.50	-0.157
10	60	-0.41	0.343	0.50	-0.157
11	60	-0.41	0.343	0.50	-0.157
12	60	-0.41	0.343	0.50	-0.157
13	60	-0.41	0.343	0.50	-0.157
14	60	-0.41	0.343	0.50	-0.157
15	65	0.26	0.603	0.71	-0.111
16	65	0.26	0.603	0.71	-0.111
17	65	0.26	0.603	0.71	-0.111
18	65	0.26	0.603	0.71	-0.111
19	65	0.26	0.603	0.71	-0.111
20	65	0.26	0.603	0.71	-0.111
21	70	0.93	0.824	0.86	-0.034
22	70	0.93	0.824	0.86	-0.034
23	70	0.93	0.824	0.86	-0.034
24	70	0.93	0.824	0.86	-0.034
25	75	1.60	0.945	1	-0.055
26	75	1.60	0.945	1	-0.055
27	75	1.60	0.945	1	-0.055
28	75	1.60	0.945	1	-0.055
Total	1765		Lo		-0.030
Mean	63.0357		Lt		0.161

a. Finding Z Score

Formula: $Z_i = \frac{x_i - x}{s}$

Where ;

x_i = value
 \bar{x} = mean
 S = standard deviation

$$Z_i 1 = \frac{50 - 60.03}{7.49} = -1.74$$

$$Z_i 2 = \frac{55 - 60.03}{7.49} = -1.07$$

$$Z_i 3 = \frac{60 - 60.03}{7.49} = -0.41$$

$$Z_i 4 = \frac{65 - 60.03}{7.49} = 0.26$$

$$Z_i 5 = \frac{70 - 60.03}{7.49} = 0.93$$

$$Z_i 6 = \frac{75 - 60.03}{7.49} = 1.60$$

b. Finding $S(Z_i)$

$$S(Z_i) = \frac{F_{kum}}{N}$$

$$S(Z_i) = \frac{2}{28} = 0.07$$

$$S(Z_i) = \frac{7}{28} = 0.25$$

$$S(Z_i) = \frac{14}{28} = 0.50$$

$$S(Z_i) = \frac{20}{28} = 0.71$$

$$S(Z_i) = \frac{24}{28} = 0.86$$

$$S(Z_i) = \frac{28}{28} = 1$$

From the table above it can be seen that Liliefors observation or $L_o = -0.030$ with $n = 28$ and real level $\alpha = 0.05$ from the list of critical value of Liliefors table $L_t = 0.161$. It was known that the coefficient of $L_o (0.02) < L_t (0.161)$. So, it can be concluded that the data distribution of the student's achievement in writing was **normal**.

C. Calculation of Homogeneity Test

1. Homogeneity Testing of Pre test

$$F_{\text{obs}} = \frac{S1^2}{S2^2}$$

Where: $S1^2 =$ the biggest variant

$S2^2 =$ the smallest variant

Based on the variants of both samples of pre-test found that :

$$S^2_{\text{ex}} = 188.19 \quad N = 28$$

$$S^2_{\text{co}} = 100.62 \quad N = 28$$

So,

$$F_{\text{obs}} = \frac{S^2_{\text{ex}}}{S^2_{\text{co}}}$$

$$= \frac{188.19}{100.62}$$

$$= 1.87$$

Then the coefficient of $F_{\text{obs}} = 1.87$ was compared with F_{table} where F_{table} was determined at real level $\alpha = 0.05$ and the same numerator $dk = N - 1 = 28 - 1 = 27$ that was exist dk numerator 27 the denominator $dk = n - 1 (28 - 1 = 27)$. Then F_{table} can be calculated $F_{0.05(27,27)} = 1.90$.

So $F_{\text{obs}} < F_{\text{table}}$ atau ($1.87 < 1.90$) so it can be concluded that the variant was homogenous.

2. Homogeneity Testing of Post test

$$F_{\text{obs}} \frac{S1^2}{S2^2}$$

Where: $S1^2$ = the biggest variant

$S2^2$ = the smallest variant

Based on the variants of both samples of pre-test found that :

$$S^2_{\text{ex}} = 74.96 \quad N = 28$$

$$S^2_{\text{co}} = 56.18 \quad N = 28$$

So,

$$\begin{aligned} F_{\text{obs}} &= \frac{S^2_{\text{ex}}}{S^2_{\text{co}}} \\ &= \frac{74.96}{56.18} \\ &= 1.33 \end{aligned}$$

Then the coefficient of $F_{\text{obs}} = 1.33$ was compared with F_{table} where F_{table} was determined at real level $\alpha = 0.05$ and the same numerator dk = $N - 1 = 28 - 1 = 27$ that was exist dk numerator 27 the denominator dk = $n - 1$ ($28 - 1 = 27$). Then F_{table} can be calculated $F_{0.05(27,27)} = 1.90$.

So $F_{\text{obs}} < F_{\text{table}}$ atau ($1.33 < 1.90$) so it can be concluded that the variant was homogenous.

D. Data Analysis

1. Analyzing the Data by Using T-Test Formula

The result of calculation from t-test was made to found the effect of Dictogloss technique.

Table 4.11**Mean of Post-Test -Pre Test in Experimental Group**

No	<i>Score Post-test</i>	<i>Score Pre-test</i>	Decrease
1	60	40	20
2	70	55	15
3	90	80	10
4	70	40	30
5	75	50	25
6	70	40	20
7	70	50	20
8	75	70	25
9	70	40	30
10	70	40	20
11	60	50	10
12	80	75	5
13	65	55	10
14	75	70	5
15	75	60	15
16	65	40	25
17	75	60	15
18	70	40	30
19	80	75	5
20	90	75	15
21	60	50	10
22	75	60	15
23	60	55	5
24	80	70	10
25	75	70	5
26	65	40	25
27	65	50	15
28	90	75	15
Σ			450
Mean			16.07

From the calculation above, the total of decrease from the pre test and post test in experimental group was 450. Meanwhile the mean of pre test and post test in experimental group was 16.07.

Table 4.12**Mean of Post-Test -Pre Test in Control Group**

No	<i>Score Post-test</i>	<i>Score Pre-test</i>	Decrease
1	55	45	10
2	70	60	10
3	60	50	10
4	70	55	15
5	55	40	15
6	75	60	15
7	70	65	15
8	60	50	10
9	50	40	10
10	65	60	5
11	60	55	15
12	60	45	15
13	75	70	5
14	60	50	10
15	70	65	15
16	50	40	10
17	65	55	10
18	60	45	15
19	55	45	10
20	60	40	20
21	65	60	5
22	55	40	15
23	75	70	5
24	65	55	10
25	55	40	15
26	65	60	5
27	75	70	5
28	65	55	10
Σ			310
Mean			11.07

From the calculation above, the total of decrease from the pre test and post test in experimental group was 310. Meanwhile the mean of pre test and post test in experimental group was 11.07.

So, the hypothesis testing in this research, it was used two average similary test by using statistic, as follow:

$$Ttest = \frac{x1 - x2}{\sqrt{\frac{S1^2}{n1} + \frac{S2^2}{n2}}}$$

Where :

$$x1 = 16.07$$

$$x2 = 11.07$$

$$S1^2 = 113.23$$

$$S2^2 = 44.44$$

$$n1 = 28$$

$$n2 = 28$$

$$\begin{aligned} Ttest &= \frac{16.07 - 11.07}{\sqrt{\frac{113.23}{28} + \frac{44.44}{28}}} \\ &= \frac{5}{\sqrt{4.04 + 1.58}} \\ &= \frac{5}{\sqrt{5.62}} \\ &= \frac{5}{2.37} \\ &= 2.10 \end{aligned}$$

From the calculation above, it can be seen that $t_{observed} = 2.10$. The testing hypothesis was conducted in order to find out

whether that hypothesis was accepted or rejected. The basis of testing hypothesis was that the H_a is accepted if the $t_{\text{observed}} > t_{\text{table}}$. In this study the calculation of the scores uses t-test for the degree of freedom 54 ($df = n + n - 2$) at the level of significant 0.05 that the critical value was 2.009. So it can be seen that $t_{\text{table}} = 2.009$.

E. Hypothesis Testing

The basis for testing hypothesis as following:

The testing hypothesis conducted in order to found out whether that hypothesis was accepted or rejected. The basis of testing hypothesis is that the H_a was accepted if the $t_{\text{observed}} > t_{\text{table}}$. In this study the calculation of the scores uses t-test for the degree of freedom 54 ($df = n + n - 2$) at the level of significant 0.05 that the critical value was 2.009. So it can be that $t_{\text{table}} = 2.009$. (See Appendix VIII).

After the scores were calculated, it was found that in this the t_{observed} was higher than the t_{table} . It can be seen as follow:

$t_{\text{observed}} > t_{\text{table}} (\alpha = 0.05)$ with $54 > 2.009$.

From the result above, it shows that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) is rejected. It means that dictogloss technique affect students' writing achievement.

F. Discussion

The focus of this research was the students' achievement in writing descriptive text which was taught by applying dictogloss technique. The

result of the research showed the mean of score on the test of students' achievement in writing descriptive text that was gotten from the class X IPA 2 of SMA Al Washliyah 3 Medan who were taught by dictogloss technique was higher than the mean of score on the test of the students' achievement in writing descriptive text that was gotten from the class X IPA 1 who were taught by dictation technique.

This fact indicated that the application of dictogloss technique was proven more effective to increase the students' achievement in writing descriptive text. It can be accepted because through teaching activity by applying dictogloss technique encouraged the students to be creative to write, because the students expected to creative to reconstruct the text. Besides that teaching by applying dictogloss technique was aimed to the students' be more critical thinking.

Based on the data analysis it was found that students which are taught with Dictogloss technique gave improvement in their score. From the data were collected the lowest score of pre test was 40, and the highest score of pre test was 80 and the mean of pre test was 56.25. On the other hand the lowest score of post test was 60, and the highest of post test was 90 and the mean of post test was 72.32.

Whereas in control group, showed the lowest score of pre test was 40, and the highest score of pre test was 70 and the mean of pre test was 53.04 .on the other hand the lowest score of post test was 50, and the highest score of post test was 75 and the mean of post test was 63.03.

Based on the explanation above, the mean score of the post test of experimental group was higher than the mean score of post test in control group ($72.32 > 63.03$). The total score of the mean score in experimental and control group showed that there was significant effect in improvement of students score between pre test and post.

Then the result of the t test showed that the t_{observed} was higher than t_{table} was ($2.109 > 2.009$). It shows that the students' writing achievement by applying Dictogloss technique was significant at 0.05. From the result, the researcher found that there was significant of the students' achievement that were taught by Dictogloss technique. It means that the students' speaking ability that were taught by Dictogloss technique was better than taught by dictation technique.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the data analysis, the conclusion was the result of the students' writing achievement by applying Dictogloss technique was higher than by applying Dictation technique at the tenth grade of SMA Al Washliyah 3 Medan. The calculation of t-test showed that the score of the score of (t_o) 2.10 > the score of (t_t) 2.009. It means that dictogloss technique has significant effect on students' achievement in writing descriptive text. It can be concluded that H_a was accepted.

B. Suggestions

Based on the conclusion of the study, the suggestions of doing this research as follows:

1. The English teachers suggested to apply dictogloss technique in teaching learning process, especially in teaching writing because it can help the students the make the text creation in writing a good text.
2. The result of this research can be useful for English learners to improve their writing achievement.
3. This research is also useful for other researchers who will conduct related research.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA AI WASHLIYAH 3 MEDAN
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/II (Experimental Group)
Topik	: Descriptive Text
Sub-topik	: Tourism Place
Skill	: Writing
Alokasi Waktu	: 4 x45 menit

A. KOMPETENSI INTI (KI)

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,

kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR (KD)

KD 1	KD 2
1.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang tempat wisata, sesuai dengan konteks penggunaannya.	1.1. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang tempat wisata.

C. INDIKATOR PENCAPAIAN KOMPETENSI

IPK KD 2.1	IPK KD 2.2
2.1. Menentukan struktur teks dari teks deskriptif sederhana tentang tempat wisata sesuai dengan konteks penggunaannya.	2.2 Menyebutkan struktur teks dari descriptive text.

D. TUJUAN PEMBELAJARAN

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan tempat wisata, sesuai dengan konteks penggunaannya.
- Mendeteksi teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

E. MATERI PEMBELAJARAN

- a. Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata

Part of Text	Purpose	Details from the text
Identification Part	To identify the place or thing being described	Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has

		a red body shell.
Description Part	To describe the characteristic features of the place	At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

b. Fungsi sosial: To describe a tourism place

c. Struktur teks:

- Identification, to identify the person or thing being described.
- Description, to describe the characteristic features of the place.

d. Unsur kebahasaan teks:

1. Tata bahasa

- Pola kalimat *Simple Present Tense*, misalnya we meet at home everyday, dsb.

2. Kosakata

3. Pengucapan

- *Voice & voiceless sound of verbs*
- *Falling intonation*
- *Rising intonation*

F. METODE PEMBELAJARAN

Dictogloss Technique

G. MEDIA, ALAT, DAN BAHAN

1. Lembar Aktivitas Siswa (LAS)

H. SUMBER BELAJAR

- Suara Guru
- WhiteBoard
- Boardmarker
- Dictionary

I. LANGKAH-LANGKAH DAN KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none">1. Memberikan salam, dan memulai doa bersama.2. Absensi3. Guru memberikan pertanyaan awal tentang descriptive text. Guru memberikan gambaran tentang pentingnya mempelajari descriptive text.	15 menit
Kegiatan Inti	<ol style="list-style-type: none">1. Mengamati<ul style="list-style-type: none">• Siswa mendengarkan penjelasan guru descriptive text.• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri	65 menit

descriptive text (fungsi sosial, struktur teks, dan unsur kebahasaan).

2. Mempertanyakan (questioning)

Dengan bimbingan dan arahan guru, siswa mempertanyakan fungsi mempelajari descriptive text.

3. Mengumpulkan informasi

- Siswa mendiskusikan descriptive text bersama teman sebangku.

4. Mengkomunikasikan

- Siswa menuliskan descriptive text dengan menggunakan dictogloss technique.

Step 1 Preparation : Menjelaskan

kepada siswa tentang teks yang akan di bacakan. Pada step ini diharapkan siswa dapat mengetahui apa yang harus mereka lakukan pada setiap step berikutnya.

Step 2 Dictation :dikte dilakukan sebanyak dua kali. Pertama, dikte teks secara keseluruhan, siswa hanya mendengarkan. Kedua, dikte teks per kalimat dan siswa menulis keyword yang

	<p>mereka dengar dari teks yang dibacakan.</p> <p>Step 3 Reconstruction : siswa membuat teks dari keyword yang telah mereka tulis.</p> <p>Step 4 Analysis and Correction: Siswa dan guru sama-sama mengoreksi teks yang telah dibuat oleh siswa.</p>	
Penutup	<ol style="list-style-type: none"> 1. Guru dan siswa membuat rangkuman mengenai topic yang dibahas hari ini 2. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan. 	10 menit

J. Instrumen Penilaian

- Bentuk : Essay
- Bobot : Jumlah benar x 20 point = 100 point
- Rancangan Penilaian:
 1. Content
 2. Organization
 3. Vocabulary
 4. Language Use
 5. Mechanics

Medan, Juni 2018

Mengetahui,

Kepala SMA-

AL WASHLIYAH 3 MEDAN Guru Pamong

Peneliti

Luhut Siagian, S.Ag

NIP:-

Umi Kalsum

NIP:-

Dinul Qovvimah

NIM: 34.14.1.004

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMA AI WASHLIYAH 3 MEDAN
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: X/II (Control Group)
Topik	: Descriptive Text
Sub-topik	: Tourism Place
Skill	: Writing
Alokasi Waktu	: 4 x45 menit

A. KOMPETENSI INTI (KI)

5. Menghayati dan mengamalkan ajaran agama yang dianutnya.
6. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
7. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan,

kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

8. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR (KD)

KD 1	KD 2
1.1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang tempat wisata, sesuai dengan konteks penggunaannya.	1.1. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang tempat wisata.

C. INDIKATOR PENCAPAIAN KOMPETENSI

IPK KD 2.1	IPK KD 2.2
2.1. Menentukan struktur teks dari teks deskriptif sederhana tentang tempat wisata sesuai dengan konteks penggunaannya.	2.2 Menyebutkan struktur teks dari descriptive text.

D. TUJUAN PEMBELAJARAN

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan tempat wisata, sesuai dengan konteks penggunaannya.
- Mendeteksi teks deskriptif lisan dan tulis sederhana, tentang orang, tempat wisata dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

E. MATERI PEMBELAJARAN

- e. Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata

Part of Text	Purpose	Details from the text
Identification Part	To identify the place or thing being described	Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has

		a red body shell.
Description Part	To describe the characteristic features of the place	At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

f. Fungsi sosial: To describe a tourism place

g. Struktur teks:

- Identification, to identify the person or thing being described.
- Description, to describe the characteristic features of the place.

h. Unsur kebahasaan teks:

1. Tata bahasa

- Pola kalimat *Simple Present Tense*, misalnya *we meet at home everyday*, dsb.

2. Kosakata

3. Pengucapan

F. METODE PEMBELAJARAN

Dictation Technique

G. MEDIA, ALAT, DAN BAHAN

2. Lembar Aktivitas Siswa (LAS)

H. SUMBER BELAJAR

➤ Suara Guru, White Board, Boardmarker, Dictionary

I. LANGKAH-LANGKAH DAN KEGIATAN PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<p>4. Memberikan salam, dan memulai doa bersama.</p> <p>5. Absensi</p> <p>6. Guru memberikan pertanyaan awal tentang descriptive text. Guru memberikan gambaran tentang pentingnya mempelajari descriptive text.</p>	15 menit
Kegiatan Inti	<p>5. Mengamati</p> <ul style="list-style-type: none">• Siswa mendengarkan penjelasan guru descriptive text.• Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri descriptive text (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>6. Mempertanyakan (questioning)</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan fungsi</p>	65 menit

	<p>mempelajari descriptive text.</p> <p>7. Mengumpulkan informasi</p> <ul style="list-style-type: none"> • Siswa mendiskusikan descriptive text bersama teman sebangku. <p>8. Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menuliskan descriptive text dengan menggunakan dictation technique. <p>Step : Mendiktekan salah satu text descriptive kepada siswa sebagai contoh kemudian siswa tersebut melanjutkan tulisan mereka dengan kata kata mereka sendiri.</p>	
Penutup	<p>3. Guru dan siswa membuat rangkuman mengenai topic yang dibahas hari ini</p> <p>4. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan.</p>	

J. Instrumen Penilaian

- Bentuk : Essay
- Bobot : Jumlah benar x 20 point = 100 point
- Rancangan Penilaian: Content, Organization, Vocabulary, language Use, and Mechanics.

Medan, Juni 2018

Mengetahui,

Kepala SMA-

AL WASHLIYAH 3 MEDAN

Guru Pamong

Peneliti

Luhut Siagian, S.Ag

NIP:-

Umi Kalsum

NIP:-

Dinul Qoyyimah

NIM: 34.14.1.004

APPENDIX III

PRE TEST FOR EXPERIMENTAL AND CONTROL GROUP

Direction:

1. Write down your name on the left top of your worksheet.
2. You are expected to write a descriptive text about “PINK BEACH” based on your knowledge.
3. Make it simple and attractive!

APPENDIX IV

POST TEST FOR EXPERIMENTAL AND CONTROL GROUP

Direction:

1. Write down your name on the left top of your worksheet.
2. You are expected to write a descriptive text about “PINK BEACH” by using the keywords you have note down
3. Make it simple and attractive!

APPENDIX V

Documentation of Research



The researcher give the explanation before pre test



The students before pay attention to before do the pre test



The researcher give the explanation before doing the post test



The researcher give the instruction before do the post test



The students do the post test

APPENDIX VI

THE CRITICAL VALUE LILIEFORS TEST

Ukuran Sampel	Taraf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,222	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

APPENDIX VII

TABLE OF F DISTRIBUTION

Fp: Baris Atas untuk p=0,05 dan Baris Bawah untuk p= 0,01)

V ₂ = dk penyebut	V ₁ = dk pembilang																							
	1	2	3	4	5	6	7	8	9	10	11	12	14	16	20	24	30	40	50	75	100	200	500	∞
1	161	200	216	225	230	234	237	239	241	242	243	244	245	246	248	249	250	251	252	253	253	254	254	254
2	4062	4999	5403	5625	5764	5859	5928	5981	6022	6056	6082	6106	6142	6169	6208	6234	6258	6286	6302	6323	6334	6352	6361	6366
3	18,31	19,00	19,16	19,25	19,30	19,33	19,36	19,37	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47	19,47	19,48	19,49	19,49	19,50	19,50
4	34,12	30,81	29,46	28,71	28,24	27,91	27,67	27,49	27,34	27,23	27,13	27,05	26,92	26,83	26,79	26,69	26,50	26,41	26,30	26,27	26,23	26,18	26,14	26,12
5	7,17	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,93	5,91	5,87	5,84	5,80	5,77	5,74	5,71	5,70	5,68	5,66	5,65	5,64	5,63
6	6,61	6,39	6,04	5,84	5,71	5,61	5,54	5,49	5,45	5,41	5,38	5,35	5,31	5,28	5,24	5,21	5,18	5,16	5,14	5,12	5,11	5,10	5,09	5,08
7	6,26	6,04	5,69	5,49	5,36	5,26	5,19	5,14	5,10	5,06	5,03	5,00	4,96	4,93	4,89	4,86	4,83	4,81	4,79	4,77	4,76	4,75	4,74	4,73
8	5,99	5,77	5,42	5,22	5,09	4,99	4,92	4,87	4,83	4,79	4,76	4,73	4,70	4,67	4,63	4,60	4,57	4,55	4,53	4,51	4,50	4,49	4,48	4,47
9	5,77	5,55	5,20	5,00	4,87	4,77	4,70	4,65	4,61	4,57	4,54	4,51	4,48	4,45	4,41	4,38	4,35	4,33	4,31	4,29	4,28	4,27	4,26	4,25
10	5,59	5,37	5,02	4,82	4,69	4,59	4,52	4,47	4,43	4,39	4,36	4,33	4,30	4,27	4,23	4,20	4,17	4,15	4,13	4,11	4,10	4,09	4,08	4,07
11	5,44	5,22	4,87	4,67	4,54	4,44	4,37	4,32	4,28	4,25	4,22	4,19	4,16	4,13	4,09	4,06	4,03	4,01	3,99	3,97	3,96	3,95	3,94	3,93
12	5,30	5,08	4,73	4,53	4,40	4,30	4,23	4,18	4,14	4,11	4,08	4,05	4,02	3,99	3,95	3,92	3,89	3,87	3,85	3,83	3,82	3,81	3,80	3,79
13	5,17	4,95	4,60	4,40	4,27	4,17	4,10	4,05	4,01	3,98	3,95	3,92	3,89	3,86	3,82	3,79	3,76	3,74	3,72	3,70	3,69	3,68	3,67	3,66
14	5,05	4,83	4,48	4,28	4,15	4,05	3,98	3,93	3,89	3,86	3,83	3,80	3,77	3,74	3,70	3,67	3,64	3,62	3,60	3,58	3,57	3,56	3,55	3,54
15	4,94	4,72	4,37	4,17	4,04	3,94	3,87	3,82	3,78	3,75	3,72	3,69	3,66	3,63	3,59	3,56	3,53	3,51	3,49	3,47	3,46	3,45	3,44	3,43
16	4,84	4,62	4,27	4,07	3,94	3,84	3,77	3,72	3,68	3,65	3,62	3,59	3,56	3,53	3,49	3,46	3,43	3,41	3,39	3,37	3,36	3,35	3,34	3,33
17	4,75	4,53	4,18	3,98	3,85	3,75	3,68	3,63	3,59	3,56	3,53	3,50	3,47	3,44	3,40	3,37	3,34	3,32	3,30	3,28	3,27	3,26	3,25	3,24
18	4,67	4,45	4,10	3,90	3,77	3,67	3,60	3,55	3,51	3,48	3,45	3,42	3,39	3,36	3,32	3,29	3,26	3,24	3,22	3,20	3,19	3,18	3,17	3,16
19	4,60	4,38	4,03	3,83	3,70	3,60	3,53	3,48	3,44	3,41	3,38	3,35	3,32	3,29	3,25	3,22	3,19	3,17	3,15	3,13	3,12	3,11	3,10	3,09
20	4,54	4,32	3,97	3,77	3,64	3,54	3,47	3,42	3,38	3,35	3,32	3,29	3,26	3,23	3,19	3,16	3,13	3,11	3,09	3,07	3,06	3,05	3,04	3,03
21	4,48	4,26	3,91	3,71	3,58	3,48	3,41	3,36	3,32	3,29	3,26	3,23	3,20	3,17	3,13	3,10	3,07	3,05	3,03	3,01	2,99	2,98	2,97	2,96
22	4,42	4,20	3,85	3,65	3,52	3,42	3,35	3,30	3,26	3,23	3,20	3,17	3,14	3,11	3,07	3,04	3,01	2,99	2,97	2,95	2,93	2,92	2,91	2,90
23	4,37	4,15	3,80	3,60	3,47	3,37	3,30	3,25	3,21	3,18	3,15	3,12	3,09	3,06	3,02	2,99	2,96	2,94	2,92	2,90	2,88	2,87	2,86	2,85
24	4,32	4,10	3,75	3,55	3,42	3,32	3,25	3,20	3,16	3,13	3,10	3,07	3,04	3,01	2,97	2,94	2,91	2,89	2,87	2,85	2,83	2,82	2,81	2,80
25	4,27	4,05	3,70	3,50	3,37	3,27	3,20	3,15	3,11	3,08	3,05	3,02	2,99	2,96	2,92	2,89	2,86	2,84	2,82	2,80	2,78	2,77	2,76	2,75


26	4.22	3.37	2.89	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.10	2.05	1.99	1.95	1.90	1.85	1.82	1.78	1.76	1.72	1.70	1.69
27	7.72	5.53	4.64	4.14	3.82	3.59	3.42	3.29	3.17	3.09	3.02	2.96	2.86	2.77	2.66	2.58	2.50	2.41	2.36	2.28	2.25	2.19	2.15	2.13
28	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.30	2.25	2.20	2.16	2.13	2.08	2.03	1.97	1.93	1.88	1.84	1.80	1.76	1.74	1.71	1.68	1.67
29	7.68	5.49	4.60	4.11	3.79	3.56	3.39	3.26	3.14	3.06	2.98	2.93	2.83	2.74	2.63	2.55	2.47	2.38	2.33	2.25	2.21	2.16	2.12	2.10
30	4.20	3.34	2.95	2.71	2.56	2.44	2.36	2.29	2.24	2.19	2.15	2.12	2.06	2.02	1.96	1.91	1.87	1.81	1.78	1.75	1.72	1.69	1.67	1.65
31	7.64	5.45	4.57	4.07	3.76	3.53	3.36	3.23	3.11	3.03	2.95	2.90	2.80	2.71	2.60	2.52	2.44	2.35	2.30	2.22	2.18	2.13	2.09	2.06
32	4.18	3.33	2.93	2.70	2.54	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.05	2.00	1.94	1.90	1.85	1.80	1.77	1.73	1.71	1.68	1.65	1.64
33	7.60	5.52	4.54	4.04	3.73	3.50	3.33	3.20	3.08	3.00	2.92	2.87	2.77	2.68	2.57	2.49	2.41	2.32	2.27	2.19	2.15	2.10	2.06	2.03
34	4.17	3.32	2.92	2.69	2.53	2.42	2.34	2.27	2.21	2.16	2.12	2.09	2.04	1.99	1.93	1.89	1.84	1.79	1.76	1.72	1.69	1.66	1.64	1.62
35	7.56	5.39	4.51	4.02	3.70	3.47	3.30	3.17	3.06	2.98	2.90	2.84	2.74	2.66	2.56	2.48	2.40	2.32	2.27	2.19	2.15	2.10	2.06	2.03
36	4.15	3.30	2.90	2.67	2.51	2.40	2.32	2.25	2.19	2.14	2.10	2.07	2.02	1.97	1.91	1.86	1.82	1.76	1.74	1.69	1.67	1.64	1.61	1.59
37	7.50	5.34	4.46	3.97	3.66	3.42	3.25	3.12	3.01	2.94	2.86	2.80	2.70	2.62	2.51	2.42	2.34	2.25	2.20	2.12	2.08	2.02	1.98	1.96
38	4.13	3.28	2.88	2.65	2.49	2.38	2.30	2.23	2.17	2.12	2.08	2.05	2.00	1.95	1.89	1.84	1.80	1.74	1.71	1.67	1.64	1.61	1.59	1.57
39	7.44	5.29	4.42	3.93	3.61	3.38	3.21	3.08	2.97	2.89	2.82	2.76	2.66	2.58	2.47	2.38	2.30	2.21	2.15	2.08	2.04	1.98	1.94	1.91
40	4.11	3.26	2.86	2.63	2.48	2.36	2.28	2.21	2.15	2.10	2.06	2.03	1.89	1.93	1.87	1.82	1.78	1.72	1.69	1.65	1.62	1.59	1.56	1.55
41	7.39	5.25	4.38	3.89	3.58	3.35	3.18	3.04	2.94	2.86	2.78	2.72	2.62	2.54	2.43	2.35	2.26	2.17	2.12	2.04	2.00	1.94	1.90	1.87
42	4.10	3.25	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.96	1.92	1.85	1.80	1.76	1.71	1.67	1.63	1.60	1.57	1.54	1.53
43	7.35	5.21	4.34	3.86	3.54	3.32	3.15	3.02	2.91	2.82	2.75	2.69	2.59	2.51	2.40	2.32	2.22	2.14	2.08	2.00	1.97	1.90	1.86	1.84
44	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.07	2.04	2.00	1.95	1.90	1.84	1.79	1.74	1.69	1.66	1.61	1.59	1.55	1.53	1.51
45	7.31	5.18	4.31	3.83	3.51	3.29	3.12	2.99	2.88	2.80	2.73	2.66	2.56	2.49	2.37	2.29	2.20	2.11	2.05	1.97	1.94	1.88	1.84	1.81
46	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.02	1.99	1.94	1.89	1.82	1.78	1.73	1.68	1.64	1.60	1.57	1.54	1.51	1.49
47	7.27	5.15	4.29	3.80	3.49	3.26	3.10	2.96	2.86	2.77	2.70	2.64	2.54	2.46	2.35	2.26	2.17	2.08	2.02	1.94	1.91	1.85	1.80	1.78
48	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.92	1.88	1.81	1.76	1.72	1.66	1.63	1.58	1.56	1.52	1.50	1.48
49	7.24	5.12	4.26	3.78	3.46	3.24	3.07	2.94	2.84	2.75	2.68	2.62	2.52	2.44	2.32	2.24	2.14	2.06	2.00	1.92	1.88	1.82	1.78	1.75
50	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.14	2.09	2.04	2.00	1.97	1.91	1.87	1.80	1.75	1.71	1.65	1.62	1.57	1.54	1.51	1.48	1.46
51	7.21	5.10	4.24	3.76	3.44	3.22	3.05	2.92	2.82	2.73	2.66	2.60	2.50	2.42	2.32	2.22	2.11	2.04	1.98	1.90	1.86	1.80	1.76	1.72
52	4.04	3.19	2.80	2.56	2.41	2.30	2.21	2.14	2.08	2.03	1.99	1.96	1.90	1.86	1.79	1.74	1.70	1.64	1.61	1.56	1.53	1.50	1.47	1.45
53	7.19	5.08	4.22	3.74	3.42	3.20	3.04	2.90	2.80	2.71	2.64	2.58	2.48	2.40	2.28	2.20	2.10	2.02	1.96	1.88	1.84	1.78	1.73	1.70
54	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.02	1.98	1.95	1.90	1.85	1.78	1.74	1.69	1.63	1.60	1.55	1.52	1.48	1.46	1.44
55	7.17	5.06	4.20	3.72	3.44	3.18	3.02	2.88	2.78	2.70	2.62	2.56	2.46	2.39	2.26	2.18	2.10	2.00	1.94	1.86	1.82	1.76	1.71	1.68
56	4.02	3.17	2.78	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.97	1.93	1.88	1.83	1.76	1.72	1.67	1.61	1.58	1.52	1.50	1.46	1.43	1.41
57	7.12	5.01	4.16	3.65	3.37	3.15	2.98	2.85	2.75	2.66	2.59	2.53	2.43	2.35	2.23	2.15	2.00	1.96	1.90	1.82	1.78	1.71	1.66	1.64
58	4.00	3.15	2.76	2.52	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.86	1.81	1.75	1.70	1.65	1.59	1.56	1.50	1.48	1.44	1.41	1.39
59	7.08	4.98	4.13	3.65	3.34	3.12	2.95	2.82	2.72	2.63	2.56	2.50	2.40	2.32	2.20	2.12	2.03	1.93	1.87	1.79	1.74	1.68	1.63	1.60
60	3.99	3.14	2.75	2.51	2.36	2.21	2.15	2.08	2.02	1.98	1.94	1.90	1.85	1.80	1.73	1.68	1.63	1.57	1.54	1.49	1.46	1.42	1.39	1.37
61	7.01	4.95	4.10	3.62	3.31	3.09	2.93	2.79	2.70	2.61	2.54	2.47	2.37	2.30	2.18	2.09	2.00	1.90	1.84	1.76	1.71	1.64	1.60	1.56
62	3.98	3.13	2.74	2.50	2.35	2.22	2.14	2.07	2.01	1.97	1.93	1.89	1.84	1.79	1.72	1.67	1.62	1.56	1.53	1.47	1.45	1.40	1.37	1.35
63	7.01	4.92	4.08	3.60	3.29	3.07	2.91	2.77	2.67	2.59	2.51	2.45	2.35	2.28	2.15	2.07	1.98	1.88	1.82	1.74	1.69	1.63	1.56	1.53
64	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	1.99	1.95	1.91	1.88	1.82	1.77	1.70	1.65	1.60	1.54	1.51	1.45	1.42	1.38	1.35	1.32
65	6.96	4.88	4.01	3.58	3.25	3.04	2.87	2.74	2.64	2.55	2.48	2.44	2.32	2.24	2.11	2.03	1.94	1.84	1.78	1.70	1.65	1.57	1.52	1.49
66	3.94	3.09	2.70	2.46	2.30	2.19	2.10	2.03	1.97	1.92	1.88	1.85	1.79	1.75	1.68	1.63	1.57	1.51	1.48	1.42	1.39	1.34	1.30	1.28
67	6.90	4.82	3.98	3.51	3.20	2.99	2.82	2.69	2.59	2.51	2.43	2.36	2.26	2.19	2.06	1.98	1.89	1.79	1.73	1.64	1.59	1.51	1.46	1.43
68	3.92	3.07	2.68	2.44	2.29	2.17	2.08	2.01	1.95	1.90	1.86	1.83	1.77	1.72	1.65	1.60	1.55	1.49	1.45	1.39	1.36	1.31	1.27	1.25
69	6.84	4.78	3.94	3.47	3.17	2.95	2.79	2.65	2.56	2.47	2.40	2.33	2.23	2.15	2.03	1.94	1.85	1.75	1.68	1.59	1.54	1.46	1.40	1.37
70	3.91	3.06	2.67	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.85	1.82	1.76	1.71	1.64	1.59	1.54	1.47	1.44	1.37	1.34	1.29	1.25	1.22
71	6.81	4.75	3.91	3.44	3.13	2.92	2.76	2.62	2.53	2.44	2.37	2.30	2.20	2.12	2.00	1.91	1.82	1.72	1.66	1.56	1.51	1.43	1.37	1.33
72	3.89	3.01	2.65	2.41	2.26	2.14	2.05	1.98	1.92	1.87	1.83	1.80	1.74	1.69	1.62	1.57	1.52	1.45	1.42	1.35	1.32	1.26	1.22	1.19
73	6.76	4.71	3.88	3.41	3.11	2.90	2.73	2.60	2.50	2.41	2.34	2.28	2.17	2.09	1.97	1.88	1.79	1.69	1.62	1.53	1.48	1.39	1.33	1.28
74	3.86	3.02	2.62	2.39	2.23	2.12	2.03	1.96	1.90	1.85	1.81	1.78	1.72	1.67	1.60	1.54	1.49	1.42	1.38	1.32	1.28	1.22	1.16	1.13
75	6.70	4.66	3.83	3.36	3.06	2.85	2.69	2.55	2.46	2.37	2.29	2.23	2.12	2.04	1.92	1.84	1.74	1.64	1.57	1.47	1.42	1.32	1.24	1.19
76	3.85	3.00	2.61	2.38	2.22	2.10	2.02	1.95	1.89	1.81	1.80	1.76	1.70	1.65	1.58	1.53	1.47	1.41	1.36	1.30	1.26	1.19	1.13	1.08
77	6.68	4.62	3.80	3.34	3.04	2.82	2.66	2.53	2.43	2.34	2.26	2.20	2.09	2.01	1.89	1.81	1.71	1.61	1.54	1.44	1.38	1.28	1.19	1.11
78	3.84	2.99	2.60	2.37	2.21	2.09	2.01	1.94	1.88	1.83	1.79	1.75	1.69	1.64	1.57	1.52	1.46	1.40	1.35	1.28	1.24	1.17	1.11	1.00
79	6.64	4.60	3.78	3.32	3.02	2.80	2.64	2.51	2.41	2.32	2.24	2.18	2.07	1.99	1.87	1.79	1.69	1.59	1.52	1.41	1.36	1.25	1.12	1.00

APPENDIX VIII

PERCENTAGEPOINTSOFT DISTRIBUTION

DF	A	0.80	0.90	0.95	0.98	0.99	0.995	0.998	0.999
1		3.078	6.314	12.706	31.820	63.657	127.321	318.309	636.619
2		1.886	2.920	4.303	6.965	9.925	14.089	22.327	31.599
3		1.638	2.353	3.182	4.541	5.841	7.453	10.215	12.924
4		1.533	2.132	2.776	3.747	4.604	5.598	7.173	8.610
5		1.476	2.015	2.571	3.365	4.032	4.773	5.893	6.869
6		1.440	1.943	2.447	3.143	3.707	4.317	5.208	5.959
7		1.415	1.895	2.365	2.998	3.499	4.029	4.785	5.408
8		1.397	1.860	2.306	2.897	3.355	3.833	4.501	5.041
9		1.383	1.833	2.262	2.821	3.250	3.690	4.297	4.781
10		1.372	1.812	2.228	2.764	3.169	3.581	4.144	4.587
11		1.363	1.796	2.201	2.718	3.106	3.497	4.025	4.437
12		1.356	1.782	2.179	2.681	3.055	3.428	3.930	4.318
13		1.350	1.771	2.160	2.650	3.012	3.372	3.852	4.221
14		1.345	1.761	2.145	2.625	2.977	3.326	3.787	4.140
15		1.341	1.753	2.131	2.602	2.947	3.286	3.733	4.073
16		1.337	1.746	2.120	2.584	2.921	3.252	3.686	4.015
17		1.333	1.740	2.110	2.567	2.898	3.222	3.646	3.965
18		1.330	1.734	2.101	2.552	2.878	3.197	3.610	3.922
19		1.328	1.729	2.093	2.539	2.861	3.174	3.579	3.883
20		1.325	1.725	2.086	2.528	2.845	3.153	3.552	3.850

21		1.323	1.721	2.080	2.518	2.831	3.135	3.527	3.819
22		1.321	1.717	2.074	2.508	2.819	3.119	3.505	3.792
23		1.319	1.714	2.069	2.500	2.807	3.104	3.485	3.768
24		1.318	1.711	2.064	2.492	2.797	3.090	3.467	3.745
25		1.316	1.708	2.060	2.485	2.787	3.078	3.450	3.725
26		1.315	1.706	2.056	2.479	2.779	3.067	3.435	3.707
27		1.314	1.703	2.052	2.473	2.771	3.057	3.421	3.690
28		1.313	1.701	2.048	2.467	2.763	3.047	3.408	3.674
29		1.311	1.699	2.045	2.462	2.756	3.038	3.396	3.659
30		1.310	1.697	2.042	2.457	2.750	3.030	3.385	3.646
31		1.309	1.695	2.040	2.453	2.744	3.022	3.375	3.633
32		1.309	1.694	2.037	2.449	2.738	3.015	3.365	3.622
33		1.308	1.692	2.035	2.445	2.733	3.008	3.356	3.611
34		1.307	1.691	2.032	2.441	2.728	3.002	3.348	3.601
35		1.306	1.690	2.030	2.438	2.724	2.996	3.340	3.591
36		1.306	1.688	2.028	2.434	2.719	2.991	3.333	3.582
37		1.305	1.687	2.026	2.431	2.715	2.985	3.326	3.574
38		1.304	1.686	2.024	2.429	2.712	2.980	3.319	3.566
39		1.304	1.685	2.023	2.426	2.708	2.976	3.313	3.558
40		1.303	1.684	2.021	2.423	2.704	2.971	3.307	3.551
42		1.302	1.682	2.018	2.418	2.698	2.963	3.296	3.538
44		1.301	1.680	2.015	2.414	2.692	2.956	3.286	3.526
46		1.300	1.679	2.013	2.410	2.687	2.949	3.277	3.515
48		1.299	1.677	2.011	2.407	2.682	2.943	3.269	3.505
50		1.299	1.676	2.009	2.403	2.678	2.937	3.261	3.496
60		1.296	1.671	2.000	2.390	2.660	2.915	3.232	3.460
70		1.294	1.667	1.994	2.381	2.648	2.899	3.211	3.435
80		1.292	1.664	1.990	2.374	2.639	2.887	3.195	3.416

90		1.291	1.662	1.987	2.369	2.632	2.878	3.183	3.402
100		1.290	1.660	1.984	2.364	2.626	2.871	3.174	3.391
120		1.289	1.658	1.980	2.358	2.617	2.860	3.160	3.373
150		1.287	1.655	1.976	2.351	2.609	2.849	3.145	3.357
200		1.286	1.652	1.972	2.345	2.601	2.839	3.131	3.340
300		1.284	1.650	1.968	2.339	2.592	2.828	3.118	3.323
500		1.283	1.648	1.965	2.334	2.586	2.820	3.107	3.310
		1.282	1.645	1.960	2.326	2.576	2.807	3.090	3.291