THE EFFECTIVENESS OF DICTOGLOSS
TECHNIQUE ON STUDENTS’ WRITING OF
DESCRIPTIVE TEXT
(A Quasi-Experimental Study at the First Grade Students of SMA PGRI 56
Ciputat Kota Tangerang Selatan in Academic Year 2015/2016)

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THE EFFECTIVENESS OF DICTOGLOSS TECHNIQUE ON STUDENTS’ WRITING OF DESCRIPTIVE TEXT

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Presented to the Faculty of Tarbiyah and Teachers’ Training in Partial Fulfillment of the Requirements for the Degree of Strata -1 (S1) in the Department of English Education

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ENDORSEMENT SHEET

The examination committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “skripsi” (Scientific Paper) entitled “THE EFFECTIVENESS OF DICTOGLOSS TECHNIQUE ON STUDENTS’ WRITING OF DESCRIPTIVE TEXT AT THE FIRST GRADE STUDENTS OF SMA PGRI 56 CIPUTAT” written by Abid Choirul Fikri, 1111014000073 was examined by the Committee on August 15th 2016. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd.” (S-1) in the Department of English Education.

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ABSTRACT

ABID CHOIRUL FIKRI. 2016. The Effectiveness of Dictogloss Technique on Students’ Writing of Descriptive Text. (A Quasi-experimental Study at the First Grade Students of SMA PGRI 56 Ciputat) Skripsi, Department of English Education, the Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.

Advisor I : Neneng Sunengsih, M.Pd.
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Keywords : Dictogloss, Descriptive Text.

Writing is one of the important skills which should be mastered by students of Senior High School in order to fulfill their academic need. In mastering writing, it is needed an appropriate technique in teaching and learning. That is why this study was conducted. The aim of this study was to find out the empirical evidence about the effectiveness of dictogloss technique on students’ writing of descriptive text at the first grade students of SMA PGRI 56 Ciputat in 2015/2016.

The method of this study is quantitative method. This study uses quasi-experimental design with pre-test and post-test design approach. Based on the aim above, the researcher formulates the problem: “Does Dictogloss give an effect on students’ writing skill for the first grade students of SMA PGRI 56 Ciputat?” The researcher uses purposive sampling in choosing the sample. The sample is 40 students which were divided into two classes, namely experimental and controlled class.

The result of the study shows that there is improvement of the students’ writing skill of descriptive text after being treated by dictogloss technique. It shows that \( t_0 \) is 3.47 with degree of freedom (df) was 38. It can be seen that the df and the degree is 0.05 = 1.68. By comparing the value of \( t_0 =3.47 \) and t-table on degree significance 1.68, it can be summed up that \( t_0 \) is accepted and the null hypotheses (\( H_0 \)) is rejected. Then, the alternative hypothesis (\( H_a \)) is accepted that there is a positive effect of using dictogloss technique on students’ writing of descriptive text at the first grade students of SMA PGRI 56 Ciputat.
ABSTRAK

ABID CHOIRUL FIKRI. 2016. *The Effectiveness of Dictogloss Technique on Students’ Writing of Descriptive Text. (A Quasi-experimental Study at the First Grade Students at SMA PGRI 56 Ciputat)* Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Jakarta.

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Keywords : Teknik Dictogloss, Teks Deskriptif.

Menulis merupakan satu keterampilan yang harus dikuasai oleh siswa SMA untuk memenuhi kebutuhan akademik mereka. Dalam penguasaan writing dibutuhkan teknik yang cocok dalam proses belajar mengajar. Itu kenapa penelitian ini dilaksanakan. Tujuan dari penelitian ini adalah untuk mengetahui kenyataan yang empiris tentang efek dictogloss terhadap kemampuan menulis siswa dalam teks deskriptif pada siswa kelas 1 SMA PGRI 56 Ciputat.


Hasil penelitian ini menunjukkan bahwa terdapat peningkatan pada kemampuan siswa dalam menulis setelah menggunakan teknik dictogloss. Ini terlihat bahwa $t_0$ adalah 3.47 dengan degree of freedom (df) 38. Ini bisa terlihat bahwa df and the degree of freedom (df) 38. Ini bisa terlihat bahwa $t_0 = 3.47$ dengan membandingkan nilai $t_0 = 3.47$ and $t$-table taraf signifikan 1.68; penulis menyimpulkan bahwa $t_0$ diterima dan hipotesis null ($H_0$) ditolak. Kemudian, hipotesis alternatif diterima, itu berarti ada efek positif dalam penggunaan teknik dictogloss terhadap kemampuan menulis teks deskriptif pada siswa kelas 1 di SMA PGRI 56 Ciputat.
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In the Name of Allah, the Beneficent, the Merciful

All praised be to Allah, Lord of the world, who has given us his guidance, strength and compassion. Peace and salutation be upon to Prophet Muhammad, his families, his companion and his adherence.

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The researcher realizes that this skripsi cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for him to get critiques and suggestions to make this paper better. At last, the researcher hopes that this research paper will be useful for all.

Jakarta, June 2016

The Researcher
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CHAPTER I
INTRODUCTION

A. The Background of The Study

Writing is one of English basic skills that has important role. It is used for communicating, expressing and sharing ideas, thought, feeling besides speaking. Unconsciously, people in this modern era consider writing as their lifestyle; they are accustomed to share their feeling, experiences, and opinion on something by pouring out in social media like facebook, twitter, etc. Indeed, writing is considered as a way to argue with the writer itself. In addition, there are a lot of jobs which need writing ability like journalist, novelist, and translator. Even an ordinary employee is required to have good writing. It indicates that writing cannot be separated from daily life activity.

Based on Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006, writing is a part of English subject that should be taught and mastered in senior high school. Due to the attainment of 70 as standard score should be achieved, it becomes obligation both for students and teachers to bring it into reality. Dietsch states that writing is also crucial for English language learners to their understanding of new language. In addition, writing mastery in academic field will help students to do their assignment, such as composing story, essay, and dialogue. Furthermore, it much contributes when the students continue their study to university, especially for arranging journal, article, resume and skripsi at the end of the study. On the other hand, it is much different from the reality of the students of SMA PGRI 56. Many of them are still below competency standard.

Writing is not specific subject when studying in senior high school; it is part of English field besides speaking, listening and grammar. As a part of English, the learners should master it. However, writing is totally different from speaking and other English basics. Writers receive no immediate feedback from their readers.

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except in computer-based communication. Therefore they cannot rely on context to clarify things so there is more need to explain things clearly and unambiguously than in speech, except in written correspondence between people who know one another well. Moreover, Writing skill is not only talk about grammar and vocabularies but also conceptual and judgment elements. ³

Based on observation of the researcher during teaching and learning, there are some problems faced by students *SMA PGRI 56* concerning writing aspect. The students are not able to elaborate the sentences into fix paragraph and focus to the topic they have chosen. They are also unable to use appropriate grammar in composing a certain story like they cannot use correct tenses when conducting descriptive text, recount text and narrative text. They are even unable or probably forget to choose the correct forms of be (is, am, are) which is considered as very basic in learning English. Moreover, the limitation of background knowledge and less interaction between students to teacher become the problem in learning English as well. The teacher often gives direction without facilitating the students directly and it makes learning process become ineffective.

To overcome those problems, the technique that the teacher uses to teach especially writing should make students become actively involved and have high motivation in learning how to write effectively. By using such appropriate technique in teaching and learning writing in the classroom, it is expected that the learners will be easily receiving and understanding materials given from the teacher. The researcher is interested in using dictogloss technique to solve the problems. In this technique, the students are allowed to interact with their groups to create active and effective leaning. As Wilson states dictogloss have three stages, first, listeners listen to the text twice and take a note at the second listening. Last, they reconstruct the text in a group and compare to the original one. ⁴ So that, in this case the researcher is interested to conduct the research on the effectiveness of dictogloss technique in teaching writing of descriptive text.

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B. The Identification of the Problem

Some reasons that can be identified from the background of the study above and still connected to the students’ difficulties in writing descriptive text are:

1. Students do not know how to start writing and organizing the sentences properly.
2. Students are still unable to put correct grammar and forms (is, am, are) in composing descriptive text.
3. Students and teacher have still less interaction in the class.

C. The Limitation of the Problem

To avoid and pretend misconception in interpreting during this study, the researcher limits this research on the effectiveness of dictogloss technique in teaching writing of descriptive text at the first grade students of SMA PGRI 56.

D. The Formulation of the Problem

The formulation of problem research is “is dictogloss technique effective in teaching writing of descriptive text at the first grade students of SMA PGRI 56?”

E. The Objective of the Study

The objective of this study is to find out evidences about the effectiveness of dictogloss technique in teaching writing of descriptive text at first grade students of SMA PGRI 56.

F. The Significance of the Study

In the end, the result of this research will have significant contribution for the English teacher, the student and the researcher as well. As the contributions are

1. For teachers
   The implementation of dictogloss technique can be a solution to add new way to create effective teaching and learning, and solve students writing problem especially descriptive text.
2. For students
The students of SMA PGRI 56 will get some experiences and new technique in learning writing of descriptive text. It is hoped that the students become more active and motivated after learning by dictogloss technique.

3. For other researchers
This research will give direction and knowledge to other researcher about how to implement dictogloss techniques, procedures and its weakness for the next research.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter describes the literatures from many experts and sources which are connected to the variables of the research. It is contained the nature of writing skill, the concept of descriptive text, the concept of dictogloss technique, previous related study, conceptual framework and theoretical hypothesis.

A. Writing
1. The Nature of Writing

Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language after listening, speaking, and listening. According to Flynn, writing is such kind of human information process.\(^1\) It indicates that writing is not simple activity. It needs the number of steps in processing ideas, thought and information to produce writing output. Another definition stated by Raymond that writing is a way of thinking and remembering.\(^2\) Writing has permanent words which can expand the memory of human being by thinking and remembering.

Students can not learn to create good writing instantly, it needs process. There are some elements should be considered. Dietsch stated that writing is a skill that can be learnt, it considers the rhetorical situation, which has five elements: the occasion, purpose, topic, audience, and writer’s voice.\(^3\)

In addition, according to Byrne that in certain level writing can be said to be the act of forming the graphic symbols, letters or combination of letters which relate to the sounds.\(^4\) Actually, it is more than combination of symbols, the symbols have to be arranged to become words and words have to be sentences.

\(^1\) Rhona Stainthorp and Naomi Flynn, The Learning and Teaching of Reading and Writing, (West Sussex: John Wiley & Sons, 2006), p. 1.
From those statements mentioned above, it can be concluded that writing is a process of forming integrated symbols to become sentences. It is used not only as a tool and medium, but also process for sharing information and idea to the readers by words with certain purposes from the perspective of the writers.

2. The Purposes of Writing

The people write with different purposes. Any writing must have clear purposes. If not, the reader may not understand and have the point. By determining clear purposes, it will help to define the readers and catch the readers’ attention.

When the writers write, they must have purposes, they would like to provide information to others or convince the reader to adopt certain position, to do particular action on what they have written on paper, or to do both.

Although there are many writing purposes, most of people do writing just for two purposes.  

a. To Inform

Most of people’s aim in writing is just to provide information to the reader. Inform means the writer tells to the reader about something new or interesting through written output they have made.

b. To Persuade

Writing is persuasive. The aim is to persuade the readers to imitate particular action or position. Advertisement is one of the examples.

According to Halliday cited by Ken in his book, written language in this modern era has some functions in daily life, primarily for action, information and entertainment.

a. Primarily for action

Some of purposes of written languages always be seen in daily life such as public signs on roads and station; product labels and instructions, e.g. on food,

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tools or toys purchased; recipes; maps; telephone directories; computer manuals, monitors and printouts. Those examples above made in order to give direction to the readers.

b. Primarily for Information

This purpose is just to inform the readers about something such as Newspaper (news, editorials) and current affairs magazines; hobby magazines; non-fiction books, including textbooks; public notices; advertisement; political pamphlets; scholastic, medical, etc. reports; guidebooks and travel literature.

c. Primarily for entertainment

Writing primarily for entertainment is main purpose of writing in common. The examples of writing for entertainment purposes such as magazines; comic strips; fiction books; poetry and drama; newspaper features; film

From the explanation above, it can be concluded that if writers want to write something, they must initially think why they want to write it. The various purposes the writers make writing are to explore, to inform, to persuade and to entertain.

3. The Process of Writing

In composing written text, it always needs process. By following the process, the writers have a clear image what they have to do first. According to McCrimmon, writing begins by breaking it into three stages prewriting, writing and rewriting.\textsuperscript{7} Simply stated that prewriting is a part in which the writer does before he made his first draft. As for rewriting, it is a part in which the writer does when he is revising the draft. Moreover, in prewriting, the writer tries to get idea what he needs to do and how he to do it. In writing, they elaborate those ideas into the first draft. The last, in rewriting, the writer checks their work and improve it.

In addition, Dietrich and Kaiser give detail description about writing process. There are four stages in writing: Pre-writing, Drafting, Revising and Editing.\textsuperscript{8}


a. Pre-writing

Pre-writing is the first step in writing. It is preparation to write the first draft. In this part, writing is defined, plan the first draft and gather the material. The point in this part is clarifying idea why to write and what the audiences want from the text.

b. Drafting

Drafting is the stage where the writers focus on the fluency of writing. They change the ideas and information they need to say into written form without worrying about grammar, punctuation, spelling and capitalization. The writers’ goal in this stage is just to develop and expand the content of writing with plenty of materials, thought and supporting details.

c. Revising

Revision itself means “see again,” to look at something from a fresh. It is an ongoing process of rethinking the paper: reconsidering arguments, reviewing evidence and refining purpose. In revising, the writers re-arrange, clarify and improve the draft to become clearer. This stage is also trying to focus on the effectiveness in which the writers present their writing. In addition, revising is also to improve the strength and remove the weakness on the draft.9

d. Editing

The last stage in the writing process is editing. At this stage, the writers check their writing for mistakes in grammar, punctuation, capitalization, and spelling. In editing stage, the students are encouraged to finish up their final draft for being evaluated by the teacher.

In addition, Pharr and Buscemi also give their view on process of writing. They suggest that process of writing consists of: prewriting, focusing, organizing and drafting.10

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a) Prewriting

Prewriting helps to think about the ideas and put a range of information and details on paper for future use.

b) Focusing

Focusing is a good time to determine the thesis statement, and the guiding idea of the idea.

c) Organizing

Organizing strategy is to move further in the writing process than to might have guessed.

d) Drafting

Drafting is structuring the prewriting so that it can guide through the rest of the writing process.

From the explanation above, it can be stated that writing is not a simple task which can be done in short time. The writers, unconsciously, do some processes when they are writing. They plan their writing by determining their purpose to write, considering their readers, and gathering idea and information they need to write. Next, they make a draft by writing their idea. Then, they revise what they have written and they check or edit their writing from the aspect of grammar, spelling, and vocabulary.

4. Types of Writing

Determining the type of writing will help to determine your topic or subject, purpose, style and attitude, etc. According to Kane in his book, types of writing divided are into 4 kinds, expositions, descriptions, narrations and persuasion.¹¹

a. Exposition: a text that explains something logically. For example, the explanation about how something work, or facts of everyday life such as how many people get divorced. It most controversial and reveals what mind thinks, knows and believes.

b. Description: a kind of text which is usually used visual perception of the writer. The main point of descriptive text is arranging and providing the information as detail as possible (significant pattern).

c. Narration: a series of related events or story, such as fable, legend, fairy tale, etc.

d. Persuasion: mostly consists of arguments that aims to persuade the reader such as advertisement.

Brown stated that there are hundreds different types of written text found in highly literate society. Each has certain rules to follow. Here are the types of writing list according to Brown:

- Non-fiction: reports, editorials, essays and articles, reference (dictionaries, encyclopedia).
- Fiction: novels, short stories, jokes, drama, poetry.
- Letters: personal, business.
- Greeting cards.
- Diaries, journals.
- Memos (e.g., interoffice memos).
- Messages (e.g., phone messages).
- Announcements.
- Newspaper.
- Academic writing: short answer test responses, reports, essays and papers, theses and books.
- Forms, applications.
- Questionnaires.
- Directions.
- Labels.
- Signs.
- Recipes.
- Bills (and other financial statements).
- Maps.
- Manuals.
- Menus.
- Schedules (e.g., transportation information).
- Advertisement: commercial, personal (“want ads”).
- Invitations.
- Directories (e.g., telephone, yellow pages).
- Comic strip and cartoon.  

B. Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is made to describe particular object such as place, person, or things, in order to give vivid and clear pictures about its characters and what it looks like. Supported by Hegarthy, descriptive text is a text which describes details of an object to a reader as clearly as possible. 

Another definition by Knapp and Watkins, they stated “describing means categorizing or classifying something in almost infinite range of experiences, something described either objectively or subjectively”.

Moreover, making writing descriptive text is different to other types of text. It is also required the writer’s senses. It is in line with Meyers who said that a description of a scene allows readers to see, hear, or even feel the subject matter clearly. It means that descriptive writing is not only made by imagination, it also appeals to the senses, so it tells how something feels, looks, smells, tastes and/or sound.

From those explanations, it can be concluded that writing descriptive is a text which says what a person, place or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing to the reader.

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2. The Structures of Descriptive Text

Every text type has their characteristics and structures. There are two structures in descriptive text, they are identification and general description. Identification consists of the explanation that identifies phenomenon (person, place, or thing) that will be described; and description consists of the explanation that describes parts, qualities, characteristics, etc.\(^\text{16}\)

Dietsch stated that to make easier in composing descriptive text, it has generic structure. Those are:\(^\text{17}\)

a. Title
Title gives a little description about the paragraph content to the readers. It usually contains at the top of paragraph.

b. Identification
This part contained show the aspects of the thing will be described.

c. Description
In expressive writing students can guide the emotional responses of readers by describing physical details that create a dominant impression of their main idea. Then description becomes the major writing strategy.

In addition, descriptive text has not only generic structure as common element that constructs a text but also has lexicogrammatical features. Lexicogrammatical features of descriptive text contains focus on specific participant, use attribute identifying process, frequent use of epithet and classifiers in nominal group and the use of simple present tense\(^\text{18}\). Here are some explanations about lexicogrammatical features:

a. Focus on specific participant, focus on specific participant for person such as the idol: Agnes Monica; animal such the favorite pet: dog, cat and rabbit; and place such as the favorite place: Paris and Bali. It means that the participant (object) that will be described of should be specific.

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\(^{16}\) Achmad Doddy et. al., *Developing English Competencies for Senior High School (SMA/MA)*, (Jakarta: Pusat perbukuan Departemen Pendidikan Nasional, 2008), p. 128.

\(^{17}\) Dietsch, op. cit., p. 140.

b. Using attributive and identifying process. Identifying process used verb such as wear, use and look.

c. Frequent use of epithets and classifier in nominal group. Explaining a description by using an adjective or adjective phrase to show characteristic of the subject.

d. Using simple present tense. Simple present is tense that usually is used in writing a descriptive text.) simple present tense is used to describe daily habit or usual activities. It also expresses the general statement of fact.

Doddy gave an example of descriptive text in his book.19

**Figure 2.1: The Example of Descriptive Text**

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**Easter Island**

Easter Island is in the South Pacific, 3,700 kilometres from the coast of Chile. On the island, there are 600 large statues. We don't know who built them but they were probably constructed between 1150 and 1500. We don't really know why they are there.

The Norwegian explorer, Thor Heyerdahl, believe that they were built by people from South America. To prove this, he made a simple raft and sailed there, all the way from Peru. Archaeologists think that the statues represent dead tribal leaders. We don't know why the statues left alone on the island. Perhaps they were killed by disease or war. Perhaps the builders used all the natural resources on the island. There are many unanswered questions about Easter Island.

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19 Doddy, op. cit., p. 110.
Here the researcher analyzes the text structure of the following figures.

**Figure 2.2: The Analysis of Descriptive Text Structure**

<table>
<thead>
<tr>
<th>Identification</th>
<th>Easter Island is in the South Pacific, 3,700 kilometres from the coast of Chile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>On the island, there are 600 large statues. We don't know who built them but they were probably constructed between 1150 and 1500. We don't really know why they are there. The Norwegian explorer, Thor Heyerdahl, believed that they were built by people from South America. To prove this, he made a simple raft and sailed there, all the way from Peru. Archaeologists think that the statues represent dead tribal leaders. We don't know why the statues left alone on the island. Perhaps they were killed by disease or war. Perhaps the builders used all the natural resources on the island. There are many unanswered questions about Easter Island</td>
</tr>
</tbody>
</table>

From some explanations above, it can be concluded that descriptive text has two main parts, identification and description. Identification reveals object which are going to describe, description contains explanation and information about the object described. Beside it, descriptive text has also lexicogrammatical features; focus on specific object, using attributive and identifying process and using simple present. However, sometimes descriptive text is allowed to use past tense if there are things, which are described had lost (nothing again). Passive forms are often used too.
C. Dictogloss

1. The Nature of Dictogloss

Dictogloss is not something new in educational field. Many experts and teachers have implemented it in teaching and learning in the classroom. Dictogloss is one of techniques that can be used in language teaching and learning process both individually and collaboratively. It was first proposed by Wajnryb in 1990 through her grammar book which represented dictogloss as substitute from traditional dictation.\textsuperscript{20} The difference between dictation and dictogloss is dictogloss is not just dictating the text, but also interpreting the text into different version. Despite dictogloss is used just for teaching grammar skill in the earlier time, it can be used for other skills as well.

In applying dictogloss technique, the students try to write down as much as possible from what they hear and they work in group to reconstruct text.\textsuperscript{21} As Jacobs and George states “Dictogloss is an integrated skills technique in learning a language in which students work together to reconstruct version of text read to them by their teacher”.\textsuperscript{22} It encourages students to use their previous knowledge and refine their understanding of language they have used.

Dictogloss is a task-based procedure which is designed to help language learners about grammar works on a text.\textsuperscript{23} The purpose of Dictogloss is to improve students' knowledge of text structure and grammar within an authentic context. The learners are insisted to create the text with their own grammatical and linguistic resources.

It can be concluded that dictogloss is integrated technique than can be used for all basics English skills which encourage students to explore their linguistic and grammatical knowledge on a text. In which the students are asked to

\textsuperscript{21} Ibid.
\textsuperscript{22} George Jacob and John Small, \textit{Combining Dictogloss and Cooperative Learning to Promote Language Learning}, The Reading Matrix 3, No. 1, 2003, p.1.
reconstruct the text with their group about the text they have heard twice. Then, they re-create the text with their own version.

2. The Stages of Dictogloss

In applying dictogloss technique in teaching and learning English, there are four stages should be concerned; preparation, dictation, reconstructing, analysis and correction.24

a. Preparation

At this stage, the students are prepared to pay fully attention to the text they will hear by suggestion in each meetings. Vocabulary should be pre taught if there are unfamiliar or unknown words which make the students difficult to understand the point of the text. Then, teachers ensure the students about what they are expected to do during each stage of dictogloss technique. Before the technique is begun, it is important to organize and divide them into some groups.

b. Dictation

Based on standard procedure, the students will hear the text twice in this stage. At the first chance, the students are asked to hear to the text without writing anything and just the words stay in their memories. In the second chance, they are allowed to take a note contained a type of word that will help them in reconstruction stage. Grammatical aspect or words function are provided by the learners as part of productive process. The text should be dictated at normal speech and should not be broken up the sentences into isolated words unit.

c. Reconstruction

As soon as the text has been dictated, the students work with their group to create the text which they have heard before based on their style. The gathering ideas form each student are filtered and chosen to pour out into the text. Then, a student which is selected as the scribe who writes down the text as it is discussed with the group. During the reconstruction, the teacher

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24 Ibid., p.7
monitors the activity but not to give them any language input. The teacher just interfere them to minimize error which will disturb the primary area that will be analyzed in last stage.

d. Analysis and Correction

At the last stage of dictogloss, the texts from different groups are analyzed and compared. The main purpose of the analysis and correction stage is to identify the problems students had with text comprehension. Although the reconstruction task requires writing ability, spelling mistakes should be less of a concern. There are many ways of conducting this last stage. For instance, the papers of reconstruction from each group are exchanged randomly and one student reads the text loudly. In this way, errors are exposed and discussed so that students understand the hypotheses, false, that underlie their choice.

3. The Advantages of Dictogloss

Dictogloss as one of techniques that can be used in language teaching which brings some advantages when it is implemented. According to Vasiljevic, there are some advantages of dictogloss. Those advantages are:

a. Dictogloss method is an effective way of combining individual and group activities. It is because dictogloss combines individual and group activities in which the students are together reconstruct the text by their own individual cognitive skill.

b. Dictogloss technique more facilitates the development of the learners’ communicative competences than traditional method, in which focus on teacher-centered.

c. Dictogloss also promotes learners’ autonomy. Students are expected to help each other to recreate the text rather than depend on the teacher to provide the information. The analysis and correction stage enables the
students to see where they have done well and where they need to improve.\textsuperscript{25}

Moreover, Wajnyrb also gives her view on the advantages of dictogloss. Those advantages are:

a. It makes the students become active in making decisions about the target language they will construct during the re-construction text stage.

b. By dictogloss, the students are able to diagnose their own skills. It makes them aware what they know and what they do not know about in target language.

c. Dictogloss exploits the students’ creativity. When the text is being dictated quickly, the students will get insufficient information to reconstruct the text. Here, the students will use their creativity by call on their previous knowledge about language and their grammar competency.\textsuperscript{26}

D. Teaching Writing of Descriptive Text By using Dictogloss Technique

Using Dictogloss technique in teaching writing of descriptive should consider the procedures and steps as suggested by the experts. The main stages should be consistent and followed. Here, the researcher put some additional step and effort without diminishing the essential process of dictogloss itself. The procedures of dictogloss used by the writer for teaching writing of descriptive text in this study are as follows:

1. The students are given a descriptive text to read and observe the text. Then, they are asked to identify the generic structures and language features of the text. After that, the teachers explain about descriptive text to the students and let them to ask if they do not understand yet.

\textsuperscript{25} Zorana Vasiljevic, Dictogloss as an Interactive Method of Teaching Listening Comprehension to L2 Learners. \textit{English Language Teaching} 3, No. 1, 2010, pp.45 – 46.

\textsuperscript{26} Wajnyrb, op. cit., pp. 11-12.
2. The students are asked to understand about the text that will be read and vocabulary that will come up in the text, and the teacher introduces or pre-teach vocabulary that seems unknown and difficult for students.

3. The teacher introduces about dictogloss technique aspects and explains clearly to the students about what they are expected to do at each stage of dictogloss.

4. The teacher divides the students into some group and each consists of 3 or 4 students. The Selection of students into a group should be balance and consider each students skills.

5. Descriptive text is dictated twice to the students in normal speed. At the first dictation, the students are not allowed to do anything except listening. Then, at the second dictation, the students have to write down or take notes individually about the important information that they can catch from the text read. They are encouraged to write content words on their notes that can help them in reconstruction stage.

6. The students are asked to discuss each other (in a group) and share their notes to reconstruct their group version text. One of group members is asked to write the text chosen from group discussion and other members are asked to re-check the text if there are some mistakes.

7. Each group has to change their text version to other groups. The students are asked to analyze other group’s text and compare it with the original text. They are also encouraged to make correction on other group’s text, if it is needed, in the aspect of grammar, organization, spelling, and etc. Also, they have to point out where the errors are and correct them.

8. Each group revises and edits their work based on the correction and feedback from other group. Then, each group’s work is collected to the teacher and the teacher asks the students to review the lessons.

In order to support application of dictogloss, the researcher adds some efforts. Every students are asked to give an example of adjective word in every meeting which related to the topic while the teacher checks their absent. So that, it will helps student to enrich their vocabulary about adjective words.
E. The Previous Related Study

Dictogloss is not a new technique in teaching and learning sector. There are some people who have implemented dictogloss technique in teaching writing or other skill as their research. Here the writer will mention 2 of them included the results.

First, a skripsi arranged by Nora Hikmatul Jannah with the title “The Effectiveness of Dictoloss Technique to Improve Students’ Listening Ability at The Eight Grade Students of Mts Al-Huda Bandung in Academic Year 2014/2015”. The study objective of the research were to know students' ability in listening when they are not taught by dictogloss technique, to know students' ability in listening when they are taught by using dictogloss technique, to know a significant difference in the listening ability between those who are taught by using dictogloss technique and those who are not. The research design in this study used pre-experimental research design with quantitative approach. The writer analyzed the data from two tests; pre-test and post-test. The populations in this study were all students of class VIII in MTs Al-Huda Bandung Tulungagung, the sample was VIII A class consist of 22 students, the research instrument is test including pre-test and post-test. The researcher analysis the data using calculation of T-test. The research finding in this research showed that difference between the average of students’ score before they were taught using dictogloss technique (50.90) and after they were taught dictogloss technique (83.86). Statistical calculation using t-test showed that the score of tcount (16.61) was greater than that of ttable (2.08) with significant level 5% and degree of freedom of 21. It was concluded that dictogloss technique is an effective technique in teaching listening to junior high school, especially for eight grade students at MTs Al-huda Bandung Tulungagung.

Second, a thesis arranged Dzaky Mubarak Fasya with the title “Improving the Grade VIII Students’ writing Skill of Narrative Text through Dictogloss at SMPN 1 Mungkid, Magelang in The Academic Year of 2014/2015. The researcher used Classroom Action research to improve students writing skill of
narrative text. There were 2 cycles and each cycle show positive effect for the students.

Third, a skripsi arranged by Evi Sofiyah with the title “The Effectiveness of Dictogloss Technique in Teaching Writing of Narrative Text” at the first grade Students of SMA Manba’ul. This research used to test whether dictogloss effective in teaching writing of narrative text or not. The researcher gave the treatment 4 times both in experimental by applying dictogloss technique. As controlled class, the researcher used conventional method to teach narrative text. Each of class consists of 20 students. The result shows that there is significant change in experimental class. And the statistical hypothesis shows that the value of to (t observation) is higher than t table (to> tt) which means that dictogloss technique is effective in teaching writing of narrative text.

From the study above, it can be concluded that the dictogloss technique has an effect on improving the students’ writing skill. So, the researcher believes that the dictogloss technique can be regarded as an effective way to improve students’ skill both writing and listening.

F. Conceptual Framework

Writing is part of English skill that should be taught to the tenth grade students at SMA PGRI 56 Ciputat. One of writings type is writing of descriptive text. However, many of the students are still below the standard. There are some problems in teaching and learning writing of descriptive text and it needs to be developed.

The problems are caused by several factors; first, dealing with the technique and method that are given in writing class. The teacher is still used old traditional method in which the students are just pay attention and listen to the teacher while he/she is delivering material (teacher-centered). The students cannot explore their creativity and ability due to lack of time.

Less interaction and guidance between the teacher and the students is also the problems in teaching and learning writing of descriptive text. Mostly, after
explaining material, the teacher asks the students to do exercise individually without guide them. It makes the students who have low ability give up easily.

Students actually need suitable teaching and learning technique in order to make them motivated to learn. If the teaching and learning technique is appropriate, students will enjoy the lesson and motivated. When the students are motivated, they can explore their creativity and skill so that they will produce a good writing.

In this case, the researcher offers dictogloss technique as a solution in teaching and learning writing of descriptive text. Dictogloss offers interesting and easy way in writing. It is easier for them to get and arrange the idea. Moreover, Students are working in group so that they can share the problems. They also learn how to share their idea and combine it with others’ idea in a group. It will guide students to generate idea to write. Here, the teachers’ role will be more active to guide and interacts the students in composing a text.

G. Theoretical Hypothesis

The theoretical hypothesis proposed in this research is “Dictogloss technique is effective on students’ writing of descriptive text at the first grade students of SMA PGRI 56 Ciputat”
BAB III
RESEARCH METHODOLOGY

A. The Place and Time of The Study

The research took place at SMA PGRI 56 which locates at Jl. Pendidikan, Ciputat, Tangerang Selatan, Banten. This research took two months which is begun from January until February. The data was taken in five meetings included pre-test and post-test.

B. The Research Method

The method of this study is a quasi-experimental research using pre- and posttest design. The researcher used two classes in which one of them was as experimental class and another was as controlled class. Experimental class was class which got treatment or being taught by using dictogloss and controlled class was taught by using conventional technique. Both classes were given a pre-test before teaching-learning activity and post-test after teaching- learning activity. The result of pre-test and post-test from both classes were compared and calculated to find out the effectiveness of dictogloss technique in teaching writing of descriptive text.

C. The Sample and Population

The population of this research was the students of SMA PGRI 56 Ciputat. Overall, there were six classes, and each of grades consists of just two classes, X1, X2, XI IPA, XI IPS, XII IPA, XII IPS. In obtaining accurate data, the researcher narrowed the population and take first grade students as the sample. The selection of sample must be careful. As mentioned by Muijs, in conducting quasi-experimental study, the control and experimental group must be as similar as possible such as in gender, achievement, or ability.¹ X 1 used as experimental class and X 2 used as control class. The sampling technique in this research is by

using purposive sampling. Each class consists of 25 students. X 1 was chosen as experimental class because the students have good spirit in learning. But, lack of background knowledge and inappropriate method make the students low motivated.

D. The Instrument of The Study

In this research, written test is used as a tool to gather information of the students. The test included pre-test and post-test. Gay states that the group that receives the new treatment is called the experimental group and the group that receives a different treatment or is treated as usual is called control group\(^2\). The test was given for both control and experimental group.

The test made was based on the materials given in the class. The test items were concerned with students’ writing ability. The material was taken from topic that appropriate to be discussed. Here is the step of pre-test and post-test:

1. Pre-Test

Before applying the technique and giving the treatment, the students both control and experimental class were given the test, it is called Pre-test. Pre-test is used to know student’s writing skill. The student is given a topic concerning descriptive text “Ancol”. The students were given 60 minutes to arrange descriptive text by their own ability. The students are not allowed to check to the dictionary and cheat to other students. This test diagnose students weakness and background knowledge about descriptive text.

2. Post Test

After giving and treating to the students with dictogloss technique during the research, post-test was held in the end. Both X1 as experimental class and X2 as controlled class were given Post-test. The students were given 60 minutes to arrange descriptive text by their own ability. The students are not allowed to check to the dictionary and cheat to other students. This test is to show whether

dictogloss technique is effective or not after using dictogloss. The post-test is written test with the topic “Taman Mini Indonesia Indah (TMII)

E. The Data Collecting Technique

The data was taken by test, Pre-test and Post-test. Pre-test was given before the teacher teaches new material by using dictogloss technique. A pre-test basically measured whether the experimental and control groups were equal.

Post-test is given to the experimental class and control class after giving treatment and explanation. It is given in order to know whether dictogloss is effective or not in teaching and learning writing of descriptive text.

After the data was collected, in order to attain the reliability of the test, the researcher adapted the scoring rubric for writing, namely analytic scoring rubric. It means the students’ writing from pre-test and post-test were scored or assessed by using the scoring rubric. By using that rubric, the students’ writing were scored from each aspect of writing: content, organization, grammar, vocabulary, and mechanics. Here, the researcher used Rubric for writing assessment which is conducted by Heaton to score students’ descriptive writing. The rubric elements consist of content, organization, vocabulary, language use, and mechanics. It can be seen in table 3.1.

<table>
<thead>
<tr>
<th>Scoring elements</th>
<th>Scale</th>
<th>Quality</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>30-27</td>
<td>Excellent to very good</td>
<td>Knowledgeable – substantive – thorough – development of thesis – relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td>Good to average</td>
<td>Some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Scale</th>
<th>Quality</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair to poor</td>
<td>21-17</td>
<td>Very poor</td>
<td>Limited knowledge of subject – little substance – inadequate development of topic</td>
</tr>
<tr>
<td>16-13</td>
<td></td>
<td>Very poor</td>
<td>Does not show knowledge of subject – non-substantive – not pertinent – or not enough to evaluate</td>
</tr>
<tr>
<td>Excellent to very good</td>
<td>20-18</td>
<td></td>
<td>Fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing – cohesive</td>
</tr>
<tr>
<td>Good to average</td>
<td>17-14</td>
<td></td>
<td>Somewhat choppy – loosely organized but main idea stand out – limited support – logical but incomplete sequencing</td>
</tr>
<tr>
<td>Fair to poor</td>
<td>13-10</td>
<td></td>
<td>organized but main idea stand out – limited support – logical but incomplete sequencing</td>
</tr>
<tr>
<td>Very poor</td>
<td>9-7</td>
<td></td>
<td>Does not communicate – no organization – or not enough to evaluate</td>
</tr>
<tr>
<td>Excellent to very good</td>
<td>20-18</td>
<td></td>
<td>Sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register</td>
</tr>
<tr>
<td>Good to average</td>
<td>17-14</td>
<td></td>
<td>Adequate range – frequent errors of word/idiom form, choice, usage but meaning not obscured</td>
</tr>
<tr>
<td>Fair to poor</td>
<td>13-10</td>
<td></td>
<td>Limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured</td>
</tr>
</tbody>
</table>

Essentially translation –
<table>
<thead>
<tr>
<th>Scoring Elements</th>
<th>Scale</th>
<th>Quality</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Use</td>
<td>25-22</td>
<td>Excellent to very good</td>
<td>Effective complex constructions – few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions</td>
</tr>
<tr>
<td></td>
<td>21-18</td>
<td>Very good to average</td>
<td>Effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured</td>
</tr>
<tr>
<td></td>
<td>17-11</td>
<td>Fair to poor</td>
<td>Major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions – meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>10-5</td>
<td>Very poor</td>
<td>Virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate</td>
</tr>
<tr>
<td>Mechanics</td>
<td>5</td>
<td>Very good</td>
<td>conventions – few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Occasional errors of spelling, punctuation,</td>
</tr>
</tbody>
</table>
The range of score is 100 – 50 that can be explained as follows:

100 – 80 : Excellent to very good
79 – 70 : Good to average
69 – 60 : Fair to poor
59 – 50 : Very poor
< 50 : No qualified to be followed in the calculation

F. The Technique of Data Analysis

1. Normality Test

Before the writer decided parametric or nonparametric statistics to calculate the data to answer the hypothesis of the research, the writer had to analyze the normality and homogeneity of the data. The examination of normality was needed to know whether the data has been normally distributed. The writer used Lilliefors test using SPSS 22. This test is used to determine whether the distribution of the data from the sample is normal. If the normality is more than the level of significance α (0.05), scores will be normally distributed. If the significant value
of the normality test is greater than 0.05, the data is normal. On the other hand, if it is below 0.05, the data significantly far from a normal distribution.

The criterion of hypothesis is:
- **H₀**: Significant Score > 0.05 means the data is normally distributed.
- **H₁**: Significant Score < 0.05 means the data is not normally distributed.

## 2. Homogeneity Test
After conducting the normality test, the writer tested the homogeneity of data. The objective of conducting homogeneity test was to see whether the data or samples in both classes were homogenous or heterogeneous. It is to determine whether the data from the two groups have the same variant in order the hypotheses can be tested using t-test. In calculating homogeneity test, the researcher used *Levene* Statistic Test from SPSS 22. The steps are:

1. Click Analyze Compare means
2. Choosing One Way Anova
3. Fill variable Score on dependent list and fill Class variable on factor box
4. Click option and Checklist Homogeneity of variance test
5. OK

If the result of homogeneity test shows the significance of the data was higher (>\(\alpha\) = 0.05) it means the data is homogeneous but if the significance of the data was lower (<\(\alpha\) = 0.05) it means the data is heterogeneous.

## 3. Hypothesis Test
After analyzing the normality and homogeneity of the data, the writer calculated the data to test the hypothesis that whether there is significant difference between students’ writing of descriptive text in experimental class and
students’ writing of descriptive text in control class. The writer has calculated the data by using t-test formula because the data obtained was normal and homogeneous. T-test is used to know whether Dictogloss technique is effective on students’ writing of descriptive text. To do hypothesis test, the researcher used t-test formula adapted from Anas Sudijono.4

a. Determining mean of experimental class:

\[ M_x = \frac{\sum x}{N_1} \]

\( M_x \) = Mean of gained score of experimental
\( \sum x \) = Sum of gained score of experimental group
\( N_1 \) = The total students in experimental class

b. Determining mean of controlled class

\[ M_y = \frac{\sum y}{N_2} \]

\( M_y \) = Mean of gained score of controlled
\( \sum y \) = Sum of gained score of experimental group
\( N_2 \) = The total students in controlled class

c. Determining standard deviation of experimental class (X)

\[ SD_x = \frac{\sum x^2}{N_1} \]

\( SD_x \) = Standard deviation score of experimental group
\( \sum x^2 \) = Sum of squared deviation of score of experimental group
\( N_1 \) = Number of students of experimental group

d. Determining Standard Deviation of Controlled Class (Y)

\[ SD_y = \frac{\sum y^2}{N_2} \]

\( SD_y \) = Standard deviation score of controlled group
\( \sum y^2 \) = Sum of squared deviation of score controlled group

---

N2 = Number of students of controlled group

e. Determining of standard error mean of variable X

\[ \text{SEM}_X = \frac{SD_X}{\sqrt{N_1 - 1}} \]

\text{SEM}_X = \text{Standard error mean of experimental group}

SD_X = Standard deviation score of experimental group

N1 = Number of students of experimental group

f. Determining of standard error mean of variable Y

\[ \text{SEM}_Y = \frac{SD_Y}{\sqrt{N_2 - 1}} \]

\text{SEM}_Y = \text{Standard error mean of controlled group}

SD_Y = Standard deviation score of controlled group

N2 = Number of students of controlled group

g. Determining standard error of different mean of variable X and mean of variable Y, with formula:

\[ \text{SEM}_{X-M_Y} = \sqrt{\text{SEM}_X^2 + \text{SEM}_Y^2} \]

h. Determining T_0 (T observation) with formula:

\[ T_0 = \frac{M_X - M_Y}{\text{SEM}_{X-M_Y}} \]

i. Determining t – table (t_i) in significant level 5 % and 1 % with degree of freedom (df), with formula:

\[ df = \frac{N_X + N_Y}{2} \]

\text{df} = \text{Degree of freedom}

N_1 = \text{The total students in the experimental class}

N_2 = \text{The total students in the controlled class}
4. **Statistical Hypotheses**

From the result of such analysis, the value of $t_0$ and $t_\epsilon$ can be used to determine the truth or false of the hypotheses. If the value of $t_0$ is equal to or higher than the value of $t_\epsilon$, the null hypothesis ($H_0$) will be rejected and the alternative hypothesis ($H_a$) will be accepted. Conversely, if the value of $t_0$ is smaller than the value of $t_\epsilon$, the null hypothesis ($H_0$) will be accepted and the alternative hypothesis ($H_a$) will be rejected. Statistically, the hypotheses of this study are expressed as follows:

<table>
<thead>
<tr>
<th>$t_0 \geq t_\epsilon$</th>
<th>$H_0$ is rejected and $H_a$ is accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>$t_0 &lt; t_\epsilon$</td>
<td>$H_0$ is accepted and $H_a$ is rejected</td>
</tr>
</tbody>
</table>

The assumption of the hypotheses:

a. If $t_0 > t_\epsilon$, the null hypotheses ($H_0$) is rejected and the alternative hypotheses is accepted. It means that there is significant difference between the students’ descriptive writing score who were taught by using dictogloss technique and who were taught without using dictogloss technique at the first grade students of SMA PGRI 56 ($\mu_1 \neq \mu_2$). In other word, dictogloss technique is effective in teaching writing of descriptive text.

b. If $t_0 < t_\epsilon$, the null hypotheses ($H_0$) is accepted and the alternative hypotheses ($H_a$) is rejected. It means that there is no significant difference between the students’ descriptive writing score who were taught by using dictogloss technique and who were taught without using dictogloss technique at the first grade students of SMA PGRI 56 ($\mu_1 = \mu_2$). In other word, dictogloss technique is not effective in teaching writing of descriptive text.
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consists of the score of pre-test and post-test of the experimental class and the controlled class, the statistical analysis of the data and also followed by the discussion of the research findings.

A. Data Description

To know the result of the students’ pre-test and post-test, the writer made tables of the students’ scores. The data were collected from the students’ pre-test and post-test from both classes. The data obtained were described into two tables. The table shows the students’ scores achievement in experimental class and the table shows the students’ scores achievement in control class. Each table has four columns; the first column shows the number of students, the second and the third column shows the pre-test and post-test scores, and the last column shows the gained score from the pre-test and post-test.

The experimental class was X.1 students and the controlled class was X.2 at SMA PGRI 56 Ciputat Kota Tangerang Selatan. Each of the class has 25 students but only 20 of students’ paper which were qualified to be evaluated in each of the class. The criteria are the text must be descriptive text and consists of at least 3 paragraphs.

1. The Data of Experimental Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>68</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>62</td>
<td>60</td>
<td>-2</td>
</tr>
<tr>
<td>4</td>
<td>59</td>
<td>70</td>
<td>11</td>
</tr>
<tr>
<td>No</td>
<td>Pre-Test</td>
<td>Post-Test</td>
<td>Gained Score</td>
</tr>
<tr>
<td>----</td>
<td>----------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>5</td>
<td>63</td>
<td>76</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>54</td>
<td>68</td>
<td>14</td>
</tr>
<tr>
<td>7</td>
<td>63</td>
<td>75</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>57</td>
<td>66</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>60</td>
<td>69</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>56</td>
<td>75</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>63</td>
<td>58</td>
<td>-7</td>
</tr>
<tr>
<td>12</td>
<td>62</td>
<td>76</td>
<td>14</td>
</tr>
<tr>
<td>13</td>
<td>66</td>
<td>74</td>
<td>8</td>
</tr>
<tr>
<td>14</td>
<td>60</td>
<td>71</td>
<td>11</td>
</tr>
<tr>
<td>15</td>
<td>70</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>16</td>
<td>60</td>
<td>68</td>
<td>8</td>
</tr>
<tr>
<td>17</td>
<td>65</td>
<td>78</td>
<td>13</td>
</tr>
<tr>
<td>18</td>
<td>54</td>
<td>66</td>
<td>12</td>
</tr>
<tr>
<td>19</td>
<td>61</td>
<td>70</td>
<td>9</td>
</tr>
<tr>
<td>20</td>
<td>62</td>
<td>78</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>1219</td>
<td>1423</td>
<td>194</td>
</tr>
<tr>
<td>Average</td>
<td>60.95</td>
<td>71.15</td>
<td>9.70</td>
</tr>
</tbody>
</table>

Based on the data from experimental class, the data shows that the highest score of pre-test in the experimental class is 70 and the lowest score of pre-test is 54. Beside that, the mean score of pre-test in experimental class is 60.95. From the frequency distribution table of pre-test result from experimental class, it can be seen that from 20 students in experimental class, there are 5 students had score between 54 – 59, 13 student had score between 60 – 65 and 2 students had score between 66 – 70.

It also shows that the mean score of post-test in experimental class is 71.15 with 85 as the highest score and 58 as the lowest score. Then, the frequency distribution table of post-test result also shows that there are 2 students had score between 55 – 60, 0 students had score between 61 – 65, 8 students had score between 66 – 70, 5 students had score between 71 – 75, 4 students had score between 76 – 80 and only 1 student had score 85.

In addition, the calculation also shows that the total of gained score of pre-test and post-test in experimental class is 194 and the mean of gained score of pre-test
and post-test in experimental class is 9.70, with the highest student’s gained score is 16 and the lowest student’s gained score is -7.

2. The Data of Controlled Class

Table 4.2
The Students’ Scores of Controlled Class
(Writing Descriptive Text without Using Dictogloss Technique)

<table>
<thead>
<tr>
<th>No.</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>54</td>
<td>64</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>63</td>
<td>60</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>66</td>
<td>65</td>
<td>-1</td>
</tr>
<tr>
<td>4</td>
<td>57</td>
<td>64</td>
<td>7</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>69</td>
<td>9</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>71</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>8</td>
<td>65</td>
<td>72</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>61</td>
<td>70</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>65</td>
<td>67</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>65</td>
<td>58</td>
<td>-7</td>
</tr>
<tr>
<td>12</td>
<td>56</td>
<td>69</td>
<td>13</td>
</tr>
<tr>
<td>13</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>71</td>
<td>69</td>
<td>-2</td>
</tr>
<tr>
<td>15</td>
<td>62</td>
<td>54</td>
<td>-8</td>
</tr>
<tr>
<td>16</td>
<td>64</td>
<td>60</td>
<td>-4</td>
</tr>
<tr>
<td>17</td>
<td>58</td>
<td>61</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>55</td>
<td>58</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>65</td>
<td>71</td>
<td>6</td>
</tr>
<tr>
<td>20</td>
<td>60</td>
<td>64</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>1227</td>
<td>1296</td>
<td>75</td>
</tr>
<tr>
<td>Average</td>
<td>61.35</td>
<td>64.80</td>
<td>3.75</td>
</tr>
</tbody>
</table>

Based on the data from controlled class, the data shows that the highest score of pre-test in the experimental class is 71 and the lowest score of pre-test is 54. Besides that, the mean score of pre-test in experimental class is 61.35. From the frequency distribution table of pre-test result from experimental class, it can be seen that from 20 students in controlled class, there are 5 students had score
between 54 – 59, 13 student had score between 60 – 65 and 1 student had score between 66 – 70 and 1 student had score 71

It also shows that the mean score of post-test in controlled class is 64.80 with 72 as the highest score and 54 as the lowest score. Then, the frequency distribution table of post-test result also shows that there are 1 student had score between 50 – 55, 4 students had score between 55 – 60, 7 students had score between 61 – 65, 5 students had score between 66 – 70 and 3 students had score 71 - 75

In addition, the calculation also shows that the total of gained score of pre-test and post-test in controlled class is 75 and the mean of gained score of pre-test and post-test in controlled class is 3.75, with the highest student’s gained score is 11 and the lowest student’s gained score is -8.

B. Data Analysis

1. Normality Test of the Data

The result of normality test on both experimental and controlled class’ pre-test and post-test was gained from Lilliefors test using SPSS 22. This test is used to determine whether the distribution of the data from the sample is normal. If the normality is more than the level of significance $\alpha$ (0.05), scores will be normally distributed.

The following table was the results of normality test of the experimental and controlled class’ pre-test:

**Table 4.3**

Normality Pre-test Results between Experimental and Controlled Class

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov$^a$</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Nilaites Experimental</td>
<td>.161</td>
<td>20</td>
</tr>
<tr>
<td>Controlled</td>
<td>.125</td>
<td>20</td>
</tr>
</tbody>
</table>

$^*$. This is a lower bound of the true significance.

$^a$. Lilliefors Significance Correction
The result of the normality test above shows that the significance of the experimental class is 0.184 and 0.535. The controlled class is 0.200 and 0.631, it means that the significance of both experimental and controlled class was higher (>\n) than the degree of significance 5% (\( \alpha = 0.05 \)). Therefore, it could be concluded that the data of both experimental and the controlled class’ pre-test is normally distributed.

The following table was the results of normality test of the experimental and controlled class’ post-test:

Table 4.4

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov(^2)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Nilaites Experimental</td>
<td>.109</td>
<td>20</td>
</tr>
<tr>
<td>Controlled</td>
<td>.147</td>
<td>20</td>
</tr>
</tbody>
</table>

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

The result of the normality test above showed that the significance of the experimental class were 0.200 and 0.824. As for the control class were 0.200 and 0.354. It means that the significance of both experimental and controlled class was higher (>\n) than the degree of significance 5% (\( \alpha = 0.05 \)). Therefore, it could be concluded that the data of both experimental and the controlled class’ post-test is normally distributed.

2. Homogeneity Test of the Data

After doing the normality test, the researcher continued to do homogeneity test. Homogeneity test is used to know the similarity of the two condition or population. In other word, homogeneity test is used to know whether both groups, experimental class and controlled class, are homogeneous or not. To do homogeneity test, the researcher used Levene Statistic Test from SPSS 22. The steps are:
The following table contained the result of homogeneity from pre-test score between experimental and controlled class and followed by the result of homogeneity from post-test score between experimental and controlled class.

**Table 4.5**

**Homogeneity of Pre-test Results between Experimental and Controlled Class**

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>nilaites</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>.307</td>
<td>1</td>
<td>38</td>
<td>.583</td>
</tr>
</tbody>
</table>

**Table 4.6**

**Homogeneity of Post-test Results between Experimental and Controlled Class**

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>nilaites</td>
<td>.607</td>
<td>1</td>
<td>38</td>
<td>.441</td>
</tr>
</tbody>
</table>

From the result of the Levene Statistic Test above, it could be seen that the significance of the data from experimental and controlled class pre-test score is 0.583 and the post-test is 0.441. It means the significance of the data is higher (> ) than the significance degree (α = 0.05). The result of homogeneity tests shows that pre-test and post-test between experimental and controlled class had homogeneity distribution and can be tested using t-test.

3. **Hypothesis Test (t-test)**

In this part, the researcher calculated the data to test the hypothesis that whether there is significant difference between the students’ writing of descriptive text by using dictogloss technique in experimental class and the students’ writing of descriptive text without using dictogloss technique in control class. The researcher calculated the data using t-test formula. Two classes were compared, the experimental class was X variable and the control class was Y variable.
The table below is the statistical calculation of the gained score from both experimental class taught by dictogloss technique and control class without dictogloss technique.

Table 4.7
The Statistical Calculation of the Gained Score of Both the Experimental Class and the Control Class

<table>
<thead>
<tr>
<th>Students</th>
<th>X</th>
<th>Y</th>
<th>x=X-Mx</th>
<th>y=Y-My</th>
<th>x²</th>
<th>y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>10</td>
<td>-1.70</td>
<td>6.25</td>
<td>2.89</td>
<td>39.06</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>3</td>
<td>2.30</td>
<td>-0.75</td>
<td>5.29</td>
<td>0.56</td>
</tr>
<tr>
<td>3</td>
<td>-2</td>
<td>-1</td>
<td>-11.70</td>
<td>-4.75</td>
<td>136.89</td>
<td>22.56</td>
</tr>
<tr>
<td>4</td>
<td>11</td>
<td>7</td>
<td>1.30</td>
<td>3.25</td>
<td>1.69</td>
<td>10.56</td>
</tr>
<tr>
<td>5</td>
<td>13</td>
<td>9</td>
<td>3.30</td>
<td>5.25</td>
<td>10.89</td>
<td>27.56</td>
</tr>
<tr>
<td>6</td>
<td>14</td>
<td>11</td>
<td>4.30</td>
<td>7.25</td>
<td>18.49</td>
<td>52.56</td>
</tr>
<tr>
<td>7</td>
<td>12</td>
<td>5</td>
<td>2.30</td>
<td>1.25</td>
<td>5.29</td>
<td>1.56</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>7</td>
<td>-0.70</td>
<td>2.25</td>
<td>0.49</td>
<td>5.06</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>9</td>
<td>-0.70</td>
<td>5.25</td>
<td>0.49</td>
<td>27.56</td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>2</td>
<td>-0.70</td>
<td>-1.75</td>
<td>0.49</td>
<td>3.06</td>
</tr>
<tr>
<td>11</td>
<td>-7</td>
<td>-7</td>
<td>-16.70</td>
<td>-10.75</td>
<td>278.89</td>
<td>115.56</td>
</tr>
<tr>
<td>12</td>
<td>14</td>
<td>13</td>
<td>4.30</td>
<td>9.25</td>
<td>18.49</td>
<td>85.56</td>
</tr>
<tr>
<td>13</td>
<td>8</td>
<td>5</td>
<td>-1.70</td>
<td>1.25</td>
<td>2.89</td>
<td>1.56</td>
</tr>
<tr>
<td>14</td>
<td>11</td>
<td>-2</td>
<td>1.30</td>
<td>-5.75</td>
<td>1.69</td>
<td>33.06</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>-8</td>
<td>5.30</td>
<td>-11.75</td>
<td>28.09</td>
<td>138.06</td>
</tr>
<tr>
<td>16</td>
<td>8</td>
<td>-4</td>
<td>-1.70</td>
<td>-7.75</td>
<td>2.89</td>
<td>60.06</td>
</tr>
<tr>
<td>17</td>
<td>13</td>
<td>3</td>
<td>3.30</td>
<td>-0.75</td>
<td>10.89</td>
<td>0.56</td>
</tr>
<tr>
<td>18</td>
<td>12</td>
<td>3</td>
<td>2.30</td>
<td>-0.75</td>
<td>5.29</td>
<td>0.56</td>
</tr>
<tr>
<td>19</td>
<td>9</td>
<td>6</td>
<td>-0.70</td>
<td>2.25</td>
<td>0.49</td>
<td>5.06</td>
</tr>
<tr>
<td>20</td>
<td>16</td>
<td>4</td>
<td>6.30</td>
<td>0.25</td>
<td>39.69</td>
<td>0.06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>194</td>
<td>75</td>
<td>0</td>
<td>-1</td>
<td>572.20</td>
<td>630.02</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>9.70</td>
<td>3.75</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above describes the result of the calculation of the gained score of the experimental class (X) and the controlled class (Y). Based on the table above, the total gained score of the experimental class (Σx) is 311 and the control class (Σy) is 121. It means the total gained score of experimental class is higher than those of controlled class.
From the table above, the writer calculated the data based on the steps of t-test formula, the calculation can be seen as follows:

a. Determining mean of experimental class

\[ M_x = \frac{\Sigma X}{N_1} = \frac{194}{20} = 9.70 \]

b. Determining mean of controlled class

\[ M_y = \frac{\Sigma Y}{N_2} = \frac{75}{20} = 3.75 \]

c. Determining standard deviation of experimental class (X)

\[ SD_x = \sqrt{\frac{\Sigma x^2}{N_1}} = \sqrt{\frac{572.20}{20}} = 5.3 \]

d. Determining Standard Deviation of Controlled Class (Y)

\[ SD_y = \sqrt{\frac{\Sigma y^2}{N_2}} = \sqrt{\frac{630.02}{20}} = 5.6 \]

e. Determining of standard error mean of variable X

\[ SEM_x = \frac{SD_x}{\sqrt{N_1 - 1}} = \frac{5.3}{\sqrt{19}} = \frac{5.3}{4.35} = 1.21 \]

f. Determining of standard error mean of variable Y

\[ SEM_y = \frac{SD_y}{\sqrt{N_2 - 1}} = \frac{5.6}{\sqrt{19}} = \frac{5.6}{4.35} = 1.28 \]

g. Determining standard error of different mean of variable X and mean of variable Y, with formula:

\[ SEM_x - M_y = \sqrt{SE Mx^2 + SE My^2} \]

\[ = \sqrt{1.21^2 + 1.28^2} \]

\[ = \sqrt{1.46 + 1.63} = \sqrt{3.09} = 1.75 \]
h. Determining \( T_0 \) (T observation) with formula:

\[
T_0 = \frac{M_X - M_Y}{SEM_{X-M_Y}} = \frac{9.70 - 3.75}{1.75} = \frac{5.95}{1.75} = 3.47
\]

i. Determining \( t_{table} \) in significant level 0.05, with df (degree of freedom)

\[
df = (N_1 + N_2) - 2 = (20 + 20) - 2 = 38
\]

df value is 38 of the degree of significant value 0.05 or \( t_t \) is 1.686. 
(See t table in appendix 4)

j. The Testing of Hypothesis

The statistical hypothesis of this research can be seen as:

\( H_0 \): means there is no significant difference between the students’ descriptive writing that is taught by dictogloss Technique than those who is not taught by dictogloss technique in the tenth grade students.

\( H_a \): means there is significant difference between the students’ descriptive writing that is taught taught by dictogloss technique than those who is not taught by dictogloss technique in the tenth grade students.

The criteria used as follows:

1) If \( t_{observation} \) (\( t_0 \)) > \( t_{table} \) (\( t_t \)) in significant degree of 0.05, \( H_0 \) (the null hypothesis) is rejected.

2) If \( t_{observation} \) (\( t_0 \)) < \( t_{table} \) (\( t_t \)) in significant degree of 0.05, \( H_0 \) (the null hypothesis) is accepted.

To answer the statistical hypothesis that whether there is significant difference between the students’ descriptive writing that is by dictogloss Technique than those who is not taught by dictogloss technique in the tenth grade students, the researcher used t-test formula in the significance degree (\( \alpha \)) of 5%. The result showed that \( t_{test} \) (\( t_0 \)) > \( t_{table} \) (\( t_t \)) or \( (3.47 > 1.68) \).

C. Interpretation of the Data

The research finding of this research followed some rules and calculation that was used by the previous researchers that conducting the same field of the
research. The used of some statistical formula has helped the researcher to gain the logic and accurate result. To know the effectiveness of dictogloss technique which was used as the method in this study, it had implemented in the experimental class after the class has given the pre-test. The pre-test had given to the controlled class too in a similar time with the experimental class. Then, to make sure that dictogloss technique had any influence to the experimental class, the researcher gave the treatments by using dictogloss technique to the experimental class 4 times.

The average pre-test score of experimental class before taught by dictogloss technique is 60.95. After being given treatment 4 times, the average of post-test score increased, it is 71.15 and the average gained score was 9.70. In the pre-test, the smallest score is 54 and the highest score is 70, while in the post-test, the smallest score is 58 and the highest score is 85. In conclusion, the lowest and the highest scores in the post-test are higher than those in the pre-test.

Meanwhile, in the control class, the average of the pre-test score was 61.35. Then, after the students in control class were taught descriptive text dictogloss technique strategy but only through conventional method that is lecturing and group discussion. The average of the post-test score is 64.80 and the average of the gained score is 3.75. The smallest score in the pre-test is 54 and the highest score was 71, while in post-test, the smallest score is 54 and the highest score was 72. It means the gained score of experimental class is higher than the gained score of control class.

Before testing the hypothesis, the researcher analyzed the normality and homogeneity of the data. The purpose of analyzing the normality of the data was to see whether the data obtained in the research has been normally distributed.

In the analyzing the normality, the result showed that both the data of the pre-test and post-test in the control class were distributed normally. It was proven form the result of normality test using SPSS 22.0. First, the normality of pre-test result between the experimental and the control class found the significance of experimental class were 0.184 and 0.535 and in the control class were 0.200 and 0.631. Then, the normality of post-test result between the experimental and the
control class found the significance of experimental class were 0.200 and 0.824 and in the control class were 0.200 and 0.354. All of the significant values from the calculation were higher (> $\alpha$ (0.05)). Thus, it means all of the data in both pre-test and post-test of experimental and control class was distributed normally.

Meanwhile, the purpose of analyzing the homogeneity of the data was to see whether the data or sample in between experimental and control class were homogenous. From the calculation of homogeneity using SPSS, the result of homogeneity of pre-test result between the experimental and the control class found the significance value is 0.068 and the homogeneity of post-test result between the experimental and the control class found the significance value is 0.124. Both of the homogeneity test result is higher than $\alpha$ (0.05). Therefore, it can be concluded that the sample in experimental class and control class were homogenous.

The final calculation is testing the hypothesis of the research. This is the main calculation because this calculation will be able to answer the problem formulation of this research that whether dictogloss technique influences on the students’ writing of descriptive text and how effective dictogloss technique on the students’ writing of descriptive text. The writer calculated manually using t-test formula in the significance degree ($\alpha$) of 5%. The result showed that $t_{\text{test}}$ ($t_0$) < $t_{\text{table}}$ ($t_1$) or (3.47 > 1.68). Therefore, the null hypothesis ($H_0$) is rejected and alternative hypothesis ($H_a$) is accepted that there is significant difference between the students’ descriptive writing that is taught by dictogloss technique than those who is not taught dictogloss technique. It can be seen that the average gained score of experimental class is higher than the average gained score of controlled class.

D. Discussion

In the previous studies which were mentioned in the chapter 2, all of their result showed the positive effect of dictogloss technique in teaching writing of descriptive text.

In this research, the implementation of dictogloss technique in SMA PGRI 56 Ciputat Selatan is effective as well. The result of the post-test score of both
classes showed that the mean of experimental class performance is higher than controlled class. Thus, it indicated that the experimental class worked better than the controlled class. The results of hypothesis testing using $t_{\text{test}}$ gained $t_{\text{count}} > t_{\text{table}}$ ($3.47 > 1.68$) with the significance value on 5% and the degree of freedom was 38 indicated that null hypothesis ($H_0$) was rejected and alternative hypothesis ($H_1$) was accepted.

The technique has positive effect during teaching and learning writing of descriptive text. The students’ motivation is increased due to teamwork. The student who has lower ability can ask and discuss their weakness to the student who has higher ability in learning English. Moreover, this technique encourages and explores the students’ awareness by reconstructing and analyzing the text by themselves. They know where their mistakes or their friends’ mistakes are.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion. In this chapter, the writer would like to give some conclusions and offer some suggestions for the readers, the teachers and the further researchers that may relate to the subject.

A. Conclusion

Based on the fact, writing of descriptive text is still considered difficult by some students even though dictogloss had implemented. It is caused by their low ability and less background knowledge about English. The assistance and guidance from the teacher and their friends cannot help some low achiever students to improve their skill significantly. However, the implementation of dictogloss technique in teaching and learning writing of descriptive text has significant effect for most students in experimental class rather than the implementation of conventional technique in controlled class.

Based on the data that have been collected and analyzed, it can be inferred that dictogloss technique is effective to use in teaching writing of descriptive text. It can be seen from the mean of gained score from experimental class, which is taught by dictogloss technique, and from controlled class, which is taught without dictogloss technique. The mean of gained score from experimental class is higher than that of the controlled class. It is also proved from the result of t-test which showed that the value of $t_0 (3.47)$ is higher than the value of $t$ from the df (38) in significance degree 5% $(1.68) > 1.68$. It indicates that the null hypothesis $(Ho)$ is rejected and the alternative hypothesis $(Ha)$ is accepted. Therefore, it can be concluded that dictogloss technique is effective to apply in teaching and learning writing of descriptive text at the first grade students of SMA PGRI 56 Ciputat.
B. Suggestion

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

1. For English Teachers
   Dictogloss technique can be a new way for teachers in teaching English. So that, the teachers should consider to implement such strategy which will improve the students’ achievement in any subjects. As in this study, the researcher gave a view how to implement it in the right way.

2. For Further Researcher
   This research needs to be completed by the further researcher due to gain the more positive result or to ensure that dictogloss technique has really influences on students’ writing of descriptive text. They can combine dictogloss with other skills or sub-skills as research variables.

3. For Students
   The students should have high motivation to practice their writing whether in the class or at their home. The students should form a habit of writing by trying to make writing in English frequently. It is because the more they practice, the better their writing will be.
BIBLIOGRAPHY


RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KURIKULUM TINGKAT SATUAN PEMBELAJARAN (KTSP)
(Kelas Experimen)

Nama Sekolah : SMA PGRI 56 CIPUTAT
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 1
Alokasi Waktu : 2 x 30 menit
Topik pembelajaran : Descriptive text

A. Standar Kompetensi

Membaca

11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk descriptive dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk descriptive.

C. Indikator Pencapaian Kompetensi

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<th>Nilai Budaya Dan Karakter Bangsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Mengidentifikasi makna kata dalam teks yang dibaca</td>
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</tr>
<tr>
<td>▪ Mengidentifikasi makna kalimat dalam teks yang dibaca</td>
<td></td>
</tr>
</tbody>
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Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan).

D. Tujuan Pembelajaran

- Siswa dapat menyebutkan generic structure dalam descriptive text
- Siswa dapat mengidentifikasi ciri-ciri dari benda/orang/tempat yang dideskripsikan
- Siswa dapat mengidentifikasi ciri-ciri dari benda/orang/tempat yang dideskripsikan
- Siswa dapat mengidentifikasi generic structure dari descriptive text

E. Materi Pokok

- Descriptive Text :

  Anyer is a beach town in Banten. It is located at Anyer, 38 km from Serang City. The beach is facing the West, so we can see the view of Mt. Rakata (the remaining / child of Mt. Krakatau that exploded in 1833) and the sunset. A beautiful sea sight with all activities such as Jet Ski, Speed Boat, Para Sailing and other aquatic sport, those types of activities can be found here, as well as sunset view from the beach and an old
lighthouse at Cikoneng. A lot of hotels from jasmine to international 5 stars can be tourist best choices to stay. Anyer is a popular beach resort for Jakartan.

Anyer beach has many unique enchantments. Its white sands amaze many tourists. They are so pure; we can feel the softness of the sands. The deep blue sea attracts many divers around the world because its various sea lives are so completely perfect. The sea breeze can make visitors' mind fresh, out of stress and enjoy. And the last enchantments that can make Anyer beach as the most favorite place to visit is the view of the legendary Krakatau Mountain and its historical lighthouse.

F. Metode Pembelajaran/Teknik:

- Teknik Pembelajaran : Dictogloss Technique

G. Strategi Pembelajaran

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<th>Terstruktur</th>
<th>Mandiri</th>
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</thead>
<tbody>
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<td>Siswa mampu menganalisa makna kata dan kalimat, ciri-ciri dari benda/orang/tempat yang dideskripsikan, tujuan komunikasi dari teks yang dibaca.</td>
<td>Siswa mampu mengerjakan dan mengerti makna kata dan kalimat, ciri-ciri dari benda/orang/tempat yang dideskripsikan, tujuan komunikasi dari teks yang dibaca.</td>
</tr>
</tbody>
</table>
Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10’)
- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa dan siswa menyebutkan satu kata sifat dalam bahasa inggris
- Memberikan motivasi dan nasehat singkat kepada siswa
- Guru menyampaikan tujuan pembelajaran yang harus dicapai siswa dan menjelaskan kegiatan belajar descriptive writing yang akan dilaksanakan dengan teknik *Dictogloss*

Kegiatan Inti (40’)

Eksplorasi
Dalam kegiatan eksplorasi guru:
- Siswa mengamati teks descriptive yang diberikan oleh guru
- Siswa membaca dengan waktu terbatas dan mengidentifikasi structure, unsur kebahasaan yang ada dalam descriptive text
- Siswa mendengarkan atau menyimak penjelasan secara umum mengenai definisi, fungsi, struktur, dan unsur kebahasaan dari descriptive text
- Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang hal yang belum mereka fahami dari penjelasan dan teks yang telah disimak, baik tentang struktur, unsur kebahasaan dan kosa kata yang belum diketahui dari text.
- Guru memberikan penjelasan mengenai teks yang telah disimak, baik tentang struktur, unsur kebahasaan dan kosa kata yang belum diketahui dari text.
**Elaborasi**

Dalam kegiatan elaborasi

- Siswa dibentuk ke dalam beberapa kelompok (per kelompok 4 orang) secara adil berdasarkan proporsi kemampuan siswa dan setiap siswa harus menyiapkan kertas lembar kecil dan alat tulis
- Guru membacakan atau mendiktekan suatu teks descriptive sebanyak duakali kepada siswa dengan kecepatan normal. Saat pertama kali dibacakan, siswa tidak diperkenankan untuk melakukan apapun, siswa hanya diminta untuk mendengarkan teks dengan seksama. Saat kedua kalinya, setiap siswa dari masing – masing kelompok diperkenankan untuk membuat catatan kecil atau menuliskan kata kunci dan poin penting dari teks yang bisa membantu mereka pada tahap rekonstruksi
- Siswa diminta bersama kelompoknya mendiskusikan teks yang telah diperdengarkan dan juga diminta untuk merekonstruksi atau menuliskan ulang teks yang telah dibacakan dalam versi mereka masing – masing dengan menyatukan catatan – catatan dari setiap anggota kelompok.
- Salah seorang anggota kelompok menuliskan hasil akhir rekonstruksi di HVS yang telah disediakan
- Setiap kelompok diminta untuk menukarkan hasil kerjanya kepada kelompok lain setelah semua selesai membuat hasil rekonstruksinya dan menganalisis dan mengoreksi hasil rekonstruksi kelompok lain dengan fokus pada struktur dan unsur kebahasaan dari descriptive text.
- Setiap kelompok diberikan teks asli yang dibacakan oleh guru dan diminta untuk membandingkan hasil kerja kelompok lain dengan teks aslinya.
Konfirmasi
Dalam kegiatan konfirmasi :

- Guru dan masing masing kelompok memberikan feedback dalam bentuk komentar dan analisa kesalahan pada tulisan
- Hasil koreksian dikembalikan ke kelompok asalnya dan setiap siswa melakukan editing dan revising di bukunya masing masing berdasarkan feedback yang telah diberikan
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.

Kegiatan Akhir (10’)

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Doa dan Penutup

H. Sumber/Bahan/Alat

- Internet

I. Penilaian

Insturemt : Test ( siswa membuat paragraf descriptive )

Penilaian yang digunakan untuk melihat hasil kerja siswa, menggunakan scoring rubric. Instrument yang digunakan berupa test. Siswa diminta mebuat kembali descriptive text tentang Anyer bersama kelompoknya.
<table>
<thead>
<tr>
<th>Scoring elements</th>
<th>Scale</th>
<th>Quality</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30-27</td>
<td>Excellent to very good</td>
<td>Knowledgeable – substantive – thorough – development of thesis – relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td>26-22</td>
<td>Good to average</td>
<td>Some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>Fair to poor</td>
<td>Limited knowledge of subject – little substance – inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>Very poor</td>
<td>Does not show knowledge of subject – non-substantive – not pertinent – or not enough to evaluate</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20-18</td>
<td>Excellent to very good</td>
<td>Fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing – cohesive</td>
</tr>
<tr>
<td></td>
<td>17-14</td>
<td>Good to average</td>
<td>Somewhat choppy – loosely organized but main idea stand out – limited support – logical but incomplete sequencing</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Score</td>
<td>Quality</td>
<td>Notes</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------</td>
<td>-----------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>13-10</td>
<td>Fair to poor</td>
<td>organized but main idea stand out – limited support – logical but incomplete sequencing</td>
<td></td>
</tr>
<tr>
<td>9-7</td>
<td>Very poor</td>
<td>Does not communicate – no organization – or not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>20-18</td>
<td>Excellent to very good</td>
<td>Sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register</td>
<td></td>
</tr>
<tr>
<td>17-14</td>
<td>Good to average</td>
<td>Adequate range – frequent errors of word/idiom form, choice, usage but meaning not obscured</td>
<td></td>
</tr>
<tr>
<td>13-10</td>
<td>Fair to poor</td>
<td>Limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured</td>
<td></td>
</tr>
<tr>
<td>9-7</td>
<td>Very poor</td>
<td>Essentially translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective complex constructions – few errors</td>
<td></td>
</tr>
<tr>
<td>Language Use</td>
<td>Score Range</td>
<td>Description</td>
<td>Errors and Other Issues</td>
</tr>
<tr>
<td>--------------</td>
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<td>-------------------------</td>
</tr>
<tr>
<td>Excellent to very good</td>
<td>25-22</td>
<td>of agreement, tense, number, word order/function, articles, pronouns, prepositions</td>
<td>Effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured</td>
</tr>
<tr>
<td>Very good to average</td>
<td>21-18</td>
<td></td>
<td>Major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions – meaning</td>
</tr>
<tr>
<td>Fair to poor</td>
<td>17-11</td>
<td></td>
<td>Virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate</td>
</tr>
<tr>
<td>Very poor</td>
<td>10-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very good conventions – few errors</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>Score</td>
<td>Description</td>
<td>Mechanics Details</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Good to average</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Fair to poor</td>
<td>Frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Very poor</td>
<td>No mastery conventions – dominant by errors of spelling, punctuation, capitalization, paragraphing – handwriting illegible – or not enough to evaluate</td>
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KURIKULUM TINGKAT SATUAN PEMBELAJARAN (KTSP)
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Mata Pelajaran : Bahasa Inggris
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Alokasi Waktu : 2 x 30 menit
Topik pembelajaran : Descriptive text

A. Standar Kompetensi
Membaca
11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk descriptive dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar
11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk descriptive.

C. Indikator Pencapaian Kompetensi

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<tr>
<td>Mengidentifikasi komponen/struktur dari text descriptive</td>
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**Kewirausahaan/ Ekonomi Kreatif :**

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan).

**D. Tujuan Pembelajaran**

- Siswa dapat menyebutkan generic structure dalam descriptive text
- Siswa dapat mengidentifikasi bagian bagian dalam descriptive text
- Siswa dapat mengidentifikasi ciri-ciri dari benda/tempat yang dideskripsikan
- Siswa dapat mengidentifikasi generic structure dari descriptive text

**E. Materi Pokok**

- **Descriptive Text :**

  Candi Prambanan or Candi Rara Jonggrang is a nineth-century Hindu temple located in Central Java, Indonesia, and dedicated to the Trimurti, the expression of God as the Creator (Brahma), the Preserver (Vishnu) and the Destroyer (Shiva). The temple compound is approximately 17 kilometres (11 mi) northeast of the city of Yogyakarta on the boundary between Central Java and Yogyakarta provinces.
The temple compound which is considered as a UNESCO World Heritage Site, is the biggest Hindu temple site in Indonesia. It is characterized by its height and pointed architecture, and the towering 47-metre-high (154 ft) central building inside a large complex of individual temples. Prambanan impresses many visitors from across the world.

Taken from: http://www.bahasainggrisoke.com/

F. Metode Pembelajaran/Teknik:

- Teknik Pembelajaran : Dictogloss Technique

G. Strategi Pembelajaran

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</tbody>
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Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10’)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa dan siswa menyebutkan satu kata sifat dalam bahasa inggris
- Memberikan motivasi dan nasehat singkat kepada siswa
- Guru menyampaikan kembali tujuan pembelajaran yang harus dicapai siswa dengan menggunakan teknik dictogloss

Kegiatan Inti (40’)

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Siswa mengamati kembali teks descriptive yang diberikan oleh guru
- Siswa membaca dengan waktu terbatas dan mengidentifikasi structure, unsur kebahasaan yang ada dalam descriptive text
- Siswa mendengarkan atau menyimak penjelasan secara umum mengenai definisi, fungsi, struktur, dan unsur kebahasaan dari descriptive text
- Guru memberikan kesempatan kepada peserta didik untuk bertanya tentang hal yang belum mereka fahami dari penjelasan dan teks yang telah disimak, baik tentang struktur, unsur kebahasaan dan kosa kata yang belum diketahui dari text.
- Guru memberikan penjelasan mengenai teks yang telah disimak, baik tentang struktur, unsur kebahasaan dan kosa kata yang belum diketahui dari text

Elaborasi

Dalam kegiatan elaborasi

- Siswa dibentuk ke dalam beberapa kelompok (per kelompok 4 orang) dan setiap siswa harus menyiapkan kertas lembar kecil dan alat tulis
- Guru membacakan atau mendiktekan suatu teks descriptive sebanyak duakali kepada siswa dengan kecepatan normal. Saat pertama kali dibacakan, siswa tidak diperkenankan untuk melakukan apapun,
siswa hanya diminta untuk mendengarkan teks dengan seksama. Saat kedua kalinya, setiap siswa dari masing – masing kelompok diperkenankan untuk membuat catatan kecil atau menuliskan kata kunci dan poin penting dari teks yang bisa membantu mereka pada tahap rekonstruksi

- Siswa diminta bersama kelompoknya mendiskusikan teks yang telah diperdengarkan dan juga diminta untuk merekonstruksi atau menuliskan ulang teks yang telah dibacakan dalam versi mereka masing – masing dengan menyatukan catatan – catatan dari setiap anggota kelompok.
- Salah seorang anggota kelompok menuliskan hasil akhir rekonstruksi di HVS yang telah disediakan
- Setiap kelompok diminta untuk menukarkan hasil kerjanya kepada kelompok lain setelah semua selesai membuat hasil rekonstruksinya dan menganalisis dan mengoreksi hasil rekonstruksi kelompok lain dengan fokus pada struktur dan unsur kebahasaan dari descriptive text.
- Perwakilan dari setiap kelompok membacakan text yang telah dikoreksi

**Konfirmasi**

Dalam kegiatan konfirmasi :

- Guru memberikan feedback kepada siswa terhadap kesalahan kesalahan selama membuat descriptive text
- Hasil koreksian dikembalikan ke kelompok asalnya dan setiap siswa melakukan editing dan revising di bukunya masing masing berdasarkan feedback yang telah diberikan
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.

**Kegiatan Akhir (10’)**

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
- Doa dan Penutup

**H. Sumber/Bahan/Alat**

- Buku ajar bahasa Inggris untuk SMA/MA
- Internet

**I. Penilaian**

<table>
<thead>
<tr>
<th>Scoring elements</th>
<th>Scale</th>
<th>Quality</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30-27</td>
<td>Excellent to very good</td>
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<td></td>
<td>21-17</td>
<td>Fair to poor</td>
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</tr>
<tr>
<td>Organization</td>
<td>Vocabulary</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>16-13</strong></td>
<td>20-18</td>
<td>Very poor</td>
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<td></td>
<td>10-5</td>
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<td>Virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate</td>
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<td>Very good</td>
<td>Conventions – few errors of spelling, punctuation, capitalization, paragraphing</td>
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<td></td>
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<td>handwriting – meaning confused or obscured</td>
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</tr>
</tbody>
</table>

Peneliti

Abid Choirul Fikri
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
KURIKULUM TINGKAT SATUAN PEMBELAJARAN (KTSP)
(Kelas Kontrol)
Nama Sekolah : SMA PGRI 56 CIPUTAT
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 2
Alokasi Waktu : 2 x 30 menit
Topik pembelajaran : Descriptive text

A. Standar Kompetensi
Membaca
11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk descriptive dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar
11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk descriptive.
C. **Indikator Pencapaian Kompetensi**

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<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Nilai Budaya Dan Karakter Bangsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Mengidentifikasi makna kata dalam teks yang dibaca</td>
<td>Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri</td>
</tr>
<tr>
<td>▪ Mengidentifikasi makna kalimat dalam teks yang dibaca</td>
<td></td>
</tr>
<tr>
<td>▪ Mengidentifikasi kejadian dalam teks yang dibaca</td>
<td></td>
</tr>
<tr>
<td>▪ Mengidentifikasi ciri-ciri dari benda/orang/tempat yang dideskripsikan</td>
<td></td>
</tr>
<tr>
<td>▪ Mengidentifikasi tujuan komunikasi teks dibaca</td>
<td></td>
</tr>
</tbody>
</table>

**Kewirausahaan/ Ekonomi Kreatif :**
- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan).

D. **Tujuan Pembelajaran**
- Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
- Siswa dapat mengidentifikasi makna kalimat dalam teks yang dibaca
- Siswa dapat mengidentifikasi ciri-ciri dari benda/tempat yang dideskripsikan
- Siswa dapat mengidentifikasi tujuan komunikasi teks dibaca
E. Materi Pokok

- A descriptive text is a text that describes the characteristics of a specific thing, for example a specific person, place and thing.

- A descriptive text has the generic structure:
  1. Identification/introduction
     Identify the phenomenon to be described. It introduces about name, location, etc.
  2. Description
     It tells about the characteristic features of the subject, e.g. physical appearance, habitual behavior, and significant attributes.

Anyer is a beach town in Banten. It is located at Anyer, 38 km from Serang City. The beach is facing the West, so we can see the view of Mt. Rakata (the remaining / child of Mt. Krakatau that exploded in 1833) and the sunset. A beautiful sea sight with all activities such as Jet Ski, Speed Boat, Para Sailing and other aquatic sport, those types of activities can be found here, as well as sunset view from the beach and an old lighthouse at Cikoneng. A lot of hotels from jasmine to international 5 stars can be tourist best choices to stay. Anyer is a popular beach resort for Jakartan.

Anyer beach has many unique enchantments. Its white sands amaze many tourists. They are so pure; we can feel the softness of the sands. The deep blue sea attracts many divers around the world because its various sea lives are so completely perfect. The sea breeze can make visitors' mind fresh, out of stress and enjoy. And the last enchantments that can make Anyer beach as the most favorite place to visit is the view of the legendary Krakatau Mountain and its historical lighthouse.

It is located in the west coast of Java about 120km from Jakarta. Sanghyang, 10 km off Anyer beach, is an easy diving destination for Jakartan divers who can only spare a weekend. This volcanic island offers white carbonate-sand beach and a wealth of underwater life, while Anyer offers a gorgeous sunset.
F. Metode Pembelajaran/Teknik:

- Pendekatan: Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran: Cooperative Learning

G. Strategi Pembelajaran

<table>
<thead>
<tr>
<th>Tatap Muka</th>
<th>Terstruktur</th>
<th>Mandiri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa dapat mengidentifikasi makna kata dan kalimat dalam teks, ciri-ciri dari benda/orang/tempat yang dideskripsikan, tujuan komunikasi dari teks yang dibaca.</td>
<td>Siswa mampu menganalisa makna kata dan kalimat, ciri-ciri dari benda/orang/tempat yang dideskripsikan, tujuan komunikasi dari teks yang dibaca.</td>
<td>Siswa mampu mengerjakan dan mengerti makna kata dan kalimat, ciri-ciri dari benda/orang/tempat yang dideskripsikan, tujuan komunikasi dari teks yang dibaca.</td>
</tr>
</tbody>
</table>

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10’)

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Siswa berdiskusi mengenai pertanyaan yang guru ajukan tentang tempat liburan favorit mereka.
Kegiatan Inti (40’)

**Eksplorasi**

Dalam kegiatan eksplorasi guru:
- Guru memberikan contoh teks deskriptif kepada siswa untuk dipelajari
- Siswa mendengarkan dan memperhatikan penjelasan dari guru tentang teks deskriptif, megenai definisi dan pola paragraf deskriptif
- Guru memberi kesempatan siswa untuk mengungkapkan pendapatnya tentang objek yang akan dideskripsikan

**Elaborasi**

Dalam kegiatan elaborasi guru:
- Guru bersama siswa menganalisa pola paragraf dan struktur kebahasaan paragraf deskriptif
- Siswa menyusun paragraf deskriptif secara mandiri tentang anyer

**Konfirmasi**

Dalam kegiatan konfirmasi guru:
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugastnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai makna kata dan kalimat dalam sebuah cerita, kejadian dalam teks, ciri-ciri dari benda/orang/tempat yang dideskripsikan, tujuan komunikasi dari teks yang dibaca.
Kegiatan Akhir (10’).

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai makna kata dan kalimat dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, tujuan komunikasi dari teks yang dibaca, dari soal-soal latihan yang belum terselesaikan di kelas.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumber/Bahan/Alat

- Gambar & Handout

I. Penilaian

- Teknik : Tugas individu,
- Bentuk Instrumen : Test (membuat deskriptif teks)

Contoh Instrumen :

Make a descriptive text at least 2 paragraphs!

ANYER
### Kriteria penilaian

<table>
<thead>
<tr>
<th>Scoring elements</th>
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<tr>
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<td>Very poor</td>
<td>Does not show knowledge of subject – non-substantive – not pertinent – or not enough to evaluate</td>
</tr>
<tr>
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<td>Fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing – cohesive</td>
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<td>17-11</td>
<td>Fair to poor</td>
<td>Major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions – meaning</td>
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<tr>
<td></td>
<td>10-5</td>
<td>Very poor</td>
<td>Virtually no mastery of sentence construction rules – dominated by</td>
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<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Very good</td>
<td>conventions – few errors of spelling, punctuation, capitalization, paragraphing</td>
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<tr>
<td></td>
<td>4</td>
<td>Good to average</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Fair to poor</td>
<td>Frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Very poor</td>
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</tbody>
</table>

Peneliti
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

KURIKULUM TINGKAT SATUAN PEMBELAJARAN (KTSP)

(Kelas Kontrol)

Nama Sekolah : SMA PGRI 56 CIPUTAT
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X / 2
Alokasi Waktu : 2 x 30 menit
Topik pembelajaran : Descriptive text

A. Standar Kompetensi

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11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk descriptive dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

B. Kompetensi Dasar

11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk descriptive.

C. Indikator Pencapaian Kompetensi

| Indikator Pencapaian Kompetensi | Nilai Budaya Dan Karakter Bangsa |
Mengidentifikasi makna kata dalam teks yang dibaca
Mengidentifikasi makna kalimat dalam teks yang dibaca
Mengidentifikasi kejadian dalam teks yang dibaca
Mengidentifikasi ciri-ciri dari benda/orang/tempat yang dideskripsikan
Mengidentifikasi tujuan komunikasi teks dibaca

Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri

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<td>• Orientasi ke masa depan (punya perspektif untuk masa depan).</td>
</tr>
</tbody>
</table>

D. Tujuan Pembelajaran

• Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
• Siswa dapat mengidentifikasi makna kalimat dalam teks yang dibaca
• Siswa dapat mengidentifikasi ciri-ciri dari benda/tempat yang dideskripsikan
• Siswa dapat mengidentifikasi tujuan komunikasi teks dibaca

E. Materi Pokok

- A descriptive text is a text that describes the characteristics of a specific things, for example a specific person, place and thing.

- A descriptive text has the generic structure:

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<tr>
<td>A descriptive text has the generic structure:</td>
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1. Identification/introduction

Identify the phenomenon to be described. It introduces about name, location, etc

2. Description

It tells about the characteristic features of the subject, e.g. physical appearance, habitual behavior, and significant attributes

Tangkuban perahu is a volcano, 25 kilometers north of Bandung direction of Lembang. Its location is in between Sagalaherang village, Sagalaherang district, Subang regency and Cikole village, Lembang district, Bandung regency. This is Bandung's most famous tourist volcano just 28 km north of the city. This volcano offers many places to see and explore. Whether we look into the huge crater or hike down into it, stroll through the forest on its slopes, or simply enjoy the splendid panoramic scenery. Mt. Tangkuban Perahu is an interesting destination that everyone in the Bandung area is fond of visiting.

When seen from Bandung, Mt. Tangkuban Perahu has a distinctive shape, like an upside down boat. Tangkuban Perahu means, in fact, "up-turned boat" This peculiar shape has stimulated the fantasy of the Sundanese people from early times as expressed in the Legend of Sangkuriang. Geologically, Mt. Tangkuban Perahu has played a significant role in the development of Parahyangan highlands. Eruptions have contributed immensely to the hills north of Bandung through lava flowing into the valleys and hardening into rock, thus forming big cliffs over which waterfalls leap. Likewise, mud flows have formed a semi-circular cone of gentle gradient (what geologists call "a fan"), which is now a mass that blocked the valley of the ancient Citarum River near present day in Padalarang (some 18 km west of Bandung), this caused a lake to form covering the whole Bandung plain.

F. Metode Pembelajaran/Teknik:

- Pendekatan : Contextual Teaching and Learning (CTL)
- Strategi Pembelajaran : Cooperative Learning
### G. Strategi Pembelajaran

<table>
<thead>
<tr>
<th>Tatap Muka</th>
<th>Terstruktur</th>
<th>Mandiri</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa dapat mengidentifikasi makna kata dan kalimat dalam teks, ciri-ciri dari benda/orang/tempat yang dideskripsikan, tujuan komunikasi dari teks yang dibaca.</td>
<td>Siswa mampu menganalisa makna kata dan kalimat, ciri-ciri dari benda/orang/tempat yang dideskripsikan, tujuan komunikasi dari teks yang dibaca.</td>
<td>Siswa mampu mengerjakan dan mengerti makna kata dan kalimat, ciri-ciri dari benda/orang/tempat yang dideskripsikan, tujuan komunikasi dari teks yang dibaca.</td>
</tr>
</tbody>
</table>

### Langkah-langkah Kegiatan Pembelajaran

#### Kegiatan Awal (10’)
- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (*nilai yang ditanamkan: santun, peduli*)
- Mengecek kehadiran siswa dan siswa menyebutkan satu kata bentuk adjective (*nilai yang ditanamkan: disiplin, rajin*)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Siswa berdiskusi mengenai pertanyaan yang guru ajukan tentang tempat liburan favorit

#### Kegiatan Inti (40’)

**Eksplorasi**

Dalam kegiatan eksplorasi guru:
- Guru memberi kembali contoh teks deskriptif kepada siswa untuk dipelajari
- Siswa mendengarkan dan memperhatikan penjelasan dari guru tentang teks deskriptif, megenai definisi dan pola paragraf deskriptif
Guru memberi kesempatan siswa untuk mengungkapkan pendapatnya tentang objek yang akan dideskripsikan

**Elaborasi**
Dalam kegiatan elaborasi guru:
- Guru bersama siswa kembali menganalisa pola paragraf dan struktur kebahasaan paragraf deskriptif
- Siswa menyusun paragraf deskriptif secara mandiri tentang tangkuban perahu

**Konfirmasi**
Dalam kegiatan konfirmasi guru:
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mengenai makna kata dan kalimat dalam sebuah cerita, kejadian dalam teks, ciri-ciri dari benda/orang/tempat yang dideskripsikan, tujuan komunikasi dari teks yang dibaca.

**Kegiatan Akhir (10’)**
- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi mengenai makna kata dan kalimat dalam teks, ciri-ciri dari benda/orang yang dideskripsikan, tujuan komunikasi dari teks yang dibaca dari soal-soal latihan yang belum terselesaikan di kelas.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.
H. Sumber/Bahan/Alat

- Gambar & Handout

I. Penilaian

- Teknik : Tugas individu,
- Bentuk Instrumen : Test (membuat deskriptif teks)

Contoh Instrumen :

Make a descriptive text at least 2 paragraphs!

TANGKUBAN PRAHU

<table>
<thead>
<tr>
<th>Scoring elements</th>
<th>Scale</th>
<th>Quality</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30-27</td>
<td>Excellent to very good</td>
<td>Knowledgeable – substantive – thorough –</td>
</tr>
<tr>
<td>Content</td>
<td>26-22</td>
<td>Good to average</td>
<td>development of thesis – relevant to assigned topic</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>---------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>21-17</td>
<td>Fair to poor</td>
<td>Some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail</td>
</tr>
<tr>
<td></td>
<td>16-13</td>
<td>Very poor</td>
<td>Limited knowledge of subject – little substance – inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>Fair to poor</td>
<td>Does not show knowledge of subject – non-substantive – not pertinent – or not enough to evaluate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>20-18</th>
<th>Excellent to very good</th>
<th>Fluent expression – ideas clearly stated/supported – succinct – well-organized – logical sequencing – cohesive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17-14</td>
<td>Good to average</td>
<td>Somewhat choppy – loosely organized but main idea stand out – limited support – logical but incomplete sequencing</td>
</tr>
<tr>
<td></td>
<td>13-10</td>
<td>Fair to poor</td>
<td>organized but main idea stand out – limited support – logical but incomplete</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Range</td>
<td>Rating</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td></td>
<td>9-7</td>
<td>Very poor</td>
<td>Does not communicate – no organization – or not enough to evaluate</td>
</tr>
<tr>
<td>20-18</td>
<td>Excellent to very good</td>
<td>Sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register</td>
<td></td>
</tr>
<tr>
<td>17-14</td>
<td>Good to average</td>
<td>Adequate range – frequent errors of word/idiom form, choice, usage but meaning not obscure</td>
<td></td>
</tr>
<tr>
<td>13-10</td>
<td>Fair to poor</td>
<td>Limited range – frequent errors of word/idiom form, choice, usage – meaning confused or obscured</td>
<td></td>
</tr>
<tr>
<td>9-7</td>
<td>Very poor</td>
<td>Essentially translation – little knowledge of English vocabulary, idioms, word form – or not enough to evaluate</td>
<td></td>
</tr>
</tbody>
</table>
| 25-22      | Excellent to very good | Effective complex constructions – few errors of agreement, tense, number, word order/function, articles,
<table>
<thead>
<tr>
<th>Language Use</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>21-18</td>
<td>Very good to average</td>
</tr>
<tr>
<td></td>
<td>17-11</td>
<td>Fair to poor</td>
</tr>
<tr>
<td></td>
<td>10-5</td>
<td>Very poor</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Very good</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
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<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>pronouns, prepositions</td>
<td>Effective but simple constructions – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured</td>
</tr>
<tr>
<td>21-18</td>
<td>Very good to average</td>
<td></td>
</tr>
<tr>
<td>17-11</td>
<td>Fair to poor</td>
<td>Major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletions – meaning</td>
</tr>
<tr>
<td>10-5</td>
<td>Very poor</td>
<td>Virtually no mastery of sentence construction rules – dominated by errors – does not communicate – or not enough to evaluate</td>
</tr>
<tr>
<td>5</td>
<td>Very good</td>
<td>conventions – few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Score</td>
<td>Quality</td>
</tr>
<tr>
<td>-----------</td>
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<td>-----------</td>
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<tr>
<td></td>
<td>4</td>
<td>Good to average</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Fair to poor</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Very poor</td>
</tr>
</tbody>
</table>
SURAT KETERANGAN MENGADAKAN PENELITIAN


Yang bertanda tangan di bawah ini Kepala SMA PGRI 56 Ciputat Kota Tangerang Selatan Provinsi Banten, menerangkan bahwa:

Nama : Abid Choirui Fikri
NIM : 1111014000073
Status : Mahasiswa UIN Syahid Jakarta
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Jenjang / Semester : Strata Satu (S1) / X

Nama tersebut di atas telah Mengadakan Penelitian di SMA PGRI 56 Ciputat Kota Tangerang Selatan pada tanggal 26 Januari s/d 25 Februari 2016, guna mendapatkan data sebagai bahan penyusunan skripsi yang berjudul "The Effectiveness of Dictogloss Technique on Students' Writing of Descriptive Text".

Demikianlah surat keterangan ini kami buat, agar yang berkepentingan menjadi maklum dan dapat dipergunakan sebagaimana mestinya.

Tangerang Selatan, 25 Februari 2016
Kepala SMA PGRI 56 Ciputat,

M. Zahnudin HZ, S.Pd.
NIP.
PRE-TEST

Name : 
Class : 
Day/Date : 
Instructions :

1. Write your full name, your class, and day/date

2. Make a descriptive text about Ancol Beach, no more than 60 minutes

3. Your writing should consist of at least 3 paragraphs

4. Do not forget to write the title!
POST-TEST

Name :

Class :

Day/Date :

Instructions

1. Write your full name, your class, and day/date

2. Make a descriptive text about Taman Mini Indonesia Indah (TMII), no more than 60 minutes

3. Your writing should consist of at least 3 paragraphs

4. Do not forget to write the title!
PRE-TEST

Name : Oky Ismawati
Class : X.1
Day/Date : Selasa, 26-01-2016
Instructions :

1. Write your full name, your class, and day/date
2. Make a descriptive text about Ancol Beach, no more than 60 minutes
3. Your writing should consist of at least 3 paragraphs
4. Do not forget to write the title!

Ancol Beach

Ancol beach is very beautiful. Ancol beach is 5 kilometers from north merdeka square. You can visit ancol with your family. There is dupan, seaworld, and all others in Ancol.

To ancol, you can go with car, the ticket is cheap. 15,000. But weekend is not. There is many playground, good to children.

But now, Ancol is dirty, many trash everywhere. Color of water black and dark.
1. Write your full name, your school, and class.
2. Make a descriptive text about Taman Mini Indonesia Indah (TMII), no more than 60 minutes.
3. Your writing should consist of at least 3 paragraphs.
4. Do not forget to write the title.

**Title:**

**Text:**

Taman Mini Indonesia Indah (TMII) is located in West Jakarta. The park is a miniature Indonesia model park. The park is not far from my home. I go to TMII 3 times by motorcycle. The ticket is cheap, not expensive. I go to TMII almost every weekend. The park is very long, beautiful, and enjoyable. I always enjoy the Indonesian miniatures park. The park is so beautiful.
POST-TEST

Name : Hilda Savina
Class : X. 1
Day/Date : Selasa, 23 Feb 2016

Instructions

1. Write your full name, your class, and day/date

2. Make a descriptive text about Taman Mini Indonesia Indah (TMII), no more than 60 minutes

3. Your writing should consist of at least 3 paragraphs

4. Do not forget to write the title!

Taman mini Indonesia Indah

Taman mini Indonesia Indah is a tourism place that is very beautiful, big, large, and cool. It was located in Jakarta.

There are many parks and gardens, and there are miniatures of Indonesia. There was also a cable car, museum, theater, and all. People go to TMII in the weekend. The ticket is very expensive.

TMII also for shooting Anak Jalanan in RCTI. I go there to see William. The place is good and okay for shooting and refreshing.
PRE-TEST

Name: Hanifa Syahru
Class: X.2
Day/Date: Kamis, 28-01-2016

Instructions:
1. Write your full name, your class, and day/date.
2. Make a descriptive text about Ancol Beach, no more than 60 minutes.
3. Your writing should consist of at least 3 paragraphs.
4. Do not forget to write the title!

Ancol

Ancol location in Jakarta. Place is very big. I go to Ancol with my friend to play water.

The Beach are not clean caused by visitors who are not littering. Jakarta people to Ancol for swim. There is a cable car, children's playground, greenhouse.

In morning, people running usually. Weekend, here very crowded and many people.
POST-TEST

Name: Hariva Syahru
Class: X.2
Day/Date: Thursday, February 25 2016

Instructions

1. Write your full name, your class, and day/date

2. Make a descriptive text about Taman Mini Indonesia Indah (TMII), no more than 60 minutes

3. Your writing should consist of at least 3 paragraphs

4. Do not forget to write the title!

Taman Mini Indonesia Indah (TMII)

Taman Mini Indonesia Indah is located in Jakarta. This place has many objects about cultural aspects in 33 provinces in Indonesia. The cultural aspect like the aspect of traditional houses, traditional dances, traditional clothes, there were very beautiful.

More

TMII is very good, there is the playing field, although not so many as du fan, there are many custom horses from every province in Indonesia.

In the morning this place can be used for jogging, and sporty. The tourist is very much when weekend, day off and long holiday.
PRE-TEST

Name: JELITA ARISTI
Class: x-2
Day/Date: 28-01-2016

Instructions:
1. Write your full name, your class, and day/date
2. Make a descriptive text about Ancol Beach, no more than 60 minutes
3. Your writing should consist of at least 3 paragraphs
4. Do not forget to write the title!

Ancol Beach

The Ancol Beach is so beautiful. I and my family frequently vacationed there just to enjoy the view and the ambiance really caught our attention. There were also a lot of games like duck boat, swimming and many more... .

I like the photo on Ancol because of a lot of very beautiful scenery and I do not like to linger long in Ancol because of increasingly crowded. I don't like Ancol because Ancol is so hot.
POST-TEST

Name: JELITA ARIESTI
Class: X.2
Day/Date: Selasa, 23-02-18

Instructions

1. Write your full name, your class, and day/date.

2. Make a descriptive text about Taman Mini Indonesia Indah (TMII), no more than 60 minutes.

3. Your writing should consist of at least 3 paragraphs.

4. Do not forget to write the title!

Title: Taman Mini Indonesia Indah (TMII)

Taman mini Indonesia Indah located in Jakarta, this place is good many objects about cultural aspect in 33 provinces in Indonesia. The cultural aspect like aspect of traditional houses, traditional dances, traditional clothes.

TMII is very good. There is the playing field, although not many as before, here, there are many custom hermes from province in Indonesia. In the morning that place can be used for jogging and sporty, the tourist very much when weekend, day off and long holiday.