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THE USE OF DICTOGLOSS TO IMPROVE STUDENTS' WRITING IN MUHAMMADIYAH PLUS SECONDARY SCHOOL BATAM

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ABSTRACT

Teaching writing in secondary school is found as another level of skill to be mastered (Abdulwahed and Ismail, 2011; Pertiwi and Drajati (2018); Ardiansyah, (2020)). Research about teaching writing at this junior high school level often got less attention which happened in Muhammadiyah Plus Secondary School Batam. However, students at this level are supposed to be able to master the writing skill as well as learn other skills in English. In implementing that, thus, a teaching method is needed to be chosen. In this study, the researcher will examine the use of Dictogloss as a technique to improve secondary students' writing skills. Dictogloss is going to use as a treatment to help students to develop their grammar, vocabulary, spelling, and punctuation as found as the mostly error made by them. This learning which will integrate dictation given by the researcher and peer-assessment as a technique to analyse is expected to be beneficial. Hence, the aim of this study is to analyse the use of Dictogloss to improve students writing skills. The participants are the students from grade 9A, 26 students in total, in Muhammadiyah Plus Secondary School Batam. The class subject is going to be The English Cambridge exposing about Procedure Text. In order to apply the research, a Classroom Action Research (CAR) is selected as the research method to use.

Keywords: dictogloss, writing skill, teaching writing, secondary students

INTRODUCTION

While studying a language, especially in English, the four skills are needed to learn. The speaking, reading, listening, and finally writing are all important. Writing is one of the four skills in English that is aimed to be mastered for students. The importance of mastering writing is stated by Kellogg (2008). Accordingly, he states that writing could help reinforce the grammatical structure, enhancing the students' vocabularies, and also assisting the other skills which are reading, listening, and speaking. Utami et al. (2015) also believe that writing is a process that happens over a period of time to deliver a sequence of sentences organised in a specific order and connected in certain ways that are cohesive and coherent. However, being able in writing English for EFL students might be difficult. The importance of writing for students, especially in this study the junior high school students is also given by Ardiansyah (2020) who thought that writing is needed in

their daily life such as to write a letter, a story and short messages. Although the teaching writing might be not intensively at this school level. Especially, when the secondary students do the writing task individually.

Based on the experience of the researcher, writing is found as the most difficult skill to be done by the junior high school students. Because they, as the English foreign learners, found it as the next level of ability to be mastered. This study is based on the teaching practice done by the researcher to the junior high school students in Muhammadiyah Plus Secondary School in Batam. After doing the teaching-learning, researcher found that students made errors in writing. While asked to do writing, the writing products were identified on their mistakes in punctuation, spelling, word order, the use of verb (the action verb also subject-verb agreement) and semantics (idiomatic expressions, colloquialisms, etc.), and the other types of errors of the individual writing (Stewart et al., 2014). A treatment is needed to be designed as the overcome to enrich students' writing skills in English. Thus, working collaboratively is designed to improve its skill. In line with the statement previously, Mohammad and Meihami (2015) argue that collaborative skills in research are plenty much, however, the further studies regarding collaborative writing is paid attention with little thorough considerations.

As the treatment was stated above, a teaching method to use is chosen. The researcher chooses dictogloss as a teaching method to help students to improve their ability, especially in writing. As Jacobs and Small (2003) state about the use of dictogloss is that students are asked to be focused that their attention can be formed so that all four language skills are included within. It occurs where "the students listen twice to a short talk or a reading on appropriate content. The first time listen to the main idea then the second time listen to the details" (Freeman and Anderson, 2011). Then, writing notes for about three minutes. This technique fits the learning writing process which the objective focus is to write a text. As a result, the focus of this teaching method is to enrich students' knowledge about the use of correct grammar, spelling, vocabularies choices, and punctuation in a text of secondary writing level. It is decided as the result of the observation while students were doing the writing task to do. It is shown that secondary students were paid less attention to their writing, especially about the punctuation. Therefore, the addition of designing teaching innovation in teaching to increase students' ability is a must (Mandasari and Aminatun, 2020). In order to that case, the researcher or the teacher tried to create a different way to develop students' knowledge by using dictogloss to improve their writing in the class.

The use of dictogloss was done successful by these following researchers. This method was used by Stewart et al. (2014) which result that the participants appreciated the way that all four language skills were made purposeful. They integrated the writing promoting test, speaking promoting dictogloss test, and listening procedure. However, the treatments were more focusing on promoting the use of dictogloss in writing and speaking skills using different stages. Meanwhile, a study developed by Muthmainnah et al. (2018) that used two instruments for the study, the writing test and the motivation questionnaire. This study was designed by comparing between dictogloss and Direct Instruction to find which one is more beneficial to teach writing for the eleventh-grade students. The result of this research shows that: (1) dictogloss is much more beneficial

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compared to Direct Instruction to teach writing, and (2) the high school students were having high motivation and improving their skill in writing. On the other hand, a study done by Mandasari and Aminatun (2020) which also using dictogloss, was conducted to teach listening brought beneficial impacts to upgrade students' listening comprehension. It emphasised that the result of experimental class which has higher post-test score compared to control class after using dictogloss.

Hence, this study is going to identify how the treatment developed by the teacher in the other word also as the researcher, works as the implementation of classroom action research. In this classroom action research as explained, the teaching method dictogloss is used which in teaching has many merits as recommended by Stewart et al. (2014) to aim the procedures are practical, yet flexible enough to account for the needs, interests, and learning preferences of each learner. The gap from the previous research that this study is going to focus on teaching-learning writing skill through the collaborative writing. It is clearly concluded that a teaching activity known as dictogloss is designed. The activities called as dictation will be done in twice time as the students are going to re-write the given words into sentences. After that, students are asked to write appropriately based on what they have heard. After done giving dictation by stepping and breaking down a text into each sentence, students are also needed to do a collaborative brainstorming with their teammates. In this stage, they will have time to discuss about the misheard words, wrong spelling, error grammar, and mistakes in punctuation from their individual writing result. This method is expected to not only make students enrich their writing ability, but also aim to stimulate the social interaction in learning.

The use of dictogloss is expected to be more fun, because more than that, the dictogloss activities allow English learners to be active and reflective during the learning process. Stewart et al. (2014) add that "instead of reinforcing a linear approach to learning (i.e., input-comprehension-output), the dictogloss procedures illustrate learning approach where students have opportunities to integrate reading, writing, listening, and speaking skills through social interaction". Thus, this study has a function to improve students writing skills by using dictogloss as the teaching method for secondary students.

THEORETICAL FRAMEWORKS
The Importance of Writing
According to Brown (2001), writing is the activities of considering, drafting, and changing that require specialized aptitudes on how to create thoughts, how to organize them coherently, how to utilize course markers and explanatory traditions coherently into a written content, how to re-examine content for clearer meaning and how to alter content for suitable language structure and how to deliver the ultimate item. In the meantime, Pertiwi and Drajati (2018) thought that writing could be a complex preparation of considering, making thoughts, organising them into great statements and paragraphs, and at last cleaning the harsh draft through altering and modification to create the last item of the writing. Thus, writing is important that eventually derived from the fact that it reinforces grammatical structures, vocabulary, and idioms that we have been teaching to our students (Abdulwahed and Ismail, 2011). They also added that writing should receive more attention in classes in order to prepare learners to cope with the communicative demands of real-life situations. In conclusion, writing is a process that should be done by

doing planning, designing, editing, and also producing a written idea that ought to do properly and comprehensively with consideration of grammar, vocabulary, punctuation, and spelling.

Writing in Secondary School Level

This study objective is to explore the effectiveness of using dictogloss to secondary students. Therefore, the focus of this research is going to be surrounded the secondary students, specifically secondary students in Muhammadiyah Plus Secondary students in Batam. Teaching writing in this school level might likely take less attention. As the result, students found that writing in English is somehow uneasy. There are some reasons why students hand over in completing their assignment. In line with Carolan and Kyppö (2015), the students took an expanded time to ace the composing ability much appreciated for a few reasons. To begin with, the reason words are in thousand; the vocabulary dominance of students is diverse among one another since their capabilities are distinctive. More youthful students have trouble modifying the words to create a sentence much obliged to their vocabulary restriction and failure to specific their thought into communication. Moreover, they were doing not knew the way to rectify botches. The final was the primary reason for composing movement was to capture grammar, spelling and punctuations mistakes. However, Ayu and Zuraida (2020) found that numerous students do not realise two things. To begin with, as a matter based on their research, writing is complicated for about everybody. Assist, they too contended when in classroom exercises, students accept that creating writing expertise is more complicated than creating other dialect aptitudes so most of the students loathe writing.

Teaching Writing Method

To start writing, the students must ask themselves whether or not they have enough time to write down and whether or not they enjoy it. How the students can write if they're not provided enough time to put in writing in class (Ayu and Zuraida, 2020). Thus, developing an interactive teaching method and activity is needed. Here are the ideas of developing teaching writing in an unique activities and successful done according to Ddeubel (2009).

1. Integrated of Listening and Writing
   1) Dictogloss-dictation, Anderson (2003:46) defines that the word dictogloss comes from two words, i.e., „dictation" and „glossary". Dictation is an activity of a person who reads a passage aloud and the audience writes what is said (dictated).
   2) Story Rewriting, this is happened when the teacher reads a story, or the class listens to an audio story. After, students make a storyboard (just fold a blank page so you have 8 squares) and draw pictures. Then, they write the story based on those pictures.
2. Integrated of Watching and Writing
   1) Newscasts/weather Reports, the activity is done by asking students to watch the daily news or weather report. Students write in groups or individually, their own version of the news for that week/day. Then perform for the class like a real news report.
   2) Travel Videos, it is done by giving students to watch a few travel videos (there are many nice, short travel "postcard" videos online). Groups of students select a place and write up a report or a poster outlining why others should visit their

city/country. Alternately, give students a postcard and have them write to another student in the classroom as if they were in that city/country. For lower levelled students, provide them with a template and they just fill in the details.

3. Integrated of Looking at Something and Writing
    1) Bookmaking, provide students with a series of pictures which describe a story. I often use Action Pictures. Students write about each picture, numbering each piece of writing for each picture. The teacher can guide lower-level students like this Mr. X's Amazing Day example. After editing, the students cut up the pictures and make a storybook. Gluing in the pictures, colouring, decorating, and adding their own story text. Afterwards read to the whole class or share among the class.
    2) Sequencing, this activity occurs to provide students with a sequence of pictures which are scrambled. The students must order the pictures and then write out the process. Ex. Making scrambled eggs.
4. Integrated of Reading and Writing
    1) Reading Journal, the students read a story and then respond by making a reflective journal entry. Alternatively, the students can respond to a reading response question like, "Which character did you like best? Why?"
    2) Giving Advice, it is when students are asked to read a problem provided by the teacher (even better, get students to provide the problem by having them write down what they need advice on). This can often be someone ask for advice from a newspaper. Students write their own response, then giving advice.

Difficulties and Errors in Writing

Teaching writing for students at the junior high school is one of the critical things that ought to be done well because English is one of the prior subjects that must be instructed for students at the junior high school level. English learning within the higher instruction is focused on the form the students reach the useful level, that's, to communicate written and orally in tackling day by day issues. Somehow, writing is found as the hardest skill to be done well. Based on researcher's observation, the secondary students were struggling when the teacher asked them to write a test. Many learners think that writing is the most difficult skill to be mastered (Ardiansyah, 2020). Also, he stated that the difficulty does not only in generating and organising ideas but also in translating these ideas into a readable text. The skills that are involved in writing are highly complex. The secondary students have to pay attention to their skill of planning and organizing as well as their skill of spelling and giving punctuation. However, when lecturers teach writing to the students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically and systematically. Hence, teaching writing depends on the lecturer's ability of how to teach writing effectively which can make students ability improved.

Dictogloss as A Teaching Method to Improve Students' Writing

As explained from the statements above, teaching writing should be done in an interactive and unique way. It is aimed to make students' feel interested to the subject first so they can understand the material. According to the finding of researcher's observation, students found that doing writing is boring. They only asked to write something usually given by their workbook. Moreover, the other problem came when they have lack of vocabularies. Not only that, the use of punctuation and spelling are also rarely taught.

Based on that explanation, a teaching method is chosen to light up the classroom. Researcher in this study also took role as the teacher is going to create a teaching method that is unlikely used while doing teaching writing in secondary school level.

Dictogloss, an integrated skill as a technique to study a language in which students work collaboratively to design a reconstructed version of a text read as a dictation (Jacobs, 2003). The effectiveness of using Dictogloss to teach writing also includes that this method impacts specifically the autonomy of students as they have gotten to be independent learners due to the improvement of their communicative competence (MacKenzie, (2013), Stewart et al., (2014), Dewi, (2017)). Based on those studies, research chose Dictogloss as the chosen one to implement the research.

Dictogloss the main guidelines of this teaching method are to think about centred on how teachers can break the ice within the course by utilizing such inventive, multi-skill exercises as Dictogloss. This way of educating can operate more than one expertise at the same time. It leads understudies to listen, think, write, build, and participate, all in one activity (Al-Obaydi & Al-Mosawi, 2018).

METHOD

Participants / Subject / Population and Sample

The participants of this study are the secondary students. For the population, the secondary students in Muhammadiyah Plus Secondary Plus Batam are chosen. To take the sample, the researcher is going to take the students from grade 9A in Muhammadiyah Plus Secondary School Batam. There all 26 students total as the subjects of this study. The subject being used was English Cambridge. The specific topic was about Procedure Text. Therefore, researcher had designed a procedure text "how to make a sandwich" along its language feature in that chapter of Students' Workbook, which was from chapter 9.

Instruments

This study uses Classroom Action Research as the research method. Action research is a kind of research in which the lecturer can involve in, to improve some aspects of their teaching or to evaluate the success or appropriateness of techniques or procedures (Harmer, 2002). Thus, to gain the data, researcher decides to use a teaching method called dictogloss to help researcher also as the teacher to achieve the expected result. While doing the collecting data, researcher gave students two times chances to listen to the dictation. The researcher had prepared a text previously. The text was adopted by their Workbook, the procedure text. The structure, the grammar that being used, the vocabularies, and also the language features are relate to their subject in Chapter 9 of English Cambridge Workbook.

Here are the steps while doing the data collection using dictogloss.

The researcher is planned to begin by dividing the students into 5 groups contains of 5-6 students per groups. The main steps of this process are:

1) The first step

In this step, the teacher is planned to prepare students by focusing on the passage itself. Researcher will be focused on the title on the board and clarified the rule of grammar that will receive the focus. After this process, the teacher is going to ask the students to brainstorm the ideas concerning the content of the passage to make a kind of prediction before a dictation process. A kind of discussion occurs between the teacher and the students to make sure that they know what is required from them to do.

2) The second step

At this stage, the teacher will begin to read a passage at somehow slow rate and the students begun to take notes concerning the target text. The number of reading processes is determined according to students' understanding to the text. The purposeful listening is very necessary at this stage because it represents a key to deliver clear input to the students.

3) The third step

This step represents the process of reconstruction of the text individually. Each student writes a text depending on the registered notes. A kind of sharing occurs at that time when the students exchanged notes and ideas. The recreation process required students to pay attention to write approximately similar to the original text and to use correct rules of grammar.

4) The fourth step

After completing the texts, the students are asked to check their writing by comparing it to the original one and then with their peers during group work section. The groups consist of four students for each. This stage breaks the ice among students as they begin to cooperate and collaborate actively in order to be the winner. The spirit of competition, this way of teaching creates, makes the students energetic and enthusiastic. Their class engagement also enriched as they exchanged the right answers. Teacher role demonstrates when she guided and controlled

5) the students writing and self-assess process. When the teacher finishes controlling the correction process of all students' performance, they begin to complete the reflection sheet that supposed to show their level of grammar, writing, and the comprehension of meaning and to clarify their development in next lectures by comparing these sheets. This step of decision making helps students to be autonomous learners. When a new lecture begins, the teacher makes a kind of review by using the same previous reflection sheet in order to reinforce the retention of information by helping the students to remember their errors and to work on them.

Data Analysis Procedures

In this study, the researcher will analyse the collected data in two stages. The first stage which has stated above, will be done by the students as a peer assessment. Secondly, after done examining the peer assessment, researcher is going to do

assessment by herself. Here is the table of the assessment.

List the type of error you committed	List the type of the **example** and explanation	Indicate how the specified error was detected (Check as many as you want)		Indicate your knowledge of the error (Check one) Done by the owner of the paper.		
	Grammar, vocabulary,collocation, spelling, etc.	By a classmate	By teacher	I knew the error.	I have heard of the error.	The error is new for me.
Grammar Errors	1. Had be, supposed to be had been (1st sentence). EXAMPLE	✓		✓		
Vocabularies Errors	1. Bagyard, supposed to be backyard (last sentence). EXAMPLE	✓			✓	
Punctuation Errors	1. First sentence doesn't use full stop at the end.	✓			✓	
Collocation/spelling Errors	1. Mayonais, supposed to be mayonnaise (3rd sentence). EXAMPLE	✓				✓

The table of reflection of the peer assessment and researcher's are adopted from Stewart et al. (2014). It describes how students are going to ask to assess their friends' writing. For the reflection of peer assessment, the students writing will be given from a different team. For example, team 1 will do the peer assessment of team 2 and vice versa. From the result of this activity, students are also aimed to see whether they can identify their own mistakes or errors they made while doing writing. They are asked to give the correction regarding to the mistakes and errors they've found. Expectedly, they will be realising how is their writing should be done previously and the future. And for the researcher assessment, likewise, researcher will do the reflection of analysis just like the peer assessment done by students. However, in this stage, researcher will do scoring based on how many mistakes and errors they make. Further, researcher is going to conclude if the treatment, Dictogloss is effectively increasing students' writing skill or not based on her observation.

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Table 2. Student's Writing Rubric for Researcher and Pre-Test

Score	Components of Writing			
	Content	**Structural**	**Vocabulary**	**Mechanical Issues**
5	The content is clear and complete, and the details are related to the topic	The materials are complete and steps are clearly stated with legitimate connectives	Impressive word choices and word forms	Grammatically correct, well in spelling and punctuation
4	The content is clear and complete but the details are mostly related to the topic	The materials are almost complete and the steps are clearly stated with legitimate connectives	Few misuses of word choices but still remain the word's meaning	Few errors in grammar, spelling, and punctuation
3	The content is quite clear and complete but the details are not pretty related to the topic	The materials are quite complete but the steps are less stated clearly with legitimate connectives	Lack of misuses of word choices and few mistakes of word forms	Lack of grammatically error but good in spelling and punctuation
2	The content is pretty clear and complete but the details are not related to the topic	The materials are incomplete and the steps are unclearly stated with few misuses of connectives	Constrained extend of confusing words and word forms	Frequent errors in grammar, spelling, and punctuation
1	The content is unclear and the details are not related to the topic	The materials are incomplete and the steps are stated unclearly	Exceptionally destitute information of words, word forms, and not understandable	Mostly grammatically error, bad in spelling and not using any punctuation

After giving the pre-test, researcher was aimed to get the average score of students' writing exercise by using rubric above to assess. Consequently, researcher brought the post-test which was applying Dictogloss through writing.

Students were asked to be divided into group of 5-6 people. The procedure text this time was given by teacher or also the researcher by doing dictation. In this stage, students are asked not only to enrich their writing ability, but also their listening skill comprehensively. They had time to discuss after the twice time of dictation with their teammates to check what they had heard and checked their correctness collaboratively. Not only that, but they were also asked to do the peer assessment of different team to check their background knowledge about writing. It is how researcher got to pay attention to their writing ability components such as the structure of the text, spelling, vocabulary, grammar, and punctuation. After that, the score of students were going to take based on the assessment rubric above.

FINDINGS AND DISCUSSION
In order to conduct the result, the Classroom Action Research is used. This research is explored to improve the students' ability in writing at the secondary level. Previously, before doing the test, the researcher had taught them about procedure text which was part of chapter 9 from their English Cambridge workbook, so they had basic knowledge to write it. After that, they are asked to write a procedure text individually. They could see how to write it from the example. Somehow, during the pre-test of writing the procedure text, the writing errors especially in spelling, vocabulary, and grammar had found. Further, this result is expected to be solved by using Dictogloss as a treatment. It can be seen as the researcher had observed the class at first and got the result of the pre-test data. It is summarized the findings by this following table.

Table 3. Student's Writing Rubric for Researcher and Pre-Test

Name	Content	Structural	Vocabulary	Mechanical Issues
Student 1	3	4	4	3
Student 2	3	4	5	3
Student 3	5	3	4	3
Student 4	2	3	2	3
Student 5	5	4	4	4
Student 6	2	3	3	2
Student 7	4	3	4	4
Student 8	3	3	2	3
Student 9	2	2	2	1
Student 10	3	4	3	4
Student 11	1	1	2	1
Student 12	2	2	2	1
Student 13	1	1	1	1
Student 14	3	3	3	3
Student 15	4	4	3	3
Student 16	5	5	4	3

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Student 17	4	5	4	3
Student 18	3	4	3	2
Student 19	4	3	3	3
Student 20	3	3	2	2
Student 21	5	4	3	3
Student 22	4	5	4	3
Student 23	5	4	4	4
Student 24	5	5	4	4
Student 25	3	3	2	2
Student 26	3	4	3	3
Student 27	3	3	2	2
Student 28	5	4	3	4
MEAN	3.3	3	3.4	2.6
Mean Total				**3.1**

Aspect scores categories

Content   : 1 (very poor), 2 (poor), 3 (average), 4 (good), 5 (very good)
Structural   : 1 (very poor), 2 (poor), 3 (average), 4 (good), 5 (very good)
Vocabulary   : 1 (very poor), 2 (poor), 3 (average), 4 (good), 5 (very good)
Mechanical Issues   : 1 (very poor), 2 (poor), 3 (average), 4 (good), 5 (very good)

According to the students' pre-test scores above, it shows that their ability in writing was averagely quite good, it can be seen from the average number of the writing content which was 3.3, 3 score for their structural in average, while the 3.4 score for the average of their word choices in vocabulary, and 2.6 which was for the average score for mechanical issues in writing such as error in grammar, spelling, punctuation, etc. In total, the average score is 3.1 This indicates that in general, their writing abilities are pretty satisfied. However, to enrich their ability more, Dictogloss had chosen to improve their ability further. Dictogloos could encourage students to be capable to pay attention by considering the meaning of words, as well as utilize the use of grammar (Ardiansyah, 2020)

Then, from the result of pre-test above, researcher implemented Dictogloss to improve students' writing skill in 2 cycles. The first cycle was conducted on 18th March 2022. In this cycle, students were introduced to Dictogloss for the first time. Researcher was firstly explained about what Dictogloss was and what aim that would be reached. Also, this was when students were asked to work in group. They were given a procedure text which was breaking into sentences. Students were aimed to listen to the researcher' dictation individually. After twice time of dictation, their notes were indicated as the treatment result. They could have time to discuss with their teammates to check their writing correctness. In this cycle, the writing was much better. They could even do a collaborative learning by discussing about what was the spelling of a word, and so on.

Just how the first cycle gave positive impact to their writing, the next cycle was held on 22nd March 2022. In this cycle, their paper was asked to be well than before. They were given time to listen to dictation given by researcher along to discuss with their teammates

right away. After that, their papers were changed and delivered to the different group to do the peer assessment. In this stage, students had more time to discuss and to listen to the dictation once again during the peer assessment. They were more focused on correcting the errors such as the lack of full stop, the use of comma, misspelled words, grammatical error, and so forth. From the result of doing Dictogloss along its peer assessment, researcher found out the increasing of their knowledge and awareness in writing much more than the previous cycle also the pre-test. Thus, the following table shows how the use of Dictogloss can improve their ability in writing as grading bellow.

Table 4. Student's Post-Test Scores

Name	Content	Structural	Vocabulary	Mechanical Issues
Student 1	5	5	5	5
Student 2	4	5	5	5
Student 3	5	4	5	5
Student 4	5	5	4	5
Student 5	5	5	5	5
Student 6	5	5	5	5
Student 7	5	5	5	5
Student 8	5	5	5	4
Student 9	5	3	3	3
Student 10	5	5	5	5
Student 11	5	5	4	5
Student 12	5	5	5	5
Student 13	3	3	3	3
Student 14	5	5	5	5
Student 15	5	5	5	5
Student 16	5	5	4	4
Student 17	4	5	4	5
Student 18	5	4	4	4
Student 19	5	3	3	4
Student 20	5	5	4	5
Student 21	5	4	3	4
Student 22	5	5	5	5
Student 23	5	5	5	5
Student 24	5	5	5	5
Student 25	5	5	5	5
Student 26	5	4	5	5
Student 27	5	5	5	4
Student 28	5	5	5	5
MEAN	4.8	4.6	4.4	4.6

Mean Total				4.6

As shown from the table above, here are the results to be explained further. The improvement could be seen from the content of their writing from the average score 3.3 to 4.8. The same impact also affected to the students' knowledge of writing in structural which shows started from only 3 to 4.6 as the average score. The significance result of this post-test is testified from 3.40 to highly increase 4.4 as the average score. And then, their mechanical issues in writing, which was found as the errors that highly made, has increased into 4.6 score in average from 2.6. Dictogloss could make useful learning in writing with special touch so it would make the class more joyful (Ardiansyah, 2020).

DISCUSSION

While doing the research implementation, researcher used these stages for both cycles. The stages started from planning, practicing the dictation, writing the dictation by taking notes and finally doing the correction by having discussion in team. After implementing those stages, the next step was collecting and analysing the data. These are the result to be explored further.

1) First Cycle

In this cycle, the problems were found. It could be concluded from their pre-test writing result. Their writing was somehow already good yet still needed more revision. Here are the errors found in this cycle. First, students didn't take attention to the use of punctuation. Even, some of them were not using any full stop at all in their sentences. The other error was from the spelling. Some of the students had already got the word correctly well the rest didn't get the right word (e.g., contain while it supposed to be content). Then, the lack of awareness of grammar. Before did the dictation, researcher had told students what tenses would be used. Some of the students didn't use the right tense. Additionally, this activity has never done before that made them still adapting to both focus to the listening and writing the words. Hence, based on those findings, researcher had developed these activities to improve students' writing. The overcome to implement their improvement was to do the dictation along the peer assessment.

2) Second Cycle

For this cycle, students had improved their awareness more. They got to be more focused while listening to the dictation. Further, they did take notes seriously and did discuss deeper with their teammates. They were no longer focus as an individual but more paid attention to everybody in their group. Moreover, the peer assessment which was given in this cycle helped them a lot in their awareness in writing. In this cycle, students were asked to check their friends' writing by changing the paper from different group. As listed and explained from the example of the peer assessment scoring rubric, they did the correction seriously. Also, in this cycle, students were much more ready since it wasn't their first time to do this Dictogloss learning activity. As a result, their performance was increasing extremely as seen in table 4.

CONCLUSION

Despite of the lack of attention in teaching-learning in writing skill for secondary school level, the fact in the classroom shouldn't be ignored. Students were lack of awareness in their writing skill even though in this school level and the curriculum used (Cambridge)

writing was not aimed as the major skill to be mastered. However, teaching and learning writing is important to develop secondary students to help them to enrich their knowledge in vocabularies, the use of grammar, spelling, etc. Thus, the use of Dictogloss in this research which is aimed to improve their writing skill has proved to be successful. Students could be more aware to the components of writing more along on how to listen from the non-audio recording better. Dictogloss does not only help teacher to teach writing to students, but also does make students pay more attention to their writing. Students also found that this teaching technique is much more attractive, fresh, and interesting both for their writing class and listening class.

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